



2016-2017 Annual Report

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.

Narrative Summary

Wasatch Charter School just completed the first year of operations in June 2017. Our school began like most Waldorf schools around the world, with an inspiration, an idea that existed independently as a thought and when the time was right became manifest. It took the effort of many individuals to bring Waldorf education to our community, and in the process we discovered many individuals already living in Utah with connections to Rudolf Steiner and Waldorf schools from around the world and across the United States.

In seeking a Waldorf school and community, we determined to apply to the Utah State Board of Education (USBE) to open a public charter school. This route, while challenging, allows us to offer a tuition-free, public education that can welcome and meet the needs of students from all different demographic and socioeconomic backgrounds. As a public Waldorf charter school, we have our challenges – we are required to comply with State and Federal laws, serve all children (regardless of their struggles or special needs), and administer state assessments. However, we also have the stability of consistent State funding and the support of many parents.

One of the other considerations for a charter school in Utah is the need to be of a sufficient size to remain financially viable and to offer the range of programming and specialty classes desired. After approval by USBE, we began the enrollment and hiring processes. We received nearly 1400 applications for students seeking to attend our school and hired over 60 part-time and full-time staff members to work here. In August 2016, after an expedited 6 month construction process to complete our building, we opened our doors to 540 students from kindergarten through eighth grade. We also have a private Foundation that leases space and serves an additional 90 preschool students and offers aftercare, summer programs, parenting classes, and enrichment activities for students on a tuition basis.

Our first year has not been without bumps and difficulties, but it has also been filled with miracles and grace. During this year we have worked diligently to create culture. It is a core intention of the founders, administration, and faculty to have our school be deeply rooted in Steiner's work and the anthroposophical impulse behind all of Waldorf education. We have sought to study and develop ourselves in this regard while simultaneously working on procedural issues like how to manage the pick up this many students at the end of the day and addressing student discipline. We have sowed many seeds which we know in time will yield the fruits of a solid, well-formed and healthy community.

We have a faculty that includes a number of trained and experienced Waldorf teachers, some former Waldorf students, and a committed staff that is new to and committed to Waldorf teaching. We have begun the process of providing training and professional development for all of our teachers, and are working diligently to help them develop the various necessary capacities. We have a very positive and supportive faculty and parent community that is working together in this energizing, formative state.

In addition, we are building our specialty programs, including gardening and farming (where we just secured an additional 11 acre plot of land to care for -- a truly amazing possibility in an urban area), handwork, eurythmy, games, music and Spanish. We have a lunch program that makes and serves hundreds of nutritious, freshly made meals each day and is able to offer free and reduced lunch through federal programs.

This has been a time of great growth and great successes. We had over 1100 new applications for enrollment next year, and have only about 54 seats available. Parents are already asking about when we will open an additional campus or a high school.

We know that the most critical component of our long-term growth and success will be a high quality, dedicated teaching staff. We will need teachers who really know the curriculum, understand Steiner's model of human development and use it to inform their teaching, and know how to bring academic content effectively into integrated, artistic lessons. And, this is not a process that happens overnight.

As the only Waldorf school in our state (the next closest are all about 5 hours away), we recognize the need to develop a broader sense of community with other Waldorf schools and communities. We want our faculty and families to sense that our work is part of a broader, global movement to educate children and benefit humanity. We want them to feel connected.

Already, we are creating a strong, distinctive sense of community amongst our faculty and families that will enable us to work cooperatively to reach our long-term goals.

Our Community

STUDENTS & FAMILIES

| | |
|--------------------|--|
| 540 (on October 1) | Total Student Enrollment |
| 330 | Total Number of Families with Students Enrolled |
| 85% | Students Re-enrolled for 2017-18 School Year |
| 12% | Qualify for Free & Reduced Lunch |
| 14% | Minority Students |
| 14 | School Districts in which Students Reside |
| 65 | Students with IEPs and 504 Plans |
| 50 | Students Receiving Rti Services / Interventions (without IEPs) |

EMPLOYEES

| | |
|----------------------------|-------------------------------|
| EMPLOYEES HIRED | |
| 61 | before school started |
| 26 | during school year |
| 20 | for next school year |
| EMPLOYEES DEPARTING | |
| 3 | Terminated |
| 6 | left during school year |
| 13 | not continuing into next year |
| 2 | moving to Foundation |
| OVERALL WCS STATS | |
| 87 | hired for 2016-2017 SY |
| 65 | maintaining employment |
| 75% | employees retained |
| 85 | total for 2017-2018 SY |

Highlight of Accomplishments

- Fully enrolled school and maintained steady enrollment and interest
- Created the beginnings of a strong community of faculty, children and parents
- Set the groundwork for governance structures and cadence with Governing Board, Faculty Council, Family Council and Committees
- Laid a foundation for strong academic growth with positive learning environments, development of focus, and Waldorf culture
- Established structures and programs to support students with special needs and challenges in the classroom: hearth, recess supervision, 3 Streams referral and tracking process, 3 Streams training for staff and parents
- Specialty instruction began strong in Handwork, Music, Games, Eurythmy, Spanish and Gardening
- Teachers began formal training programs and also received support from mentors and visiting experts throughout the year
- Fundraising efforts garnered nearly \$80,000 from sales, donations, fees, and events, including a fabulous first Spring Gala
- Federal School Lunch Program was approved and delivered hundreds of nutritious lunches each day
- Financial management goals were met and the year ended with significant cash on hand
- Engagement surveys of employees demonstrated a significant investment in the school and positive feelings about the experience of working at WCS

Charter School Performance Measures

This is a summary of items that are part of the evaluation system and contract with the Utah State Charter School Board. For each section, the goal/expectation is in green; below, is an accounting of WCS actions in the past 2016-17 school year, followed by plans for improvement/changes in the 2017-18 school year.

GOVERNANCE

The Governing Board shall institute policies and programs to ensure compliance with the terms and conditions of this Agreement as well as compliance with all governing laws, regulations, and rules.

2016-17: Governing Board worked with Administration to draft and approve all required policies by the beginning of the school year. Mid-year policy changes have been undertaken as laws have changed and needs arose.

2017-18: Governing Board will identify regular process and schedule to review policies and ensure on-going compliance.

The Governing Board agrees to have a website with the content requirements found in R277-482, Utah Administrative Code, posted at least 180 days prior to the opening day of school. In addition, the SCSB requires the website contain links to school data and accountability reports maintained on other websites (e.g., student assessment, audited financial statement, etc.); links to Governing Board meeting dates, agendas and minutes; and reports created by the Governing Board to provide evidence of how the Charter School performed compared to the assurances and school accountability measures in this Charter Agreement.

2016-17: Website was up by due date and approved by SCSB. Website contains links to Board meeting dates and minutes. Annual report and accountability reports will be made available on website when they are completed.

2017-18: Process will be clearly delineated for posting meeting agendas on website and timely posting of minutes/recordings.

The Charter School's Governing Board shall submit such reports as required by state and federal law, this Charter Agreement, and as may be requested by the SCSB.

2016-17: All reports have been provided, as required/requested.

2017-18: Compliance Coordinator will assist in the completion and filing of required reports.

Are the rights of students with disabilities being protected?

2016-17: Yes.

WCS SPED staff and Administration have worked to:

- Train all staff on working with students with disabilities and compliance with IEP's and 504's
- Obtain student records and IEP's from previous schools and institutions and to initiate testing, as needed, when previous data could not be obtained in a timely manner
- Hold timely meetings to amend IEP's (as needed) to align them with the programs and services at WCS
- Secure all needed services and personnel to provide for IEP services and accommodations
- Identify students who should qualify for SPED and initiate testing process
- Seek guidance from SPED consultant and the State to ensure compliance
- Provide quality education for all students

2017-18: Going into the next year, WCS will:

- Spend 6 hours on SPED training for all teaching & SPED staff, prior to beginning of school year
- Have identified and tested students who are returning and be able to put IEP's in place prior to school beginning
- Have a SPED coordinator full-time to coordinate services and schedules
- Be able to meet with parents of incoming students with disabilities prior to the first day of school to begin IEP amendment process.
- Have two self-contained classes for emotional/behavioral support with FT teachers and assistants
- Improve identification and referral process for students and teachers
- Clearly articulate discipline and behavior management process for students with disabilities

Number of Material of Significant Audit Findings, Current Year

2016-17: No findings on enrollment audit.

Two findings on financial audit which have been addressed and formal response is being sent to USBE by May 30.

1. Need to increase coverage on Treasurer's Bond
2. Need to formally appoint Records Officer (Ms. Merchant and Ms. Salisbury had been identified and attended training, but training was in December 2015 and there had not been a formal Board vote. That has been remedied for the coming year.)

2017-18: Items from current audit have been addressed.

Number of Unresolved Audit Findings from Prior Year

2016-17: N/A

2017-18: See Above. All findings have been addressed.

Maintain bond covenants

2016-17: N/A - School does not have a bond

2017-18: N/A, unless school does bond to purchase building in 2018.

Adherence to Operational Budget: Within 5%

2016-17: Current projections are for less than 1% deviation from budget projections. Final budget will be accurate.

2017-18: No changes planned.

Comply with Governance Requirements: Governing board policies, including those related to oversight of an Education Service Provider, if applicable

- Governing board by-laws
- Utah Open & Public Meetings Act
- Governing board code of ethics
- Governing board conflicts of interest
- Governing board composition and/or membership rules (e.g., requisite number of qualified teachers, restriction on employees or contractors serving on the board, etc.)

2016-17: Overall, the Board has complied with its internal policies and Utah Open Meetings Act.

2017-18: There is a need to review Board Agreements (code of ethics), By-laws, and Open Meetings Notice requirements to ensure all parties clearly understand roles and responsibilities and all internal governance is aligned with existing policies.

Background Checks for Board Members

2016-17: As of September 2016 all WCS Board Members had complete background checks on file and recorded in UCAP.

2017-18: New Board Members are completing background checks performed and information is being updated in UCAP.

Reports are submitted on time, accurate and complete

2016-17: Reporting has been completed on time and in an accurate manner throughout the year, to the best information currently available.

2017-18: Hiring of Compliance Coordinator will help to facilitate the timely completion of all required reports.

Governing Board Development as measured by GBOTs

2016-17: All Governing Board members completed the required GBOT's for 2016.

2017-18: GBOT data will no longer be collected by USBE. However, WCS Governing Board will continue to engage in development activities, including participation in UAPCS trainings and conferences, training from experienced Waldorf mentors, and internal completion on GOT modules.

Number of FT Teachers that are State Qualified

2016-17: 100% of FT teachers are qualified in Cactus, although many worked this year on a temporary license and will be completing the APT program over the coming years to obtain their Level II UT licenses.

2017-18: APT requirements have been clearly set forth by WCS. Teachers needing to certify through this route will complete the Praxis tests and applications to USBE during summer 2017. The current staff make-up is as follows:

Fully-licensed teachers: 6

Prime Program Teachers: 2

APT Program Teachers: 10

ARL Program Teachers: 1

Temporary Licenses: 2

FINANCIAL

Pursuant to U.C.A. § 63G-7-604(4) and Rule 37-4, U.A.C, the Charter School Governing Board shall obtain and maintain insurance through the Utah State Division of Risk Management or other suitable insurance carrier (with a general policy holder rating of not less than A and a financial rating of AAA as rated in the most current available "Best Guide" Insurance Report) coverage to insure against all claims up to and including the limitation of

judgements established by statute and rule. Such coverage shall include but not be limited to:

- 1) General liability;
- 2) Employee dishonesty bond;
- 3) Workers' compensation, as specified by federal law;
- 4) Comprehensive/collision consistent with cash values of vehicles if applicable;
- 5) Liability insurance specific to the School's Governing Board's financial officer or treasurer or business administrator consistent with coverage designated in USBE rule.

SCSB shall be named as an additional insured under any and all general liability insurance policies required by this section.

The provisions of sub-paragraph 3.2 a., above, shall not preclude any Charter School from obtaining liability insurance coverage in addition to or in excess of the requirements stated in this section.

Written proof and copies of required insurance policies shall be provided to the SCSB at least 90 days prior to the initial opening of school. The policies shall be maintained by the SCSB with this Agreement. The School's Governing Board shall provide the SCSB with certificates of insurance as provided herein annually within thirty days of the insurance purchase or renewal.

2016-17: Insurance meeting the requirements was secured and proof provided to SCSB.

2017-18: No changes planned.

The fiscal year of the Charter School shall begin on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year.

2016-17: Fiscal year is aligned to state requirements.

2017-18: No changes planned.

Unrestricted Cash on Hand: 30 days with a positive trend.

2016-17: 48 days cash on hand.

2017-18: No significant changes planned. Will continue to build to 60 days cash on hand.

Ratio of Assets to Liabilities: 1.0 with positive trend

2016-17: 1

2017-18: Plan to bond for building will affect assets / liabilities. Will be aware of these ratios in decision-making.

Enrollment Variance (October 1 count compared to projections): 95%

2016-17: 100%. October 1 enrollment was 540 (as verified on audit). Projections for 2016-17 were 540.

2017-18: Currently enrolling students to 540 projection. Will seek amendment to increase future enrollment to open additional seats for incoming kindergarten / first grade students.

Debt to asset ratio: less than or equal to .9

2016-17: Meets -- more assets (cash and property) than debt

2017-18: Plan to bond for building will affect assets / liabilities. Will be aware of these ratios in decision-making.

Debt service coverage ratio: 1.1

2016-17: 1.39 is current (Red Apple Goal is 1.25)

2017-18: Plan to bond for building will affect debt service. Will be aware of these ratios in decision-making.

Cashflow: Positive

2016-17: Meets. Cash flow has remained positive all year.

2017-18: No changes planned.

Total Margin of Net Income to Revenue (for 3 years aggregated): Positive

2016-17: 5.3% for FY17

2017-18: Will continue to monitor as additional years build aggregate.

Occupancy Costs: 28% or less

2016-17: 17.5%

2017-18: 20.8% projected (This number will increase based on paying for a full 12 months of lease payments. Plans to bond for building will also affect this ratio, bringing it down further.)

The Charter School's Governing Board shall submit such reports as required by state and federal law, this Charter Agreement, and as may be requested by the SCSB.

2016-17: All reports submitted in timely manner by Red Apple Finance.

2017-18: No changes planned.

KEY ELEMENTS

Maintain a large enough student population to offer all programmatic elements listed in the approved application

2016-17: WCS opened completely full with over 540 students. Throughout the year, student enrollment has been maintained between 520-540 students.

This level of enrollment has enabled WCS to open with nearly all the intended programs and supports in place, including:

- Administrative staff and office support
- 3 Streams program & training from Kim John Payne
- Teacher training and development
- SPED services
- Music: Singing, strings and choir
- Handwork: fiber work, metal work, pottery, woodworking
- Spanish
- Eurythmy
- Games
- Gardening

2017-18: Re-enrollment applications were returned for 500 students. 1132 applications have been received for the 2017-2018 school year, ensuing ongoing enrollment stability.

As detailed below, ongoing enrollment will enable the expansion and deepening of all programs and aspects of school life which began this year.

Be based on a developmental approach to curriculum which uses Waldorf methods and partners with public or private Waldorf associations;

2016-17: WCS is a member of the Alliance for Public Waldorf Education. During the past year, many notable and experienced Waldorf teachers and trainers have visited WCS to help provide instruction and mentoring to staff regarding the developmental approach,

curriculum and Waldorf Methods.

The results of training and mentoring are already manifesting in the teachers' understanding and approach to teaching.

These connections to the broader Waldorf community and methodology have included:

- Kim John Payne
- Eurythmy Spring Valley
- Janet Langley
- Jack Petrash
- Donna Newburg-Long
- Thom Schaffer
- Bonnie River
- Tim Long
- Gila Mann
- Karl Johnson
- Cristina Drews
- Michael D'Aleo
- Hellene Brodsky-Blake
- Thesa Kalenikas
- Sandra Kirchner
- Rosemary Vermouth
- Betsy Doyle
- Jane Mulder
- Janice Williams
- Helen Lupin
- Susan Strauss

2017-18: WCS will continue to build the teachers' understanding and capacities and ability to bring a developmental approach and Waldorf methods into their classrooms through meaningful professional development, mentoring, and pedagogical sharing. Additions in the coming year include:

- Longer mentoring visits from experienced mentors to support all teachers
- More in-depth discussions during Kim John Payne's visits
- Regularly scheduled times for grade-levels to meet and share during Friday Pedagogical meetings

Teachers actively participate in a Waldorf teacher training within 2 years of employment and complete training within the expected timeframe for the selected program.

2016-17: All WCS teachers that were not previously trained began training in summer 2016 through Gradalis teacher training.

- 5 teachers began at WCS in 2016 who had already completed teacher training
- 8 teachers are continuing into their second year of training and will graduate in summer 2018
- 1 teacher will graduate in summer 2017 (who had previously began training)
- 1 teacher is no longer continuing training (will not be teaching at WCS long-term and

is beginning MA degree)

- 1 teacher is exploring alternative training programs
- 3 teachers are expected to begin in summer / fall 2017
- 2 teachers are expected to join WCS who have completed training already

2017-18: Teachers will continue training and those in the first cohort will graduate and complete training.

- Teachers will continue to receive support for training in terms of tuition assistance and access to substitution on webinar days
- Teachers completing training will receive increase on pay scale in the 2018-19 school year

Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.

2016-17: WCS has worked throughout the year on rubrics and documentation that articulate where and when Utah Core Standards are taught within our Waldorf approach.

2017-18: Rubrics and descriptions for grades (content & competencies) will be completed and used to guide instruction and:

- Teachers will continue to receive professional development and guidance to build understanding of the academic skills needed at each grade level and how to effectively teach.
- Newly hired Assessment Coordinator will support teachers in using rubrics and formative assessments to inform their teaching and planning in order to ensure that Core Standards are being integrated into the Waldorf curriculum.

Integrates 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.

2016-17: Arts, hands-on activities, music, movement, handwork, and connection have all been thriving throughout the school all year. These elements are clearly demonstrable in classroom observations.

2017-18: Continued teacher training and development will enable teachers to build on their own skill sets in each of these areas and grow in their capacity to use these multi-sensory approaches effectively to enhance and facilitate instruction.

Offers specialty classes taught outside Main Lessons and practice periods that further integrate and reinforce curriculum content and holistic development.

2016-17: Specialty classes have been able to build on curriculum in all areas. A few examples include:

- 5th grade study of Ancient Greece and enhancement through the raining for the

Greek Pentathlon in Games classes

- Spanish classes focused on culture and language of South America that enhances middle school study of South American Geography
- Handwork classes in 1-3 grade that build fine motor skills, patterning skills for mathematics, bi-lateral brain integration for reading, coordination, concentration
- Gardening classes for 7th grade that supplement CTE classes on land use, agriculture, and farming

2017-18: The integration of specialty classes into the full curriculum delivery will continue to expand as teachers continue to form a strong community, receive training and see connections, and work together.

Use a holistic approach of formative assessment.

2016-17: WCS tested several platforms and approaches to student assessment this year, including:

- DIBELS
- Easy CBM
- Moby Max
- Grades-readiness with Nancy Blanning
- Rubrics
- Second Grade Math Assessment (created internally)

Report cards were developed to present full picture of the developing child and show progress and effort as well as proficiency.

2017-18: WCS is hiring a dedicated Assessment Coordinator.

WCS will be using the following standardized methods for assessment, based on a calendar and support provided by the Assessment Coordinator.

- DIBELS for grades 1-3 literacy
- Amplify for grades 1-3 mathematics
- EasyCBM for grades 4-8 ELA and mathematics
- SAGE Benchmarks for math / science in grades 3-8
- WCS Rubrics for a holistic picture of student development (working on a digital platform that supports the creation of reports for parents and the school as a whole)

Teachers loop with students, staying with same group of students for multiple grades, when possible from grades 1 – 8.

2016-17: Many teachers will be looping with their classes in the coming year. Some changes in staffing and efforts to match the strengths of individuals teachers with their placements have led to exceptions to looping. In the 2017-18 school year, 7 classes will be taught by the same teachers as they had in the previous year.

2017-18: It is anticipated that there will be greater continuity, allowing more teachers to loop long-term, either from grades 1-8, grades 1-3, grades 1-5, grades 4-8 or grades 6-8. This will obviously be refined over the years as staff stabilizes and individual needs are addressed.

Includes 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.

2016-17: Family Council has met regularly and begun to explore options for supporting school and building culture throughout the year.

2017-18: New Family Council leadership has been selected and a new structure will help to continue the support of this body. Changes will include:

- Greater involvement of Parent Coordinators with Vice-chairs serving as liaisons with particular grades
- More reports from Committees and Working Groups
- New meeting time during school day on Fridays
- Weekly Friday Forums to support parent enrichment, learning, and community building

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.

2016-17: Gardens were planted, seedlings were sold, and the school grounds began to flourish.

Chickens were hatched by the eighth grade and are being kept and cared for on-site.

The second grade Praesepe class was approved for a grant to host a Beehive near WCS.

2017-18: An agreement with a local farmer has been reached to allow WCS to farm 11 acres of county land near to the school site. Additional gardening and farming opportunities are expected through this collaboration.

Beginning work is being done by the Wellness Committee to understand the steps to including items from the garden in the school lunch program.

Gardening classes in the coming year will include more cooking, and a formal curriculum by grades is being finalized.

Students receive regular foreign language instruction.

2016-17: Students from 1-8 grade all received weekly Spanish instruction.

2017-18: A second Spanish teacher has been hired to support the continued growth of the older student body and bi-weekly Spanish lessons for nearly all classes.

Students receive consistent musical instruction through their class activities and specialty classes (in grades 4 – 8).

2016-17: All classes begin their Main Lesson with singing and song. Many began playing penny whistles and flutes.

Students from grades 4-8 have had strings twice a week and choir once a week.

2017-18: Music teachers are receiving additional training in Waldorf music instruction.

Two additional part-time teachers have been hired to support the music program. One will assist during strings and choir to offer additional hands and instruction. The other will provide singing time for grades 1-3.

Incorporates movement into Main Lesson activities and into the school day through games and eurythmy classes.

2016-17: Movement is alive and well in WCS and is a part of the beginning of all classes Main Lessons.

Classes from 2-8 grade had games class 1-2 times a week. Grades 1-5 had eurythmy 1-2 times a week.

2017-18: All teachers are receiving more training on bringing movement into their classrooms, particularly therapeutic movement throughout the day. This will be a short weekly training for all teachers during Friday meetings in the coming year.

Games teacher is continuing training in Spatial Dynamics. A second games teacher has been hired to bring games to the first grade classes twice a week in the coming year.

Eurythmy will continue to be brought to K-5 grade throughout the year. Sixth grade students will also receive eurythmy instruction in blocks from a second eurythmy teacher.

Incorporates sustainable living practices, environmental stewardship, and experiential learning through outdoor experiences and sustainable practices

2016-17: Many outdoor experiences occurred, including nature walks, hikes, time outdoors, gardening and camping trips.

WCS received the Utah Green Schools Award.

2017-18: School is continuing to work on gardening program, recycling program, and farming, as well as supporting teachers in developing an understanding of how to teach outdoors.

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

2016-17: School year began with training for all faculty, parents, and Student Support Team from Kim John Payne to begin learning the 3 Streams process. Mr. Payne returned in February to spend an additional week on training for the entire community.

Weekly Student Support Team meetings were held to work on development of these programs and addressing concerns regarding particular students.

2017-18: Kim John Payne will be returning to train faculty, parents, and Student Support Team during August.

A guide for parents and faculty on the discipline and Student Support process (including a process for referrals and case management) is being finalized and will be distributed prior to the beginning of the school year.

Additional staffing has been hired to support this process more robustly. Discipline and Guidance Chair for 20 hours (rather than 5), Social Inclusion Chair for 20 hours (rather than 5), Social Work Intern from University of Utah, new 3 Streams Coordinator.

Compassionate Campus program to be put in place to help support 3 Streams, this includes: weekly assemblies, buddy classes, student leadership by eighth grade students.

Rti process formalized with referral forms and format for Support Circle meetings with parents, 3 week follow-ups and SPED referral process.

Progress monitoring formalized and supported by Assessment Coordinator.

Parents and families are involved in a community of learning, including regular festivals, classes, and activities that connect to the purposes and mission of WWCS

2016-17: Highlights of parent learning opportunities this year included:

- Lectures and workshops by Kim John Payne
- Lecture and workshop by Jack Petrash
- Parent Discussion by Nancy Blanning
- Parent Discussion by Karl Johnson

- Panel Discussion including Jane Mulder
- Panel Discussion including Cristina Drews
- Eurythmy Spring Valley Performance
- Back to School Night and two Parent Class Evenings
- Class Plays
- Winter Festival and Holiday Bazaar
- May Faire
- Grandparents Day
- Spring Gala
- Parenting Classes
- End of Year All-school Assembly

2017-18: For the coming year, many of the opportunities for parent enrichment and festivals have been more formalized and parents will be given a guide to the year and the WCS culture at the beginning of the year.

This will include:

- 2 sessions of parenting classes
- Weekly Friday Forums: include Family Council Meetings, Discussions based on Articles, Training by Wellness Committee & Sample Classes by Specialty Teachers
- Back to School Night, Panel Discussion & Class Parent Nights
- Visiting Lectures: Kim John Payne, Jack Petrash
- Festivals: Harvest Festival, Lantern Walk, Winter Music Concert, Grandparents Day, Earth Day Clean-up, May Faire, All-school Assembly

PERFORMANCE MEASURES

Percentage of students demonstrating growth on WCS Assessment Rubrics at the beginning and end of the year on a variety of competencies: *WWCS will return to SCSB to set appropriate metric and targets prior to the beginning of their 4th year of operation, but will have annual meetings with SCSB Office staff showing progress toward gathering data and establishing a valid and reliable assessment tool*

2016-17: Not in use. Development in process.

2017-18: Rubrics are being finalized during summer 2017.

Rubrics will be in place during the 2017-18 school year in a preliminary electronic format to test their use in practice.

WCS will also integrate formative assessments into report cards.

WCS will be regularly using established formative assessments (DIBELS, Amplify, EasyCBM) to do progress monitoring in ELA and mathematics throughout the 2017-18 school year.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative ELA assessment: Greater than or equal to 3%.

2016-17: Does not apply yet. No students have been in attendance for 3 full academic years.

2017-18: Will be implementing additional assessments, expectations for book reports and required reading. Identifying students with disabilities in need of additional services.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative Mathematics assessment: Greater than or equal to 5%.

2016-17: Does not apply yet. No students have been in attendance for 3 full academic years.

2017-18: Hiring a Math Coordinator to help administer the math program in grades 5-8. This will also allow for more adults during instructional time and the leveling of math groups in these grades. Identifying students with disabilities in need of additional services.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative Science assessment: Greater than or equal to 4%.

2016-17: Does not apply yet. No students have been in attendance for 3 full academic years.

2017-18: Science Director in working on training and supports for teachers and methods of integrating core standards into block teaching.

Percentage of students in grade 3 reading on grade level at the beginning and end of the year: 90%

2016-17: 88% of students in third grade that were proficient at the beginning of the year remained proficient at the end of the year.

Literacy training begun with Janet Langley, Caroline Hopewell and Prairie Adams.

Second and third grade reading groups formed. Additional support from Literacy Specialist, Caroline Hopewell.

2017-18: Literacy training will continue and Janet Langley's text will be purchased for all teachers and serve as a guide for teaching reading in grades 1-5.

Will use BOY testing data to set up reading groups in grades 2 and 3 and identify students in need of additional intervention earlier in year.

For second and third grade, literacy specialists will work 2-3 times a week with lowest reading groups and then pull students for additional instruction, as needed.

Percentage of students in grade 3 not reading on grade level at the beginning of the year who are reading on grade level at the end of the year: 40%

2016-17: 10% of students who were not proficient at the beginning of the year reached proficiency by the end of the year. WCS met its UNIFORM GROWTH GOAL as set and calculated by the Utah State Board of Education.

Literacy training begun with Janet Langley, Caroline Hopewell and Prairie Adams.

Second and third grade reading groups formed. Additional support from Literacy Specialist, Caroline Hopewell.

2017-18: Literacy training will continue and Janet Langley's text will be purchased for all teachers and serve as a guide for teaching reading in grades 1-5.

Will use BOY testing data to set up reading groups in grades 2 and 3 and identify students in need of additional intervention earlier in year.

For second and third grade, literacy specialists will work 2-3 times a week with lowest reading groups and then pull students for additional instruction, as needed.

Percentage of students in grades 1 – 8 missing $\geq 10\%$ of school days: 14% or less.

2016-17: 15% of students missed over 10% of the school year. All families have been contacted throughout the year, and were sent a formal letter and required to meet with administration.

WCS has a large percentage of former home-schooling families and is recognizing a need to more directly incentivize student attendance.

2017-18: WCS has amended the Attendance Policy, which will be enforced consistently.

WCS will notify parents at 1, 5 and 15 absences, require meetings with Administration and refer to the Courts, as needed.

THREE CARE STREAMS OF STUDENT SUPPORT

A three-year development process

Phase I, “In the nest”

2016-2017

During this phase we attended our first year’s training with Kim John Payne, formed the three committees, held several conference calls with Kim John Payne, conducted support circles, and incorporated the work into our faculty meetings. We developed guidelines for our faculty work, for our parent-teacher work, and for our work with children. We met weekly as a “Care Team” to discuss student needs and address emerging concerns. We created the Hearth program and smaller classes, added recess monitors, and identified needs to the coming year.

Phase II, “Hatching out”

2017-2018

This phase is where we are now. We have completed our second year of training, and though the work is still in the beginning phases, it is becoming firmly rooted in our work together and with the children. We have greatly expanded the organization begun last year, adding more hours for our Social Inclusion Coordinator and Discipline and Guidance Coordinator and adding a 3 Streams Coordinator to our staff.

More teachers will be trained this year to facilitate support circles so that we can do more of them. We are refining the work we do on “Three Streams” during our faculty meeting so that it becomes deeper and more effective. We are looking closely at our communication protocol with parents so that we can be transparent in our process, timely in our communications, and consistent in our approach. We are working with teachers and staff on how to record and report behaviors and interventions, use 3 Streams for major incidents and refer students to the Student Support Executive Committee for more support. We are also launching our Student Action Committee (SAC) and buddy classes in a campus-wide approach to “Compassionate Campus.”

This is the year of piloting and refining the Three Streams approach.

Phase III, “Stretching our wings”

2018-2019

During this phase we incorporate as many of our aims as we can into our daily practices. We develop strong coordinators and co-chairs for each of the 3 Care Streams. This will be our last year of training with Kim John Payne. This is the year we aim to establish our piloting efforts as school policy.

What lies ahead, “Full flight”

2019-

Just imagine how a unified campus will allow us to soar!

- Parents will be informed and participate as partners in their children’s educational development
- Eighth graders can be more involved with the SAC, first grade, and teaching norms and social skills in the school
- A full-time 3 Streams Coordinator and Social Inclusion Chair will allow for more cohesive and thorough communication
- There will be more possibilities for sending the children “to” something rather than sending them out
- 3 Streams will serve as an effective care and recovery room for those who are having trouble in the classroom
- Our Healthy Communication Code will be the practice for all adults in our community and our Communication Support Team will be well-trained in mediation
- Our faculty will be well-practiced and share a common vocabulary and set of tools to use in working with students and promoting positive behavior
- Buddy classes will be well-established and facilitate a caring, protective social community for all students
- Students needing smaller classroom spaces will receive therapeutic, remedial, behavioral and educational supports throughout the day
- The Hearths will be staffed all day with individuals trained in providing therapeutic and remedial support to students

STATE ASSESSMENT DATA

With all of this preliminary assessment data, it is important to note that we have some errors in administration that cause our data to be less than valid and reliable. This includes the lack of consistent testing windows for formative assessments (e.g., MobyMax) which results in some of the “End of Year” assessments not actually being data that was collected at the end of the year, but rather in December / January. Also, there were some errors in test administration in some cases.

There were also several errors in DIBELS test administration by teachers at the beginning of the year in certain classes. These were identified and processes were corrected; end of year assessments were re-administered, as needed. However, this causes the growth data from DIBELS to be less accurate and representative.

Formative Assessments were performed for all classes (4-8) in Mathematics at the beginning of the school year; however, ELA was not assessed at the school level in a formative manner, so the only data available is from SAGE.

All of these issues are being addressed in the coming year through:

- 1- Additional training for all teachers on administration of tests and the use of data.
- 2- Required testing dates for all classes for both formative and summative tests in order to have sound results. Formative assessments in mathematics and English will be given at least three times during the year.
- 3- Assistance from Assessment Coordinator on test administration and progress monitoring for struggling students.
- 4- Implementation of WCS Formative Assessment Rubrics to further augment the data obtained from standardized tests with teacher-collected data from assessments, work and observations.

First Grade Literacy (Assessed with DIBELS)

| | |
|--|-----|
| Percent of Students Proficient at Beginning of the Year | 35% |
| Percent of Students Well-Below Proficient at Beginning of the Year | 43% |
| Percent of Students Proficient at End of the Year | 28% |
| Students Maintaining Proficiency Throughout Year | 65% |
| Students Below who Moved to Proficiency Throughout Year | 7% |

Second Grade Literacy (Assessed with DIBELS)

| | |
|--|-----|
| Percent of Students Proficient at Beginning of the Year | 63% |
| Percent of Students Well-Below Proficient at Beginning of the Year | 31% |
| Percent of Students Proficient at End of the Year | 50% |
| Students Maintaining Proficiency Throughout Year | 80% |
| Students Below who Moved to Proficiency Throughout Year | 0% |

Third Grade Math

| | |
|--|---------------|
| WCS Percent Proficient on SAGE (73 students tested) | 8% |
| State Percent Proficient on SAGE | 52% |
| Male Students Proficient on SAGE | Less than 10% |
| Female Students Proficient on SAGE | 11-19% |

| | |
|--|------------------------------------|
| Caucasian Students Proficient on SAGE | 10% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Less than 20% |

Third Grade Literacy / ELA

| | |
|--|------------------------------------|
| WCS Percent Proficient on SAGE (70 students tested) | 20% |
| State Percent Proficient on SAGE | 49% |
| Percent of Students Proficient at Beginning of the Year (assessed by DIBELS) | 72% |
| Percent of Students Well-Below Proficient at Beginning of the Year (assessed by DIBELS) | 24% |
| Percent of Students Proficient at End of the Year (assessed by DIBELS) | 67% |
| Students Maintaining Proficiency Throughout Year (assessed by DIBELS) | 88% |
| Students Below who Moved to Proficiency Throughout Year (assessed by DIBELS) | 10% |
| Male Students Proficient on SAGE | 11-19% |
| Female Students Proficient on SAGE | 20-29% |
| Caucasian Students Proficient on SAGE | 20.7% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Less than 20% |

Fourth Grade Math

Overall (assessed with Moby Max)

Percent Proficient at Beginning of the Year: 58%
 Percent Proficient at End of Year: 71%
 Growth: 13%

| | |
|---|------------------------------------|
| Average Grade Level Proficiency - Beginning of the Year (55 students assessed with Moby Max) | 2.78 |
| Average Grade Level Proficiency - End of Year (55 students assessed with Moby Max) | 2.92 |
| Average Growth Over School Year | .14 |
| WCS Percent Proficient on SAGE (42 students tested) | 17% |
| State Percent Proficient on SAGE | 52% |
| Average Raw SAGE Score (from students' 2015-16 data) | 314 |
| Average Raw SAGE Score (WCS 2016-17) | 313 |
| Male Students Proficient on SAGE | 20-29% |
| Female Students Proficient on SAGE | 11-19% |
| Caucasian Students Proficient on SAGE | 20-29% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | 30-39% |

Fourth Grade ELA

| | |
|--|-----|
| WCS Percent Proficient on SAGE (42 students tested) | 17% |
| State Percent Proficient on SAGE | 42% |
| Average Raw SAGE Score (from students' 2015-16 data) | 323 |

| | |
|--|------------------------------------|
| Average Raw SAGE Score (WCS 2016-17) | 316 |
| Male Students Proficient on SAGE | 11-19% |
| Female Students Proficient on SAGE | 11-19% |
| Caucasian Students Proficient on SAGE | 11-19% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Less than 20% |

Fourth Grade Science

| | |
|--|------------------------------------|
| WCS Percent Proficient on SAGE (43 students tested) | 14% |
| State Percent Proficient on SAGE | 46% |
| Male Students Proficient on SAGE | 11-19% |
| Female Students Proficient on SAGE | 11-19% |
| Caucasian Students Proficient on SAGE | 11-19% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Less than 20% |

Fifth Grade Math

Overall (assessed with Moby Max)

Percent Proficient at Beginning of the Year: 38%
Percent Proficient at End of Year: 57%
Growth: 19%

| | |
|---|------|
| Average Grade Level Proficiency - Beginning of the Year | 3.27 |
|---|------|

| | |
|---|------------------------------------|
| (58 students assessed with Moby Max) | |
| Average Grade Level Proficiency - End of Year (58 students assessed with Moby Max) | 3.51 |
| Average Growth Over School Year | .24 |
| WCS Percent Proficient on SAGE (45 students tested) | 33% |
| State Percent Proficient on SAGE | 49% |
| Average Raw SAGE Score (from students' 2015-16 data) | 357 |
| Average Raw SAGE Score (WCS 2016-17) | 354 |
| Male Students Proficient on SAGE | 30-39% |
| Female Students Proficient on SAGE | 30-39% |
| Caucasian Students Proficient on SAGE | 30-39% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Fifth Grade ELA

| | |
|---|--------|
| WCS Percent Proficient on SAGE (49 students tested) | 35% |
| State Percent Proficient on SAGE | 46% |
| Average Raw SAGE Score in Previous Schools (from students' 2015-16 data) | 383 |
| Average Raw SAGE Score at WCS (WCS 2016-17) | 384 |
| Male Students Proficient on SAGE | 20-29% |

| | |
|--|------------------------------------|
| Female Students Proficient on SAGE | 50-59% |
| Caucasian Students Proficient on SAGE | 35% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Fifth Grade Science

| | |
|--|------------------------------------|
| WCS Percent Proficient on SAGE (46 students tested) | 39% |
| State Percent Proficient on SAGE | 50% |
| Male Students Proficient on SAGE | 30-39% |
| Female Students Proficient on SAGE | 40-49% |
| Caucasian Students Proficient on SAGE | 30-39% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Sixth Grade Math

Overall (assessed with Moby Max)

Percent Proficient at Beginning of the Year: 38%
Percent Proficient at End of Year: 66%
Growth: 28%

| | |
|--|------|
| Average Grade Level Proficiency - Beginning of the Year (28 students: assessed with Moby Max) | 4.11 |
| Average Grade Level Proficiency - End of Year (28 students: assessed with Moby Max) | 4.32 |

| | |
|---|------------------------------------|
| Average Growth Over School Year | .21 |
| WCS Percent Proficient on SAGE (11 students tested) | <20% |
| State Percent Proficient on SAGE | 40% |
| Average Raw SAGE Score (from students' 2015-16 data) | 376 |
| Average Raw SAGE Score (WCS 2016-17) | 333 |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | Unavailable, sample size too small |
| Caucasian Students Proficient on SAGE | <20% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Sixth Grade ELA

| | |
|---|------------------------------------|
| WCS Percent Proficient on SAGE (13 students tested) | 40-49% |
| State Percent Proficient on SAGE | 47% |
| Average Raw SAGE Score (from students' 2015-16 data) | 395 |
| Average Raw SAGE Score (WCS 2016-17) | 398 |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | Unavailable, sample size |

| | |
|--|------------------------------------|
| | too small |
| Caucasian Students Proficient on SAGE | 40-49% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Sixth Grade Science

| | |
|--|------------------------------------|
| WCS Percent Proficient on SAGE (13 students tested) | <20% |
| State Percent Proficient on SAGE | 52% |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | Unavailable, sample size too small |
| Caucasian Students Proficient on SAGE | <20% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Seventh Grade Math

Overall (assessed with Moby Max)

Percent Proficient at Beginning of the Year: 30%
Percent Proficient at End of Year: 62%
Growth: 32%

| | |
|--|------|
| Average Grade Level Proficiency - Beginning of the Year (30 students: assessed with Moby Max) | 5.06 |
|--|------|

| | |
|---|------------------------------------|
| Average Grade Level Proficiency - End of Year (assessed with Moby Max) | 6.44 |
| Average Growth Over School Year | 1.39 |
| WCS Percent Proficient on SAGE (20 students tested) | 40-49% |
| State Percent Proficient on SAGE | 49% |
| Average Raw SAGE Score (from students' 2015-16 data) | 434 |
| Average Raw SAGE Score (WCS 2016-17) | 456 |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | 40-49% |
| Caucasian Students Proficient on SAGE | 40-49% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Seventh Grade ELA

| | |
|--|---------------------|
| WCS Percent Proficient on SAGE (21 students tested) | 40-49% |
| State Percent Proficient on SAGE | 45% |
| Average Raw SAGE Score (from students' 2015-16 data) | 448 |
| Average Raw SAGE Score (WCS 2016-17) | 444 |
| Male Students Proficient on SAGE | Unavailable, sample |

| | |
|--|------------------------------------|
| | size too small |
| Female Students Proficient on SAGE | 50-59% |
| Caucasian Students Proficient on SAGE | 50-59% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Seventh Grade Science

| | |
|--|------------------------------------|
| WCS Percent Proficient on SAGE (21 students tested) | 11-19% |
| State Percent Proficient on SAGE | 47% |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | 21-29% |
| Caucasian Students Proficient on SAGE | <20% |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Eighth Grade Math

Overall (assessed with Moby Max)

Percent Proficient at Beginning of the Year: 25%
 Percent Proficient at End of Year: 40%
 Growth: 15%

| | |
|--|-----|
| Average Grade Level Proficiency - Beginning of the Year (24 students: assessed with Moby Max) | 4.8 |
|--|-----|

| | |
|--|---------------------------------------|
| Average Grade Level Proficiency - End of Year (24 students: assessed with Moby Max) | 5.52 |
| Average Growth Over School Year | .72 |
| WCS Percent Proficient on SAGE (12 students tested) | Less than or equal to 20% |
| State Percent Proficient on SAGE | 43% |
| Average Raw SAGE Score (from students' 2015-16 data) | 415 |
| Average Raw SAGE Score (WCS 2016-17) | 414 |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | Unavailable, sample size too small |
| Caucasian Students Proficient on SAGE | Unavailable, sample size too small |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Eighth Grade ELA

| | |
|--|--------|
| WCS Percent Proficient on SAGE (13 students tested) | 60-69% |
| State Percent Proficient on SAGE | 41% |
| Average Raw SAGE Score (from students' 2015-16 data) | 443 |
| Average Raw SAGE Score (WCS 2016-17) | 457 |

| | |
|--|------------------------------------|
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | Unavailable, sample size too small |
| Caucasian Students Proficient on SAGE | Unavailable, sample size too small |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Eighth Grade Science

| | |
|--|------------------------------------|
| WCS Percent Proficient on SAGE (12 students tested) | 30-39% |
| State Percent Proficient on SAGE | 48% |
| Male Students Proficient on SAGE | Unavailable, sample size too small |
| Female Students Proficient on SAGE | Unavailable, sample size too small |
| Caucasian Students Proficient on SAGE | Unavailable, sample size too small |
| Other Racial Groups Proficient on SAGE | Unavailable, sample size too small |
| Students with Disabilities Proficient on SAGE | Unavailable, sample size too small |
| Economically Disadvantaged Students Proficient on SAGE | Unavailable, sample size too small |

Looking Forward on Assessment

Need to identify ways to increase student progress that are also supportive to class teachers and integrate well with the Waldorf philosophy and methods.

Plans for the coming year include focusing personnel and attention on several key areas:

- Building skills in teachers
- Clarity around curriculum and expectations
- Use of formative assessments as tools to support instruction
- Additional support for struggling students through scheduling changes, identification of needs, and focused services

Specific Actions to be Implemented in 2017-18

- 1- Hire Assessment Coordinator.
- 2- Set schedule for formative assessments throughout the year (BOY, MOY, EOY):
 - DIBELS and Amplify for 1-3
 - Easy CBM for 4-8
- 3- Identify students in need to additional support. Engage in regular push-ins / pull-outs and Progress Monitoring throughout the year.
 - First to fourth grade emphasis is reading (will be coordinated by Literacy Specialist and Assistant)
 - Fifth to eighth grade emphasis is mathematics (will be coordinated by Math Specialist)
- 4- Have Assessment Coordinator review data with teachers throughout the year.
- 5- Require all Class Teachers to submit 3 Assessment Reports that use data to identify their classes strengths and weaknesses on identified Power Goals and outline a plan of action for building competencies.
- 6- Hire Math Specialist to address assessments, leveling of students, and instructional content for grades 5-8.
- 7- Realign schedules to create more focused practice periods:
 - Reading at same time for all second and third grade classes
 - Mathematics at the same time for all fourth through eighth grade classes
- 8- Push in support from SPED during practice periods to help work with small groups on skills.
- 9- Use standard texts for language instruction in lower grades and math instruction in upper grades.
 - Janet Langley - Approaching Literacy
 - Eureka Math
- 10- Provide additional opportunities for teachers to meet as teams to share best practices and plan together during Friday Pedagogical meetings.
- 11- Provide four additional days of mentoring for each teacher (teachers have typically received two days a year with an experienced visiting mentor).
- 12- Require submission of block plans and lesson plans with identification of standards being taught.
- 13- Complete assessment rubrics and provide professional development to teachers on how to use rubrics to guide instruction and track student progress.

- 14- Implement keyboarding instruction weekly for grades 3-8 to build capacities to support completion of writing assessments.
- 15- Review of Utah Core Standards for Science by Science Director to identify key concepts that need to be explicitly embedded into upper-grades instruction.