



Framework for Success

For Approval 9.24.25

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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 reaching 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 relationships. Thus, the creation of 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, woodwork, 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 a 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 beyond what is standardized or measurable.

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 recent years, Wasatch Charter School has been 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

| High Quality Instruction: Core | |
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| Related Key Elements from Charter | <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> |
| Action Items | <p>(1) Support teacher training (Gradalis / Summer Grades), professional development, mentoring & observations.</p> <p>(2) Clearly articulate learning objectives through curriculum frameworks, block guides & resources.</p> <p>(3) Retain existing faculty and recruit strong faculty, improve teacher pay and other benefits.</p> <p>(4) Improve mathematics instruction through coaching teachers, inservice, and planning materials.</p> <p>(5) Improve faculty collaboration and study:</p> <ul style="list-style-type: none"> - Professional development schedule that incorporates key topics and approaches to strengthen teaching and deepen understanding; - Days set aside for PD and PLC work; - More focused breakout sessions with opportunities for study; - Study component to Faculty meetings; - Teacher sharing in faculty meetings; - More mentoring from faculty and visitors; - More peer observations / peer mentoring of new teachers; - 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. <p>(6) 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> |
| Measurable Goals | <p><u>Improve Numeracy:</u> By June 5 2026, Wasatch Waldorf Charter School will demonstrate an increase of 1-3% increase in Third Grade in the sub measure</p> |

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| | <p>“concepts and applications” from BOY to EOY by providing third grade teachers with ongoing professional development Use of curricular tasks and illustrative mathematics tasks, coaching on how to facilitate meaningful mathematical discourse in class and enhance third grade students overall math skills.</p> <p>AND</p> <p>By June 5, 2026 Wasatch Waldorf Charter School will demonstrate an increase of 1-3% in 1st grade Missing Number Fluency from BOY to EOY by coaching and mentoring teachers to do Choral counting, counting collections and the use of Open Up Resources curriculum.</p> <p>By May 31st 2026, Wasatch Waldorf Charter will increase the number of students in grades 4-8 students scoring at or above benchmark from BOY to EOY by 3% as measured by NWEA Math by providing targeted, evidence-based interventions that align to student’s diagnostic needs as measured by formative assessment in order to address specific skills gaps and improve numeracy outcomes for students who are scoring below benchmark or are at risk of scoring below benchmark.</p> <p><u>Improve Literacy:</u> By June 5 2026, Wasatch Waldorf Charter will increase the percentage of third grade students achieving the ROGL Reading On Grade Level Measure set by the state by 3% on Acadience composite score. From a the 24-25 school year of 31.9% of Third Graders to 32.9% to 34.9%. by providing targeted, evidence-based interventions, through strategic co-teaching and use of evidence based literacy instructional programs, that align to students’ diagnostic needs in order to address specific skill gaps and improve reading outcomes for students who are scoring below the goal composite score of 405 Acadience Reading. <i>Note: this is above benchmark and in 24-25 68% of WWCS third graders scored at or above benchmark in reading on Acadience EOY testing.</i></p> <p>By May 31st 2026, Wasatch Waldorf Charter will increase the percentage of fourth through eighth grade students at or above benchmark on NWEA Language Arts by 3% by providing first grade teachers with ongoing professional development in the state approved Literacy APPEL Course, mentoring on explicit instruction in phonemic awareness and phonics to increase first grade students’ foundational literacy skills.</p> <p><u>Improve Faculty Learning & 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> |
| <p>Related State / Federal Funding Plans</p> | <p>Teacher & Student Success Act</p> <p>Title I</p> <p>Early Learning</p> <p>School Land Trust</p> |

Build stronger sense of community

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| Related Key Elements from Charter | <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, special evenings and events, and activities that connect to the purposes and mission of WCS.</p> |
| Action Items | <p>(1) Expand engagement in festivals and events through early, consistent notifications.</p> <p>(2) Engage families more consistently through activities and pre-scheduled parent evenings.</p> <p>(3) Organize family surveys as part of the re-registration process in order to gather more data on their perceptions of school progress and culture. Conduct the School Climate Survey annually in the Fall.</p> <p>(4) Work with Parent Coordinators to support class communities and build positivity.</p> |
| Measurable Goals | <p>By March 2026, implement parent surveys as part of re-registration process. In May, review data with faculty and Board and identify any areas for improvement.</p> <p>By May 2026, all classes will have held a minimum of two parent evenings with 50% or higher participation.</p> <p>100% of classes will have and maintain an active parent coordinator throughout the year.</p> |
| Related State / Federal Funding Plans | N/A |

| Teacher Development & Support | |
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| Related Key Elements from Charter | <p>(A) Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.</p> <p>(B) 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>(C) Use a holistic approach of formative assessment.</p> |
| Action Items | <p>(1) Create regular times for SPED / Intervention teams to collaborate with class teachers;</p> <p>(2) Provide summer supports and trainings to facilitate teacher preparation to support improved Tier I instruction in all grades;</p> <p>(3) Hire quality interventionists and SPED support; provide training and professional development to teachers and interventionists;</p> <p>(4) Continue to train on and articulate student support process;</p> <p>(5) Continue to build on-site licensure program for new teachers;</p> <p>(6) Train and improve mentoring, particularly for new teachers;</p> |

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| | (7) Increase pay and benefits for faculty. |
| Measurable Goals | <p><u>Improve Reading Interventions:</u> Provide more Tier 2 students with access to interventions and supports in reading instruction through embedded interventions. (School Land Trust)</p> <p><u>Improve Math Interventions:</u> Provide Tier 2 math students with access to interventions and supports in math instruction through the placement of math coaches in classrooms during instructional periods. (School Land Trust)</p> <p><u>Increase Capacity of Faculty:</u> By May of 2026, 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> <p><u>Increase Pay and Benefits:</u> Build on past year's increases in the FY26 budget by continuing to increase pay and support for benefits, including tuition and childcare.</p> |
| Related State / Federal Funding Plans | <p>Teacher & Student Success Act</p> <p>Title I</p> <p>Early Learning</p> <p>School Land Trust</p> |

| Quality Student Support & Programs | |
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| Related Key Elements from Charter | <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 Rtl 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> <p>(E) 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.</p> |
| Action Items | <p>(1) Integrate new SPED staff in order to increase the frequency and quality of SPED services;</p> <p>(2) Improve coordination between SPED and Interventionists;</p> <p>(3) Provide on-going remedial training and professional development for SPED teachers and paras;</p> |

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| | <p>(4) Continue to strengthen Lotus and Special Class program and capacity -- track outcomes for students in demonstrable manner.</p> <p>(5) Further clarify roles in 3 Streams, including new LCSW and interns;</p> <p>(6) Fully implement Support Circles and No Blame Meetings, in a timely manner.</p> <p>(7) Improve format and productivity of weekly SSEG meetings by including class teacher with regularity;</p> <p>(8) Implement restorative circles and practices more consistently for disciplinary issues;</p> <p>(9) Improve organization and follow-up with teachers and families through emailing action steps.</p> |
| Measurable Goals | <p><u>Improve outcomes for SPED students:</u> By May 2026, 80% of SPED students being assessed on Acadience in Reading or Mathematics will make typical or better progress based on the pathways of progress. For SPED students being assessed on NWEA Maps in Reading and Mathematics, 80% will make growth within the range of the 50% percentile (or average growth from their beginning of the year proficiency).</p> <p><u>Lotus Class:</u> By May 2026, data will have been collected on both behavioral, social / emotional, and academic growth for all students in the Lotus Class. From this, programmatic goals will be set for the coming year.</p> <p><u>School Culture:</u> Student, parent, and staff responses to the school culture survey will demonstrate a high level of safety and support within the school -- this will be quantified after a review of the data from this past year.</p> <p><u>Improve Outcomes for At-Risk:</u> By the end of the 2024-25 school year, 60% 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 NWEA MAPS (the school's internal academic assessment tool) in reading and/or math. (Enhancement for At-Risk)</p> |
| Related State / Federal Funding Plans | <p>State Special Education Funds</p> <p>IDEA</p> <p>Enhancement for At-Risk</p> |

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| High Quality Instruction: Specialties | |
| Related Key Elements from Charter | <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> |

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| | <p>(F) Students receive consistent musical instruction through their class activities and specialty classes (in grades 1 – 8). (BTS Grant)</p> <p>(G) Incorporate movement into Main Lesson activities and into the school day through games and eurythmy classes.</p> |
| Action Items | <p>(1) Develop Professional Learning Communities (PLC's or Grade Level Teams) 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) Identify requirements for teacher training for specialty instructors.</p> <p>(3) Through mentoring, training, and collaboration, support improved teaching capacities in specialty faculty.</p> |
| Measurable Goals | <p><u>Develop PLCs:</u> By May, PLC's and GLTs will have met weekly and developed plans for strengthening programs in the coming year.</p> <p><u>Portfolio Review:</u> All classes in grades 5-8 will implement portfolio review process (as appropriate for grade level) two times during the year.</p> |
| Related State / Federal Funding Plans | N/A |

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| Collaborative, effective leadership | |
| Related Key Elements from Charter | None |
| Action Items | <p>(1) Continue to develop and implement review processes, including Executive Director Evaluation and Board Member Self-Evaluations.</p> <p>(2) Improve training process for incoming Board members.</p> <p>(3) Expand fundraising activity and revenues over previous year, as well as improve accounting for fundraising events.</p> <p>(4) Improve process for on-boarding new board members and employees</p> |
| Measurable Goals | <p><u>Board Governance:</u> By May 2026, have a clear recruitment, on-boarding, and review process in place for Board members.</p> <p><u>Finance:</u> Continue to build cash on hand and strong financial record to support future bond efforts.</p> <p><u>Employee Tracking & Training:</u> Continue efforts to on-board and consistently train employees using online modules and platform.</p> |
| Related State / Federal Funding Plans | 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
- Hybrid Homeschool Program Expansion and Authorization

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 (\$44,500 base pay would move to \$54,500)
- Increase pay rates for PT employees (\$15 - \$20 would move to \$18-\$23)

- 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- 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 and assessment requirements (waiver for charters)

5- 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

Plans that are coordinated with this document, but separately approved and posted on the school's website include:

- School Land Trust Plan
- Early Learning Plan & Early Literacy Program
- SPED Program Improvement Plan (PIP)
- Title I, Title II and Title IV

Targeted Support and Improvement

Overview

The state has notified schools that this year the areas for TSI will not be identified until January due to a delay in finalizing the assessment data. However, all of the strategies implemented in prior years are still in place, new structures for mentoring and instructional coaching are in place and progress data is reviewed regularly by teachers, specialists and administrators.

Last year Wasatch Charter School had two areas of focus under the federal ESSA Program that required 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 were: Economically Disadvantaged & Special Education.

In reviewing the data, WCS found that Economically Disadvantaged Students performed almost at the same level compared with their peers. 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 intervention services 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:

Monitoring Plan

WCS is doing progress monitoring using Acadience Reading every 2 weeks or Maps every 6-8 weeks for all students in Tier 3 or SPED in reading and mathematics.

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;

Wasatch Charter School intends to publicize to parents the parent seminars being offered by Granite District, in accordance with this requirement. Wasatch Charter School will also offer a parent seminar that relates to bullying and mental health, specifically helping children to be resilient usually in February of each school year.

(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.