

## AMENDMENT REQUEST

### Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at <http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx>. Incomplete requests will not be considered.

Prior to inclusion on the agenda, the State Charter School Board recommends charter school governing boards schedule an appointment with Charter School Section staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing [marlies.burns@schools.utah.gov](mailto:marlies.burns@schools.utah.gov)

1. Charter School Weilenmann School of Discovery  
Website wsdpc.org  
Board Chair Douglas Ogilvy Email douglasogilvy@wsdpc.org  
School Administrator Cynthia Phillips Email cindyphillips@wsdpc.org
2. The charter school is located in which school district? Park City School District
3. Name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.
  - WSD provided a copy of this entire amendment request to Superintendent Ember Conley of the Park City School District.
  - Date of Contact: June 15, 2015
4. Duly elected or appointed governing board members of the school, with titles, are listed below:
  - Douglas Ogilvy, Chairman of the Board, Board Building Officer
  - Brad Dicks, Board Treasurer/Secretary
  - Angela Battaglia
  - Mark Blundell
  - Vicky Fitlow
  - Tom Ness
  - Marr Ward
  - Devin Maxwell

- John Jaicks

5. School mission and purpose:

Vision

The Weilenmann School of Discovery is a public charter school where students discover the power of their own potential—to learn, innovate, and change the world. Master teachers integrate technology, visual and performing arts, and outdoor education into the core curriculum.

Mission

The Weilenmann School of Discovery welcomes all students and promotes engaged, active and effective learning that will prepare them for the 21<sup>st</sup> century by:

- Hiring and developing Master Teachers who design and enact inquiry-based instruction that exceeds core standards;
- Integrating technologies, media, science, and visual and performing arts into the core curriculum;
- Utilizing the awe and wonder of nature to enhance the educational experience;
- And systematically and rigorously assessing performance of students and teachers with respect to the achievement of these goals.

Description of Mission

The Weilenmann School of Discovery blends traditional teaching pedagogy with an innovative model that utilizes inquiry-based, project based, and technology-supported curriculum that exceeds core standards and is delivered by Master Teachers. The majority of our resources go to support the hiring and development of Master Teachers, and to the development of a research-based program for students. To that end, WSD is committed to the inclusion of STEM education across the Lower and Middle Schools.

WSD's curriculum integrates technologies, media, science, and visual and performing arts into the core curriculum. The curriculum also includes outdoor education that utilizes the awe and wonder of nature to enhance the educational experience. WSD systematically and rigorously assesses the performance of students and teachers with respect to achievement of its educational goals using internal and external assessments.

WSD cares most about the individual growth of each student at the school. While WSD is pleased that its students have achieved high scores on state-level tests for all the years of its operation, WSD will continue to emphasize differentiated curriculum in core subjects, individual growth, and broad exposure to music, art, outdoor education, and foreign language above students' summative testing results.

6. Requested amendment to charter (check all that apply). WSD has provided details and explanation of its requested amendment/s in *Attachment 1*. WSD has also provided its proposed budget for the 2015-16 school year as *Attachment 2*.

*Requires Utah State Board of Education (USBE) Approval (2 months)*

\_\_\_\_\_ **Change to school mission or purpose(s).** Include a redline version showing new additions and ~~removed language~~ in school mission and/or purpose(s). Describe the process the governing board followed when making this decision, as well as why a change to mission and/or purpose(s) is necessary for the governing board to meet the terms and conditions in its contractual agreement.

\_\_\_X\_\_\_ **Waiver from Board Rule:** The Weilenmann School is seeking a waiver from Utah State Board of Education Rule R277-482 that requires charter school enrollment expansions be approved no later than May 1<sup>st</sup>. Please see Attachment 1 in which is described why the waiver is necessary for WSD to meet its mission.

\_\_\_X\_\_\_ **Expansion of student enrollment.** Indicate the number of students in grade K, 1 – 6, 7 – 8, and 9 – 12 being requested. Describe whether or not this expansion of student enrollment will require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where student growth is planned.

New students requested (WSD is asking for an expansion of student enrollment in perpetuity. Please see *Attachment 3* that compares a 616 student enrollment to the projected 637 student enrollment, as requested).

<b>SY <u>2015-16</u></b>	<b>Grade K: <u>3</u></b>	<b>Grades 7 – 8: <u>7</u></b>
	<b>Grades 1-6: <u>11</u></b>	<b>Grades 9-12: <u>0</u></b>

\_\_\_\_\_ **Expansion of grade levels served, if requested grades will include students in different weighted pupil unit grade level category.** Indicate the new grade levels being requested. Describe whether or not this expansion of grades served will require a new facility or a significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where grade level expansion is planned.

New grades requested – check all that apply (duplicate information for all school years that new grades are requested)

SY _____	Grade K: _____	Grades 7 – 8: _____
	Grades 1-6: _____	Grades 9-12: _____

\_\_\_\_\_ **Revolving Loan.** If school is recommended by the Charter School Revolving Account Committee for a loan, then the recommendation requires both SCSB and USBE approval. Loan documentation to the SCSB and USBE will be provided by Charter School Section staff. No additional documentation is required.

*Requires State Charter School Board Approval with discussion at meeting (1 month)*

- \_\_\_\_\_ **Change to educational program or methods of instruction.** Provide supporting documentation of new, evidence-based choice, as well as anticipated improvement in student performance.
- \_\_\_\_\_ **Relocating to a new school district** (operational school) **or municipality** (planning school). Operational schools must provide evidence supporting the decision to move, including the projected impact on enrollment. Planning schools must provide a detailed market analysis of newly proposed location, including corresponding capital facility plan and revised budget for the planning year and first three operational years.
- \_\_\_\_\_ **Matriculation agreement.** Describe the purpose for the matriculation agreement and provide a copy of the school's proposed matriculation agreement signed by all participating charter school(s).

*Requires State Charter School Board Approval via consent calendar (1 month)*

- \_\_\_\_\_ **Change to contractual agreement performance measures.** Include a redline version showing new additions and ~~removed language~~ in contractual agreement performance measures and provide supporting documentation for the requested change.
- \_\_\_\_\_ **Postponement of opening year.** Describe the reason for postponing the school's opening year. Provide a copy of the revised budget for the planning year and first three operational years. Include additional supporting documentation as necessary.
- \_\_\_\_\_ **Change to Bylaws specific to number of board members or board member election / appointment process.** Include a redline version showing new additions and ~~removed language~~ in Bylaws.

*Requires Executive Director approval (up to 1 month)*

- \_\_\_\_\_ **Change name of school.** Provide the school's proposed new name and provide a statement of understanding of requirement to submit paperwork for and receive change of name with IRS.
- \_\_\_\_\_ **Decrease grades served or student enrollment.** Summarize the governing board's discussion that led to the decision to reduce grade levels or number of students served.
- \_\_\_\_\_ **Technical corrections.** Include a redline version showing new additions and ~~removed language~~. Technical corrections include changes such as spelling, grammar, title for school employees, name of committees / groups, etc. It may also include re-ordering sections of the application for improved readability and use by the governing board.
- \_\_\_\_\_ **Acceleration of approved growth model, with no additional students.** Briefly describe the need for an acceleration of growth model approved for a future school year.
- \_\_\_\_\_ **Other.** Please describe amendment requests that do not fall into any identified category above. Provide details and supporting documentation as appropriate. Additional information may be requested following review and request may require SCSB or USBE approval.

7. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. If the school is not meeting any of the SCSB minimum standards or any of its charter contract agreement goals, include governing board corrective action plan as appropriate as Attachment 3. (Corrective action plan(s) limited to two pages.)

### Minimum standards

<i>Indicator – Board performance &amp; stewardship</i>			
Measure	Metric	Performance 2013-14	Performance 2014-15
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	0	0
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	97%	97%
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100%	100%

<i>Indicator – Financial performance and sustainability</i>			
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	0	0
Current assets to total annual operating expenses	$\frac{\text{Current Assets}}{\text{(Total Annual Operating Expenses} \div 360\text{)}}$	<b>Measure:</b> <b>15.51%</b> = Current Assets (cash only)= 674,637 / Operating Expenses = 4,348,611  <b>219.68%</b> = Current Assets (including building) =9,553,014 / Operating Expenses = 4,348,611	<b>Measure:</b> <b>15.65%</b> = Current Assets (cash only) = 681,998 / Operating Expenses = 4,355,342  <b>220.03%</b> = Current Assets (including building) = 9,583,188 / Operating Expenses = 4,355,342

		<p><b>Metric:</b>  <b>@ 360 days</b>  <b>55.85 =</b>            Current Assets            (cash only) =            674,637 /            Operating            Expenses/360            =            4,348,611/360            = 12,079.48</p> <p><b>@ 365 days</b>  <b>56.63 =</b>            Current Assets            (cash only) =            674,637 /            Operating            Expenses/365            =            4,348,611/365            = 11,914.00</p>	<p><b>Metric:</b>  <b>@ 360 days</b>  <b>56.37</b>            = Current            Assets (cash            only) =            681,998 /            Operating            Expenses/360            =            4,355,342/360            = 12,098.17</p> <p><b>@ 365 days</b>  <b>57.15 =</b>            Current Assets            (cash only) =            681,998 /            Operating            Expenses/365            =            4,355,342/365            = 11,932.44</p>
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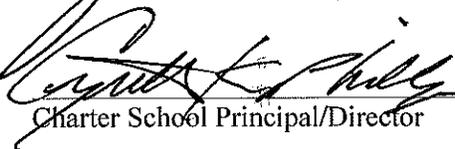
**Charter Contractual Agreement Goals: PLEASE SEE ATTACHMENT #4.**

*Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board that are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.*

Measure	Metric	Board Goal	Performance 2013-14	Performance 2014-15

8. Additional information you would like the SCSB to consider:

  
 Governing Board Chair Signature      Douglas Ogilvy      6/12/15  
 Date

  
 Charter School Principal/Director      Cynthia K. Phillips      6/12/15  
 Date

**WEILENMANN SCHOOL OF DISCOVERY  
ATTACHMENT #1  
INFORMATION RELATED TO ENROLLMENT EXPANSION REQUEST**

**Explanation of WSD's Request of Waiver for the Deadline of May 1, 2015 for an  
Amendment Request (R277-482) and  
Supporting Data for a Request for Expanded Enrollment Numbers**

- Park City School District recently announced its plan to move its 9<sup>th</sup> grade students from Middle School/Junior High School into Park City High School for the 2016-17 school year.
- Park City School District's new grade configuration now aligns WSD's grade configuration with the district in which it resides. As a result, more of WSD's currently enrolled students coming into 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades have decided to stay at WSD. Park City's realignment has altered WSD's normal enrollment data and ability to plan based on data from its first five year's of operation, during which WSD's alignment did not match that of Park City School District.
- Cindy Phillips and Mary Kimball, WSD's Executive Director and Principal respectively, met with Ember Conley, Superintendent of Park City School District, in the previous school year. They directly asked her if Park City School District had plans to realign its grade levels into a different configuration due to overcrowding, and specifically, to move the 9<sup>th</sup> grade into Park City High School. Ms. Conley indicated that the district had no plans at that time to do so and suggested that rumors of overcrowding were exaggerated. Based on this information, WSD made no specific plans to ask for an expansion in the numbers of students served. WSD believed on the best evidence available that its numbers of students seeking enrollment, particularly in the 6<sup>th</sup>-8<sup>th</sup> grades, would remain consistent from previous years since the grade alignment in the Park City School District was also scheduled to remain consistent.
- WSD had un-enrolled students who indicated in writing their intent NOT to return to WSD for the 2015-16 school year prior to the lottery for the upcoming school year because of the then "current alignment" of Park City School District. In other words, these students sought to transition into Ecker Hill or Treasure Mountain Middle School because of these school's grade configuration and families' perception of a smoother transition into the district schools. After Park City School District announced its new alignment, these students desired to continue to attend WSD through 8<sup>th</sup> grade, but their vacated spots have been given to and accepted by students in WSD's applicant pool throughout the 2015 lottery season according to lottery rules required by the State of Utah for charter schools. In other words, as a result of the recent realignment announcement by Park City School District, long-time WSD students who gave up their spots at the school based on obsolete information about Park City School District alignment cannot be enrolled at WSD because of the cap of 616. These students have siblings

enrolled at the school and are, therefore, in a priority position should the State grant WSD additional students for enrollment.

- WSD has successfully fulfilled its mission and has acquired significant interest from an applicant pool of students that has nearly doubled by comparison to WSD's applicant pools in its past years of operation.
  - Please note the difference between applicant pool numbers in 2015 as compared to 2014, as well as other significant data related to this request:
    - WSD's applicant pool (wait-list) has **216 students** as of **June 15, 2015** as compared to applicant pool numbers from **2014**:
      - March 17, 2014: 53 students
      - May 19, 2014: 103 students
      - June 16, 2014: 121 students
    - WSD's re-enrollment or return yield is at 92%, the highest in the school's history.
    - Twenty (20) students in the applicant pool have newly enrolled student siblings for the 2015-16 school year and have indicated their intent to join their siblings at the school if space is offered.
    - Acceptance rate for new offers remains high and is approximately 69-70% overall through the season thus far—as compared to last year's (2014) acceptance rates: March 66%, April 52%, May 13%, and June 0%.
- Park City School District has widely publicized its problems with overcrowding in recent months. Allowing an increase in WSD's enrollment cap will enable WSD to enroll new and former students who wish to come to WSD and, thereby, alleviate some of the overcrowding at Ecker Hill Middle School and Treasure Mountain Junior High School in particular.
- Ember Conley, Superintendent of Park City School District, has been personally notified by Cindy Phillips, WSD's Executive Director, about this amendment request and its particulars. She has voiced no opposition or concerns about the amendment request.

**ATTACHMENT 2**  
**Weilenmann School of Discovery, Inc.**  
**Budget Summary**

Annual Budget

Net Income (Loss)

Revenue	
1000 Local Revenues	919,600
3000 State Revenues	3,616,721
4000 Federal Revenues	140,108
5000 Other Financing Proceeds	
<b>Total Revenue</b>	<b>4,676,429</b>
Expenses	
100 Salaries & Wages	2,454,387
200 Employee Benefits	529,935
300 Purchased Prof & Tech Services	216,640
400 Purchased Property Services	93,800
500 Other Purchased Services	289,100
600 Supplies	374,698
700 Property (Equipment)	25,500
800 Other Objects (Other Expenses)	569,423
<b>Total Expenses</b>	<b>4,553,483</b>
<b>Total Net Income (Loss)</b>	<b>122,946</b>

**Weilenmann School of Discovery, Inc.**  
**Budget Detail**

	<b>Annual Budget</b>
Net Income (Loss)	
Revenue	
002 Local Revenue	
004 Transportation Fees	225,000
005 Interest Income	100
008 Other Food Related Income	2,500
009 Activities- After School Programs	3,500
010 Student Fee- School Programs	20,000
011 Student Fees- Secondary (not K-6)	80,000
013 Donations Income	300,000
015 Income- Sales & Rentals	175,000
016 Parent Organization Revenue	100,000
017 Other Local Income	13,500
<b>Total 002 Local Revenue</b>	<b>919,600</b>
021 State Revenue	
022 Regular School Programs K-12	1,731,767
023 Professional Staff	99,487
024 Flexible Allocation	19,851
025 Educator Salary Adjustment	159,378
026 Class Size Reduction K-8	143,077
027 Charter School Administration	63,700
028 Charter- Local Replacement	1,115,694
029 Special Ed Add-on	180,717
031 Special Ed Extended/State	5,674
030 Special Ed Self-Contained	6,066
032 Career and Tech Education	0
033 Gifted and Talented Learning	2,123
034 Enhancement for At-Risk	15,930
035 Early Interventions	0
036 Reading Improvement Program K-3	12,873
037 Online Technology	0
038 Beverly Taylor Sorenson Arts	22,400
040 School LAND Trust Program	0
041 HB2 Computer Adaptive Testing	30659
043 School Nurses	0
044 UPASS- Evaluation & Assessment	0
045 Library Books & Electronic Resources	0
046 Teachers Materials & Supplies	1,376
047 Other State Revenue	1037
048 Charter School Start-up	4912
<b>Total 021 State Revenue</b>	<b>3,616,721</b>

051 Federal Revenue	
052 IDEA B Disabled	80,328
059 Title I Disadvantaged	0
060 Title II Teacher Improvement	4,170
061 USDA REAP	55,610
<b>Total 051 Federal Revenue</b>	<b>140,108</b>

071 Other Revenue	
072 Proceeds from Bond Issues	
073 Proceeds from Loan Agreements	
074 Proceeds from Capital Leases	
075 Proceeds of Sales of Fixed Assets	
Total 071 Other Revenue	

**Total Revenue** **4,676,429**

Expense

102 Salaries 100	
103 Wages- Principals & Directors	214,960
104 Wages- Instructional Support	0
105 Wages- Teachers	1,499,861
106 Wages- Teachers-Special Ed	169,921
107 Wages- Substitute Teacher	25,000
108 Wages- Support Services Students	55,597
109 Wages- Admin Support Staff	195,275
110 Wages- Aides & Parapro	87,720
111 Wages- SpEd Aide & Parapro	14,520
112 Wages- Bus Drivers	0
113 Wages- Admin MAINT & OPS	88,000
114 Wages- Computer & Tech	86,773
115 Wages- Food Services	11,000
116 Wages- Health Service Personnel	5,760
<b>Total 102 Salaries 100</b>	<b>2,454,387</b>

121 Benefits 200	
122 Retirement Programs	75,000
123 Social Security & Medicare Tax	187,760
124 Health Benefits	247,540
125 Unemployment W/C Insurance	19,635
<b>Total 121 Benefits 200</b>	<b>529,935</b>

131 Purchased Prof & Tech Services 300	
132 Management & Business Services	90,640
133 Instructional Services	50,000
134 Employee Training & Development	15,000
135 Education Support Services	33,200

136 Administrative Support Services	0
137 Computer & Tech Services	1,500
138 Legal & Accounting	12,000
139 Other Purchased Services	14,300
<b>Total 131 Purchased Prof &amp; Tech Services 300</b>	<b>216,640</b>

151 Purchased Property Services 400	
152 Utilities Expenses	18,800
153 Repair & Maint- Comp & Tech	0
154 Repair & Maint- Facilities & Custodial	50,000
155 Repair & Maintenance- Transportation	0
156 Out Services- Custodial	5,000
157 Lease- Rent Expense	20,000
<b>Total 151 Purchased Property Services 400</b>	<b>93,800</b>

171 Other Purchased Services 500	
172 Transportation Services	225,000
173 Insurance Expense	32,600
174 Telephone & Internet	4,500
175 Other Communication Expense	0
176 Postage & Mailing Expense	3,500
178 Copy and Print Services	0
179 Advertising- Administration	3,500
180 Travel- Staff Travel & Mileage	0
181 Travel- Field Trips	20,000
<b>Total 171 Other Purchased Services 500</b>	<b>289,100</b>

191 Supplies 600	
192 Classroom Supplies	69,828
193 Employee Motivation Supplies	8,000
194 Employee Training Supplies	2,500
195 Special Ed Supplies	3,500
196 Administration Supplies	12,000
197 Board Supplies	2,500
198 Vending Machine Supplies	700
200 Maintenance & Custodial Supplies	40,000
201 Transportation Supplies	1,000
202 Energy-Electricity & Natural Gas	59,000
203 Textbooks & Instructional Software	40,000
204 Library Books & Supplies	3,013
205 Computer & Tech Supplies	53,957
206 Motor Fuel & Oil	1,200
207 Parent Organization Supplies	49,000
208 Student Motivation Supplies	1,500
209 Student Programs Supplies	2,000
210 Fund Raising Supplies	25,000
<b>Total 191 Supplies 600</b>	<b>374,698</b>

221 Property (Equipment) 700	
222 Land & Site Improvement	25,500
223 Buildings	
224 Equipment- Instruction	
225 Equipment- Administration	
226 Equipment- Tech Hardware/Software	
227 Equipment- Facilities	
228 Equipment- Transportation	
<b>Total 221 Property (Equipment) 700</b>	<b>25,500</b>
241 Other Objects 800	
242 Dues and Fees	1,000
243 Interest Paid- Loans	331,003
244 Principal Paid- Loans	199,420
245 Other Debt Service Fees	38,000
246 Indirect Costs	
<b>Total 241 Other Objects 800</b>	<b>569,423</b>
Total Expense	4,553,483
<b>Total Net Income (Loss)</b>	<b>122,946</b>

**Weilenmann School of Discovery  
Tables of Enrollment  
Attachment #3**

**Student Ceiling Cap and Sections as Originally Projected 2015-16 (616)**

Kindergarten	61
1 <sup>st</sup> Grade	63
2 <sup>nd</sup> Grade	72
3 <sup>rd</sup> Grade	74
4 <sup>th</sup> Grade	92
5 <sup>th</sup> Grade	92
6 <sup>th</sup> Grade	70
7 <sup>th</sup> Grade	59
8 <sup>th</sup> Grade	33
<b>TOTAL</b>	<b>616</b>

**Student Ceiling Cap and Sections Requested 2015-16 (637)**

Kindergarten	64
1 <sup>st</sup> Grade	66
2 <sup>nd</sup> Grade	72
3 <sup>rd</sup> Grade	72
4 <sup>th</sup> Grade	94
5 <sup>th</sup> Grade	90
6 <sup>th</sup> Grade	80
7 <sup>th</sup> Grade	64
8 <sup>th</sup> Grade	35
<b>TOTAL</b>	<b>637</b>

**WEILENMANN SCHOOL OF DISCOVERY  
ATTACHMENT #4  
CHARTER CONTRACTUAL AGREEMENT GOALS**

**GOAL #1: IMPROVE STUDENT LEARNING**

Objective/Metrics	Measurement	Performance (2014-15)
<p>1A: Students will exceed expected UPASS competency scores (CA, pp. 100-103)</p>	<p>Overall composite of 90 or above by end of year 3 in 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grades on IOWA test; minimum scores of ELA (90), Math (80), Science (80) on CRTs by end of year 3.</p>	<p>The purpose of Goal #1 was to determine whether WSD in its initial three years could establish a program that enabled students to achieve at proficiency or high proficiency levels in ELA, Math, and Science. By the school's third year, WSD's students had achieved or surpassed the targeted scores on average on the tests that were then in use (IOWA test is no longer in use, for instance). This data was reflected on UPASS, and then through the Public School Data Gateway in subsequent school years.</p>
<p>1B: Students will read on grade level or above by 3<sup>rd</sup> grade (CA, pp. 100-103)</p>	<p>90% of 3<sup>rd</sup> graders will be proficient in reading on DIBELS and IOWA by end of year three.</p>	<p>The Board of Trustees and Administration continue to track individual progress through internal, technology-supported assessment,</p>

		DIBELS, and SAGE. <b>End-of-Year DIBELS scores for 2015 showed WSD's 1<sup>st</sup> grade students at 89% proficient, 2<sup>nd</sup> grade students at 89% proficient, and 3<sup>rd</sup> grade students at 90% proficient.</b>
1C: Students' learning and understanding of the Utah State Core Curriculum in language arts, math, science, and social studies standards will increase (CA, pp. 100-103).	Rubric assessment scores will increase to 3s and 4s for 85% of students by year three.	WSD achieved this goal within its first three years and continues to achieve the goal of 85% of students earning scores in the proficient or high proficient range on internal formative and summative assessments.

**GOAL #2: INFUSE TECHNOLOGY INTO INSTRUCTION AND ASSESSMENT TO IMPROVE STUDENT LEARNING**

<b>Objective/Metrics</b>	<b>Measurement</b>	<b>Performance (2014-15)</b>
2A: Infuse technology into instruction and assessment to improve student learning – students will demonstrate learning of skill, knowledge, and understanding of Utah State Core Curriculum Standards using media programming (CA 100-104).	90% of students will demonstrate learning using media programming; rubric scores of learning assessed by student-produced media programming will increase to 3s and 4s for 80% of students by year three.	WSD has achieved this goal by emphasizing technology-supported learning and technology applications.  90% of students have demonstrated learning using technology-supported curriculum. WSD has assessed this

		<p>goal by using the % of assignments completed based on mastery and/or proficiency scores as reflected on individual learning and assessment tools such as iReady reading and math assessments as well as ST Math.</p>
<p>2A: Infuse technology into instruction and assessment to improve student learning – students will demonstrate learning of skill, knowledge, and understanding of Utah State Core Curriculum Standards in language arts, math, science, and social studies using eMINTSs technology and instruction. (CA 100-104).</p>	<p>Students’ rubric scores will increase to 3s and 4s for 85% of the students by year three.</p>	<p>WSD students have achieved proficiency scores in most grades of 80% as measured by technology-supported assessment, CRTs in previous years, and the SAGE scores for proficiency measures (as opposed to measures of “college readiness”).</p> <p>WSD has never used the specific technology providers mentioned in the initial charter as these technologies became obsolete or unaffiliated with the school prior to the school’s first year of operation.</p>

**Goal #3: ALL TEACHERS ARE CERTIFIED AND LICENSED TO TEACH AS DEFINED BY THE UTAH CHARTER LAW.**

Objective/Metrics	Measurement	Performance (2014-15)
3A: Teachers will secure and maintain Utah educator licenses or the equivalent licenses that correspond to their assignments (CA, pp. 100-104)	100% of teachers	WSD achieved a 97% of teachers designated as highly qualified for their specific assignments. 100% of WSD's teachers are licensed, and 100% of WSD's teachers have been authorized for their assignments by the State of Utah. The 3% difference in meeting the goal as stated is the discrepancy between a percent of teachers authorized by the State of Utah to teach their assigned subjects and a difference in the definition of "highly qualified" for those teaching assignments. WSD continues to work on meeting the "highly qualified" designation at 100%.
3B: CACTUS information will be accurate and complete (CA, pp. 100-104).	100% of teachers	All CACTUS information for the 2014-15 school year has been accurate and complete.

**Goal #4: ALL TEACHERS DEVELOP AND USE AN INDIVIDUALIZED MASTER TEACHER DEVELOPMENT PLAN**

<b>Objective/Metrics</b>	<b>Measurement</b>	<b>Performance (2014-15)</b>
4A: Teachers know and understand the Utah Professional Teacher Standards and Continuum of Teacher Development (CA, pp. 100-105).	100% of teachers will evidence by signed agreement and demonstrate this knowledge in the classroom.	100% of WSD's teachers are trained and reflect understanding of both the Utah Professional Teacher Standard and Continuum of Teacher Development as well as these standards reflected in WSD's tool for the internal evaluation of teachers.
4B: Teachers set goals and benchmarks in at least two of the five Utah Professional Teacher Standard Areas (CA, pp. 100-105).	100% of teachers will set goals and benchmarks as described in the objective.	100% of teachers set goals and benchmarks related to at least two of the five Utah Professional Teacher Standard Areas. Teachers and administrators discuss these goals and evaluate progress toward these goals at mid-year and end-of-year.
4C: Teachers will achieve their goals and benchmarks set with the Continuum of Teacher Development rating scale: Level 1: Basic to Emerging; Level 2: Proficient to Master (CA, pp.	100% of teachers will achieve their goals and benchmarks as set within the Continuum of Development rating scale.	100% of teachers are required to achieve their goals and benchmarks as set within the Continuum of Development rating scale. The Administration evaluates yearly the

100-106).		re-hiring of teachers based in part upon their achievement of these goals.
4D: Teachers attend, participate, and implement professional development and complete assignments related to professional development (CA, pp. 100-106).	100% of teachers accomplish the objective as described.	WSD tracks teachers' professional development and implementation of learning. The Administration also gives assignments related to professional development and requires 100% accountability for these assignments.

**GOAL #5: TEACHERS WILL PLAN AND PREPARE FOR EFFECTIVE INSTRUCTION, ASSESSMENT, RE-TEACING, AND ENRICHMENT**

<b>Objective/Metrics</b>	<b>Measurement</b>	<b>Performance (2014-15)</b>
5A: Teachers will curriculum map the Utah State Core Curriculum Standards using the curriculum mapping software provided by the school (CA, pp. 100-106).	100% of teachers will accomplish the goal as described.	100% of teachers use WSD-provided application software through Google documents, Excel, and other applications to map the Utah State Core Curriculum and collaborate on mapping in grade levels and specialties/subjects.
5B: Teachers will create units using the Backwards Design Model (CA, pp. 100-106).	100% of teachers will accomplish the goal as described.	100% of teachers create units using the Backwards Design Model.
5C: Teachers will use rubrics to assess learning and use the	100% of teachers will accomplish the goal as described.	100% of teachers use age and developmentally

<p>standards-based grade book to track learning and inform students and parents (CA, pp. 100-106).</p>		<p>appropriate rubrics to assess and track learning, and to inform parents. These rubrics are provided by Mastery Connect and other technology-supported grade books that are tied to the Utah State Core Curriculum.</p>
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# WEILENMANN SCHOOL OF DISCOVERY

## Academic Performance Report



### Summary

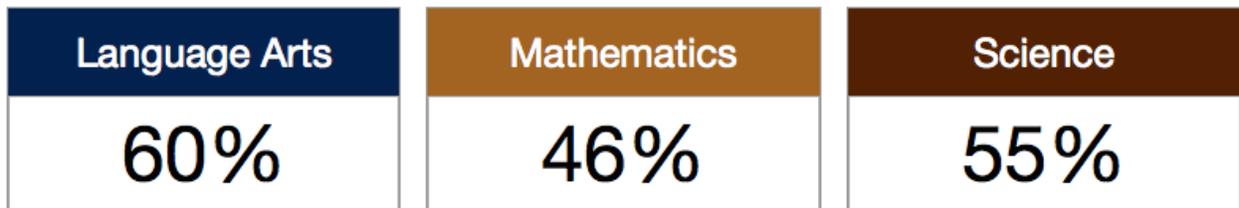
The Weilenmann School of Discovery (WSD) cares most about the individual growth of each student at the school. While WSD is pleased that its students have achieved high scores on state-level tests for all the years of its operation, WSD will continue to emphasize individual growth. WSD values differentiated curriculum in core subjects, broad exposure to music, art, outdoor education, and foreign language above students' summative testing results.

WSD completed its fourth year of required state academic testing at the end of school year 2013-14. Over its four years of operation for which academic data is available, WSD has demonstrated growth and proficiency in all areas. WSD's performance compares favorably to Utah public schools and to schools within its region.

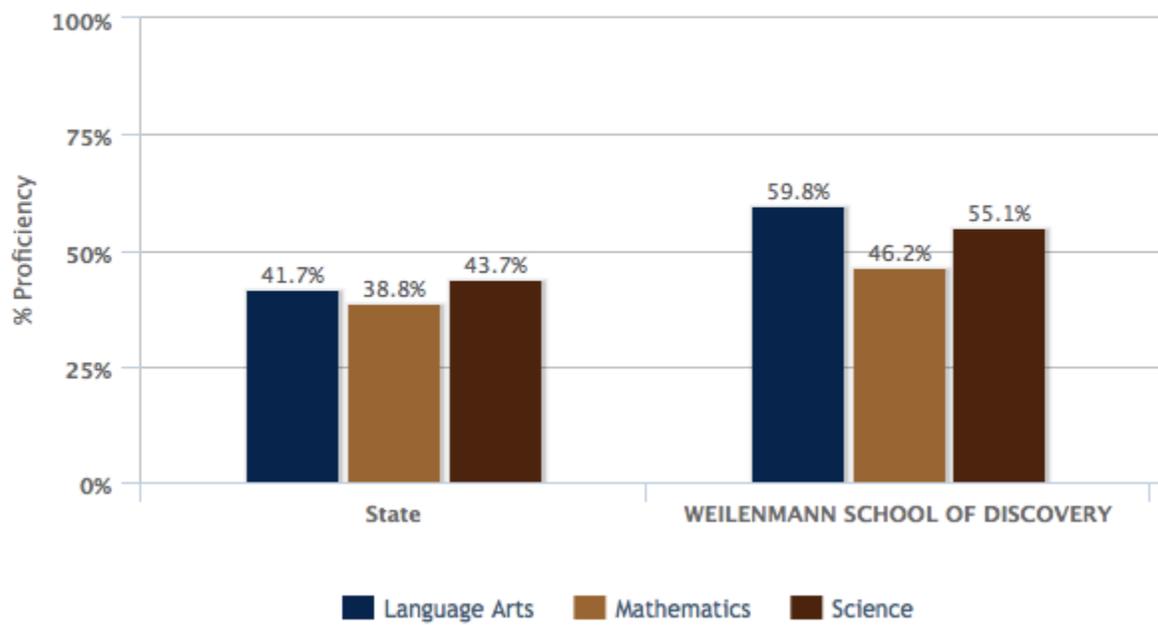
### Findings

The following tables compare Weilenmann School of Discovery's performance on the SAGE assessment to Utah public schools and to schools within WSD's region. (USOE *Public School Data Gateway* <http://www.schools.utah.gov>):

## 2014 WSD SAGE Results



2014 SAGE % Proficient



## 2014 Region SAGE Results

DISTRICT	SUBJECT	% PROFICIENT	AVERAGE
Park City District	Language Arts Mathematics Science	56.8% 52.1% 55.4%	54.75%
WSD	Language Arts Mathematics Science	59.8% 46.2% 55.1%	53.71%
Morgan District	Language Arts Mathematics Science	48.9% 48.4% 61.1%	52.78%
South Summit District	Language Arts Mathematics Science	55.5% 43.9% 50.9%	50.10%
Rich District	Language Arts Mathematics Science	50.9% 46.2% 45.9%	47.69%
Wasatch District	Language Arts Mathematics Science	43.8% 41.1% 44.2%	43.05%
North Summit District	Language Arts Mathematics Science	42.0% 39.5% 45.1%	42.21%
Uintah District	Language Arts Mathematics Science	29.3% 31.1% 37.7%	32.69%
Daggett District	Language Arts Mathematics Science	38.3% 23.9% 32.3%	31.48%
Duchesne District	Language Arts Mathematics Science	25.9% 23.3% 32.3%	25.58%
State Average	Language Arts Mathematics Science	41.7% 38.7% 43.7%	41.37%

## Conclusion

WSD Administration continued to support individual student progress with an emphasis on math, science, and language arts during this school year in the following ways:

- Implementation of Lucy Calkins' *Units of Study Writing Curriculum* in Kindergarten - Eighth Grade;
- Implementation of needs-based grouping in math and language arts in Kindergarten - Fifth Grade;
- Hiring of an expert math consultant to assess teaching methods, content knowledge, math curricula, and the need for professional development in mathematics teaching;
- Implementation of the USOE online Writing Tool for Third - Fifth Grade;
- Implementation of Mastery Connect competency-based tracking for use by teachers, students, and parents;
- Continued use of technology-supported learning in Kindergarten - Eighth Grade;
- Continued use of ST Math in Kindergarten - Eighth Grade.

Implementation and use of the above tools, curricula, and groupings, along with presently established WSD curricula, will continue to strengthen individual student progress.