

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms Adrienne Kumik
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wasatch Elementary School
(As it should appear in the official records)

School Mailing Address 30 R Street
(If address is P.O. Box, also include street address.)

City Salt Lake City State UT Zip Code+4 (9 digits total) 84103-4126

County Salt Lake

Telephone (801) 578-8564 Fax (801) 578-8117

Web site/URL <https://wasatch.slcschools.org/> E-mail adrienne.kumik@slcschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Elizabeth Grant E-mail elizabeth.grant@slcschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Salt Lake City Tel. (801) 578-8599

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Nate Salazar
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 29 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 42 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	46
1	53
2	42
3	49
4	61
5	42
6	44
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	337

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 2 % Black or African American
 - 11 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 6%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2021	352
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

Dari, Arabic, Spanish, Russian, Mongolian, Mandarin, Bengali, Japanese, Somali, Hindi, Tamil, French, Ukranian, German, Navajo

English Language Learners (ELL) in the school: 16 %
53 Total number ELL

7. Students eligible for free/reduced-priced meals: 32 %

Total number students who qualify: 108

8. Students receiving special education services with an IEP: 12 %
Total number of students served 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>14</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	92%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

At Wasatch, we are STARS. This means we are Smart, Thoughtful, Aware, Respectful students and citizens of our learning community.

17. Provide a URL link to the school's nondiscrimination policy.

<https://wasatch.slcschools.org/>

(scroll towards the bottom of the page)

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

We are a neighborhood school. Students can opt-in to apply to attend our school if they live outside of our school boundaries. We regularly have over 10% of our student population that comes from outside of our school boundaries, due to our reputation within the Salt Lake City area.

PART III – SCHOOL OVERVIEW

Our school is a neighborhood school nestled in the northern area of Salt Lake City. Many of our students come to us from the neighborhood, and we also attract numerous students and families from outside our school boundary lines. Families that come to us from outside of our school boundary lines frequently tell us they want to join our community because of our great reputation for having a strong school community, one that combines a strong focus on academics and hands-on learning along with a focus on Art education. As stated above, we are STARs at Wasatch, meaning we are: Smart, Thoughtful, Aware, and Respectful. Students frequently hear this message, helping them to embody the spirit of this message. This consistent point of focus helps to strengthen our schoolwide community on raising engaged citizens who are strong in academics and also have strong character.

The key schoolwide strategies we've utilized is strengthening and embracing the Wasatch Multi-Tiered Systems of Support. This includes our specific focus within 3 areas: Response to Intervention (RTI); Positive Behavioral Intervention Systems (PBIS); and, Social and Emotional Learning (SEL).

As a school, we focus on our RTI by ensuring we have stellar Tier 1 instruction for all students. Working with our Salt Lake City District coaches for Literacy and Math ensures that we are utilizing curriculum that is both engaging and evidence-based. The support of our coaches also helps our staff to further learn the curriculums they are teaching, helping to identify areas where more support may be needed and answering all questions along the way. We have a strong Student Support Team (SST) that meets weekly to work with teachers that have identified students who are exhibiting academic and/or behavioral struggles. As a team, we review student data and make an intervention plan. From this meeting, teachers will schedule a follow-up time to discuss student progress from the intervention(s) as well as make a further plan of action. This process ensures that we are systematically working to help all students access academics, which has a direct impact on their emotional and social makeup.

Our PBIS focus has allowed our staff to focus in on ways that we can strengthen our systems in place to help students build a positive association with being at Wasatch. Specific things we focus on are our weekly announcements that highlight how we are being Smart, Thoughtful, Aware, Respectful at school; our bi-weekly Star Principal Lunch, where multiple students from each grade level are nominated to have lunch with the Administration team; and, various classroom-specific activities that teachers create, which are connected back to our schoolwide messaging of being STARs. Along with our systems, we have also hired a behavioral specialist paraprofessional that works directly with our Administration team and our Salt Lake City District MTSS/Behavior coach to identify students who may benefit from additional check-ins throughout the school day. This is done as another layer of building strong relationships between students and staff, helping to strengthen the positive association of being a Wasatch STAR. This work also connects directly to our approach with our SEL programming. Our school counselor meets with each classroom twice per month, with lessons that are age appropriate and meeting the unique needs of each classroom. These lessons consistently connect back to what it means to be a Wasatch STAR.

Something that sets Wasatch apart from others is how we utilize our Arts program. This includes our in-class Art program, as well as Drama, Dance and Visual Arts. The way our specialist teachers utilize this allows for a reinforcement of academic learning, specifically in the areas of Science and Social Studies. This is done by our specialist teachers collaborating with our classroom teachers, developing lesson plans that show the intersection of the Arts with content being taught in the mainstream classroom. This shows up in weekly Art classes, as well as through our 'Town Meetings'. Our 'Town Meetings' happen twice per year, and this is an opportunity for each individual classroom to work with our Art teachers and develop a program that displays Drama, Dance and Visual Arts. Our 'Town Meetings' happen twice per year for each classroom, and they are an opportunity for families and community members to come in and have an exceptional experience that speaks to contemporary issues through an Art lens. This truly brings the community together, and it is an experience that children and families rave about throughout the year.

While our school has not previously been a recipient of the National Blue Ribbon School award, we are

excited for this opportunity. It is a nice piece of recognition for the wonderful work our staff does, the great support our families and community members give us, and the consistent growth our students are making.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Each grade level utilizes the grade-specific Wonders curriculum, which is norm-based and endorsed by the Salt Lake City District. The Salt Lake City District endorsed the Wonders curriculum due to it being thorough and evidence-based, and Wasatch fully embraces utilizing it because of these reasons. Each grade focuses on the standards of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; and, Range of Reading and Level of Text Complexity. Teachers in each grade level utilize these standards to guide their instruction, basing it off of what is presented in the Wonders Curriculum. The beauty lies in how each teacher brings the information to life, engaging our students to dive into the learning and take charge. For example, a lesson in 3rd Grade English Language Arts could focus in on ecology of the deserts in the American Southwest. Our classroom teacher has the pacing guide for this specific lesson and has gained background knowledge regarding their class of students. This includes areas of strengths and need, and this guides the instructional approach. It could also include a stronger focus on the phonemic skills review that benefits a specific 3rd grade classroom, while also providing extensions into understanding what type of text this is (I.e., informative vs. Narrative). The point is, our amazing teachers bring the content to life. The content and focus may change from grade to grade, but each individual teacher analyzes their specific class and makes necessary adjustments to meet each student where they're at while also guiding them to where they need to be.

We utilize an assessment schedule provided to us by the Salt Lake City District Teaching and Learning Department. From this, the Teaching and Learning Department has identified which assessments to give throughout the course of the school year. This allows our teachers to plan out their school year accordingly, removing the stress of figuring out when/how to assess. As a school, we feel this allows our teachers to have more bandwidth to analyze the data they receive from assessments and make an informed decision for moving forward.

Each of our classroom teachers work with the Salt Lake City District Literacy coach to identify trends from their data, allowing teachers to see what's working and areas that may need modifications and/or further support for improvement. This also allows teachers the space to work directly with our literacy coach to ensure they are planning together, along with Administration support, to help each student access the curriculum and make positive growth. When a student is showing a struggle based off of their results from formative assessments, the team identifies strategies to help better support each student.

We also utilize the Utah Readiness Improvement Success Empowerment (RISE) benchmarks for our Language Arts assessment. Students take the end-of-year Utah RISE assessment, and the benchmark tests taken along the way help with providing students and staff a better understanding of where they are with the curriculum.

1b. Mathematics curriculum content, instruction, and assessment:

Each grade level utilizes the grade-specific Eureka curriculum, which is norm-based and endorsed by the Salt Lake City District. The Salt Lake City District endorsed the Eureka curriculum due to it being thorough and evidence-based, and Wasatch fully embraces utilizing it because of these reasons. Each grade focuses on the standards of Geometry, Measurement and Data, Number and Operations in Base Ten, and Operations and Algebraic Thinking. There are specific extensions in each grade level, but these are our core focuses. They weave together so students consistently have a base as they transition from grade to grade. Teachers in each grade level base their instruction off what is presented in the Eureka Curriculum. Each teacher is the expert in their classroom, both content wise and student wise, and this knowledge guides their instruction. For example, a lesson in 4th Grade Mathematics focuses on the standard of interpreting a multiplication equation as a comparison. Our 4th Grade classes can go on 'Ski Utah' day, each year, and our awesome 4th Grade teachers utilize this big day to make the learning relevant. This approach not only weaves in the

necessary standard, but it is done in a way that is highly engaging for each student because it is relevant to their lived experience. Students jump into the learning process because of this approach, and it shows up in their day-to-day work as well as their formative assessment scores throughout the school year.

The Salt Lake City District Teaching and Learning Department has identified which assessments to give throughout the course of the school year, and this allows our teachers to plan out their school years, accordingly, removing the stress of figuring out when/how to assess. Each of our classroom teachers work with the Salt Lake City District math coach to identify trends from their data, allowing teachers to see what's working and areas that may need modifications and/or further support for improvement. This also allows teachers the space to work directly with our math coach to ensure they are planning together, along with Administration support, to help each student access the curriculum and make positive growth. When a student is showing a struggle based off of their results from formative assessments, the team identifies strategies to help better support each student.

We also utilize the Utah Readiness Improvement Success Empowerment (RISE) benchmarks for our math assessment. Students take the end-of-year Utah RISE assessment, and the benchmark tests taken along the way help with providing students and staff a better understanding of where they are with the curriculum.

1c. Science curriculum content, instruction, and assessment:

Each grade level utilizes the grade-specific Mystery Science curriculum, which is norm-based and endorsed by the Salt Lake City District. The Salt Lake City District endorsed the Mystery Science curriculum due to it being thorough and evidence-based, and Wasatch fully embraces utilizing it because of these reasons. Part of Mystery Science includes our embracing of the Science with Engineering Education (SEEd) standards in the state of Utah. This includes a strong focus at each grade level on Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.

Our Mystery Science lessons are presented to students through Tier 1 direct instruction. The nature of these lessons allows for more of a project-based focus, including students working in pairs and teams. This allows teachers the opportunity to present the curriculum and give students space to engage with the learning objective through a project-based, hands-on approach. An example of how this shows up is in our 6th grade. Our 6th grade is just like each grade level, in terms of having stellar educators that bring the learning content to life. For example, our 6th grade has focused a great deal on the shrinking of the Great Salt Lake. This shows up with our SEEd standard 6.1.3, which focuses on 'Using computational thinking to analyze data.' Our 6th grade students can really dive into the content, focus and standard because it is woven together in a way that brings in relevant information (I.e., the Great Salt Lake) and the standard. Students are able to take a field trip to see firsthand just how much the Great Salt Lake has shrunk. They walk on the mud flats that are exposed due to the shrinking. They see the lack of birds that are migrating here due to the shift in the ecosystem. Along with that, this brings to life the focus on computational thinking to analyze data. Students return to the classroom and put together projects that demonstrate computational thinking regarding data to the Great Salt Lake. Students present these projects in our school library to students, staff and families. This is all part of how learning is brought to life, which is a big reason why Wasatch is so great in their approach to science and education overall.

We utilize the Utah Readiness Improvement Success Empowerment (RISE) benchmarks for our science assessment. Students take the end-of-year Utah RISE assessment, and the benchmark tests taken along the way help with providing students and staff a better understanding of where they are with the curriculum. The RISE scores help us see where we did great, and also provide a reflective touch point for where we want to take our focus both on a specific grade level and as an overall school.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Each grade level approaches this uniquely and finds ways to connect their Social Studies lessons directly back to their Reading/Language Arts curriculum. There is no formal Social Studies curriculum in the Salt Lake City District for Elementary schools, and because of this each individual classroom teacher is encouraged to connect civic learning content to their Reading/Language Arts curriculum.

Each grade level uses a combination of direct instruction and small-group work. Teachers plan accordingly with their fellow grade-level teachers to plan out specific topics to cover that can connect back to their Reading/Language Arts curriculum. Teachers also adjust their approach based on time available and what the classroom needs are. Is there space to spend more time in Direct Instruction for Tier 1? Would the class benefit from having a bit more time to work on Tier 2 via small groups? These are questions our teachers have and get support on from both Administration as well as our Salt Lake City District Social Studies coach. It can be tricky because there is no formal curriculum, but there are resources available and Wasatch teachers are encouraged to take advantage of these resources.

Each classroom is assessed through an informal approach. There are no formal Social Studies curriculum in the Salt Lake City District for Elementary schools.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Wasatch focuses heavily on the integration of the Arts, including 4 specific disciplines: Traditional Art; Visual Arts; Dance; and Drama. Each specific area helps support students' acquisition of essential skills and knowledge through a specific focus that enhances student engagement. Staff for each specific domain work with students to see the intersection of classroom content (i.e., Language Arts, Math, Science and Social Studies) with the specific Art focus of the class. This includes two 'Town Meeting' shows per school year, for each grade. The 'Town Meeting' is a time where students perform for the entire school as well as for families and community members. These 'Town Meetings' are centered on bringing all areas of the Wasatch Art focus together through a student performance, and the message of each individual class's 'Town Meeting' is specific to that classroom and their grade-level teacher.

All grades participate in our vast Art programs at Wasatch, meeting on a weekly basis. Students take Dance for half of the school year and Drama for the other half, meeting on a weekly basis. Usually, students receive more than one form of Art per week as the class schedule allows.

2b. Physical education/health/nutrition

Our Physical Education program focuses on teaching kids the importance of moving their bodies while developing life-long habits for living a healthy life. All grades participate on a weekly basis with our Physical Education teacher. During this time, students play age-appropriate games. These games are connected back to a larger monthly concept. For example, our 1st graders are learning how to play soccer for the month of March. They are working to learn the basic ideas of the game, including how to be a team player, how to dribble, how to pass, and how to shoot the ball. As they have grown in their comfort zone regarding the game, the Physical Education teacher is able to build in different concepts to the game. Our Physical Education teacher completes the circle by having weekly communication with each classroom teacher, allowing true collaboration to take place.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Each grade visits the library on a weekly basis, where our Librarian has a lesson in a place that connects media and technology with reading. Our librarian does a fantastic job working to meet the needs of all the students, utilizing contemporary issues that connect to technology, media and/or reading. For example, during the Artemis launch in the Fall of 2022, our Librarian created lessons that connected reading and this current event that had a local Utah connection. Our Librarian works to develop lessons that are age appropriate for all students, leading to a high level of engagement.

Along with the specific lessons happening in the actual library, our Librarian does a fantastic job of collaborating with classroom teachers. This includes putting together resources to support teachers in the classroom, seeking out books that connect to and aid a certain topic, and help raise student engagement and interest in reading and technology.

2e. Any other interesting or innovative curriculum programs you would like to share

As a whole school, we embrace the idea of having an educational focus for Science, Technology, Engineering, Arts, and Mathematics (STEAM). We work to show our students, K-6, how these different areas of focus can be paired together to enhance learning, helping our students to develop a deeper understanding of how things overlap and work together in life. An example of this is shown in our bi-yearly 'Town Meeting' performances and how they are created through a collaboration of each individual classroom working in conjunction with our vast Arts department. Our 'Town Meeting' performances focus on current events that each classroom gets to choose. For example, our 6th grade classrooms both chose to focus on the crisis surrounding the shrinking of the Great Salt Lake. With this as a topic, they determined how they wanted to present a performance that was engaging, thought-provoking and a call to action for our school and local community. To do this, the 6th grade classroom worked with our Dance teacher and Visual Arts teacher, putting together a performance that was filled with movement and intentional music. The performance itself had a focus that incorporated Science, Technology, Engineering and Mathematics to portray the large crisis at hand, literally in our backyard, and the potential solutions for current times and the next generation. This type of learning happens on a daily basis, as teachers intentionally find ways to weave in multiple disciplines within an area of learning. As a school community, Wasatch believes in STEAM education as a way to further engage our wonderful students and community.

3. Academic Supports

3a. Students performing below grade level:

Our school relies on our robust Response to Intervention (RTI) program to ensure we are providing the necessary resources and support to students who have been identified as performing below grade level. We meet on a weekly basis for our Student Support Team (SST) to provide a space and time where classroom teachers are able to bring in data to discuss specific students whom they have concerns about. As a team, we look at a variety of factors to determine the best plan forward. This includes analyzing attendance, looking over data regarding Social and Emotional Learning (SEL) within the classroom, a review of most recent district and national assessments, as well as previous year's results. The Wasatch team goes through a structured system to ensure we examine a variety of factors before determining a path forward, including how we want to create and monitor on-going interventions.

While our SST is an example of further helping our students who have potentially larger needs, our classroom teachers consistently update their approaches to differentiate their Tier 1 instruction, so it best meets all students in the whole group setting. From there, our classroom teachers work to analyze informal and formal assessment data which gives them insight as to how students are doing. This leads to students being put into small groups, where they can receive Tier 2 support to help them further understand and practice mastery of concepts. Tier 2 support takes place both in the main classroom, as well as through the assistance of our wonderful paraprofessional teachers who provide instruction utilizing evidence-based curriculum extensions from our Wonders curriculum.

Throughout all these processes, classroom teachers have endless support from our Administrative team as well as our Math and Literacy coaches. Teachers meet on a weekly basis in their grade level Professional Learning Community, where they work directly with Administration and Math and Literacy coaches to develop plans of action.

3b. Students performing above grade level:

As a school Wasatch focuses on differentiation of instruction to students throughout their school day. Teachers consistently analyze data, both formal and informal, to properly know where each student is at. Along with this approach, staff also utilize a structured process to create extension activities connected directly to classroom curriculums. This allows for a whole class learning experience, giving all students the opportunity to work and learn with one another. As a school we work to continually develop the staff's capacity to differentiate their work, allowing teachers to best reach where each student is at. This takes place in on-going Professional Development throughout the school year, allowing teachers to receive scaffolded guidance regarding different approaches to offering in-class extensions to all students. This systematic approach has helped our staff to further embrace the wider range of abilities that we have within our classrooms, which has a positive ripple effect for all our students and our school learning community.

Wasatch also offers a Neighborhood Extended Learning Program (NELP) for 4th through 6th grade students. All students are given the opportunity to take the NELP tests. If they score above the threshold line on the required standardized tests, they then have the option to have NELP classes throughout the week. Having NELP at Wasatch is a tremendous asset, allowing our students the opportunity to have further challenges and extensions throughout their school day.

3c. Students with disabilities:

Wasatch offers a strong Special Education program for students who qualify for Special Education services. This includes our Resource room and our Speech/Language Pathology staff. Students that qualify for Special Education services receive support in a variety of ways and settings. This includes having small-group pull-out classes, where students travel to our Special Education Resource room to work on a specific skill.

For example, a 3rd grade student may receive Special Education services for the area of Basic Reading. Due to their level of need, they may receive pull-out services where they go to the Special Education Resource room for 20 minutes per school day, working with the Special Education teacher in a 1:1 or small group setting. This allows the individual student the opportunity to get specially designed instruction that best fits their need, helping the student to access learning materials at their level and make appropriate growth in skill acquisition. We also have students that receive Special Education services from our Special Education Resource teacher through 'push-in' services. This happens when the Special Education teacher goes into the General Education classroom and works on specific classroom materials with student(s) that receive Special Education services. It shows up on a different level for each student; some may need frequent checks for understanding to ensure they're comprehending what is being taught, while others may need extra scaffolding support to help them understand the concept being taught.

We also have students who receive Special Education services in the area of Speech and Language. This takes place with students meeting weekly with our Speech and Language Pathologist, where students work in small groups on specific skills that help them with strengthening their speech capabilities.

In all instances, our Special Education Resource teacher and our Speech and Language Pathologist do a fantastic job of collaborating with our students, classroom teachers, and families. This includes analyzing different data sets throughout the course of the school year, allowing staff to adjust to their teaching approach as needed in order to best meet all students' needs.

3d. English Language Learners:

Wasatch continues to see growth in our English Language Learner population. Due to our location within the city, including proximity to the University of Utah, we have traditionally had a small population of students enrolling at our school who have moved to the United States for a temporary amount of time while their parent(s) work and/or attend school at the University. These students have typically enrolled with some basic understanding and usage of the English language. Over the 2021-22 and 2022-23 school year, we have experienced a significant increase in our students who have moved into our neighborhood having emigrated from another country, coming to us with limited to no experience with the English language. Because of this, our Administration has chosen to allocate a full-time certified teacher to the role of English Language Development (ELD) teacher. This has allowed our school to better utilize the data regarding our students' knowledge of language, including how our staff plan lessons to reach each individual student.

Our classroom staff works directly with our ELD teacher to develop different modifications that allow students to be comfortable, build confidence, and be challenged while receiving their Tier 1 classroom instruction. Our ELD teacher works to assess our students utilizing the standardized WIDA test. Students that score a 1, 2 or 3 have demonstrated they have a strong need for further support and intervention to help them with language acquisition and usage. These students receive direct pull-out services with our ELD teacher, working in small groups to strengthen their language skills. Students that score a 4 or 5 on the WIDA test have demonstrated they have a stronger base of language skills. These students benefit from different modifications to classroom work to help them maintain pace within the General Education classroom, and they also receive 'push-in' services from our ELD teacher. This allows them to get an added layer of support while they are working through classroom work.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Working with our MTSS coach to ensure each classroom is focused on the Salt Lake City District's three signature practices: Welcoming Rituals; Engaging Practices; and Optimistic Closures. Our Welcoming Rituals focus helps to support each teacher in having activities for inclusion, for all students. This approach provides a consistent high expectation for each classroom teacher, which also allows for consistent schoolwide expectations. Having Engaging Practices helps students and staff to practice 'Sense Making' and "Brain Breaks", both of which help to raise their overall focus and levels of engagement throughout their class period. This approach also helps students to feel more empowered in their learning, which in turn helps to provide further motivation to work hard because they're having fun doing the learning. Finally, our focus on Optimistic Closures helps students to reflect on what they've learned while also connecting it to what they'll learn as they look forward to what's next.

These three specific practices are strong components of Wasatch's overall focus on Social and Emotional Learning (SEL). Because each classroom carefully selects the practices and effectively facilitates them with students, the overall result is a strong foundation of safety, consistency and true joy in the classroom learning environment.

Because Wasatch has focused on establishing these three specific practices, we have created a school where both students and adults can walk into the learning environment and feel calm, centered and focused due to the established routines within each classroom. These specific routines allow students (and staff) to anticipate what is coming up, as they provide the solid foundation for all students to be engaged as learners and contributors. The structures built into the specific routines promote students to truly grow as self-directed learners, because they don't have to wonder what needs to happen in certain capacities because they have narrowed the scope.

2. Engaging Families and Community:

Wasatch has found that regular, intentional communication with our families and community members has led to building a foundation for strong student success and overall school improvement. This shows up through a range of different activities that take place during the school year, including: 'Back to School Night'; 'Fall Clean-Up'; 'Fall Carnival'; 'Art and Science Night'; 'Spring Clean-Up'; and 'Spring Art Showcase'. Along with these activities, Wasatch also has our 'Town Meetings' in the Winter and Spring. These allow for families and community members to come in and support the school, building a strong sense of community.

One area where Wasatch connects further with the community is the established partnership with the University of Utah, specifically with our Drama teacher who is also an employee of the University of Utah. This connection has allowed Wasatch students and families to have another access point to our local university, opening a further host of collaboration opportunities. Wasatch is in the process of becoming a STEAM (Science, Technology, Engineering, Arts and Mathematics) school, and collaborating further with the University of Utah is helping us to continue forward with this work.

Wasatch also works to engage the School Community Council, which is made up of a combination of parents and other community members (i.e., School Board representative, local Salt Lake City government representatives, etc.). The Wasatch School Community Council (SCC) meets on a monthly basis, sets up a plan of action for moving forward doing things that help our school to continuously improve, which includes further engaging our families and local community.

The combination of having scheduled community activities throughout the year along with our monthly SCC meetings allows a systematic approach to helping families and community members to work with Wasatch to build on student success and whole school improvement.

3. Creating Professional Culture:

Wasatch has focused on strengthening our Multi-Tiered Systems of Support (MTSS) as a key focus for fostering a professional culture where teachers feel valued and supported. Through this focus, Wasatch is utilizing professional development time to help staff continue enhancing their abilities as they pertain to RTI, PBIS and SEL practices. This includes focusing on classroom management and the three signature practices: Welcoming Rituals; Engaging Practices; and Optimistic Closures. Having these as schoolwide expectations helps create a community of classrooms and whole school that connects with our schoolwide PBIS and SEL practices, as well as helping enhance each of the classrooms in the building. This support allows staff to feel further valued and supported, as these three signature practices help with building positive learning environments for all students. The ripple effect from this approach is something that helps Wasatch teachers to stay further motivated because they are able to see the wide-scale impact of the support.

Wasatch's focus on strengthening our MTSS also helps with how staff are able to support students who struggle with Tier 1 instruction. By creating a system of identifying when teachers should bring a student to Wasatch's Student Support Team (SST), staff feel further supported to know when to bring a student and what to expect regarding getting supported by the SST. This helps staff to know their work and classroom expertise is valued, and the SST acts as a readily available resource to help support staff.

Finally, the focus on strengthening the MTSS at Wasatch is allowing the team members to better understand the ins and outs of MTSS, including how to act as in-school coaches for colleagues regarding the different areas of need (i.e., RTI, PBIS, and SEL). Wasatch is working directly with our Salt Lake City District MTSS/Behavior on a 3-year plan, where we are in year 1 of the plan. Year 1 includes establishing a strong MTSS team, which meets on a monthly basis, and doing a Self-Assessment of where we feel our MTSS is. From these results, we've been able to determine areas of need and then make an action plan to accomplish these things. Areas of need have included strengthening schoolwide systems, improving schoolwide communication, diving deeper into professional development and professional learning around the areas of data analyzation and classroom management, and strengthening our overall SST process. All of these things have led to supporting teachers because they all have a direct impact, for better or worse. By strengthening these areas, teachers are better able to feel truly supported in the work they do with students, knowing they are going to have resources available to help them be successful in their work. Teachers are also feeling valued through this process as our MTSS team consists of half of our classroom staff. This allows a direct line for communication and input, which in turn allows all staff to see how the MTSS team is working to strengthen our overall schoolwide climate.

4. School Leadership:

Our school leadership starts with having a strong Principal to lead the charge. The work of the Principal has included building systems that help Wasatch students and staff to both be held accountable while also ensuring that we are taking a consistent, data-driven approach to improving and strengthening our practices. The way our Principal leads out shows up in their ability to not only have a vision, but then to have the ability to clearly communicate that vision to all of our stakeholders and other school leaders. This includes communication between our Principal and Assistant Principal, helping to ensure that we have our tasks to accomplish and that we also have a strategic plan in place that aligns with accomplishing our end goals. An example of this shows up in how our Principal delegates tasks out to our Assistant Principal, helping our Administration to be stronger and more efficient with their time which then positively ripples out into the Wasatch community at-large.

Our Principal does a fantastic job of communicating with our School Improvement Committee, which is comprised of a representative from each grade level. This team meets monthly, discussing different areas of need in our school. From the monthly meetings, the team is able to identify areas of need and concern, and then plan out how to move forward as a school team. Going through this systematic approach, the team is able to ensure that school and district policies are in place and that the central focus of each discussion point goes back to doing what the school feels is best for the student.

Finally, Our Principal communicates frequently with our school community, leading to positive

relationships that make our school warm and inviting. This takes place through the Weekly E-mail out to families, where our Principal celebrates different things that have happened that week with our students while also giving families a heads up on things happening in our school, important dates to remember, etc. It also takes place with our monthly School Community Council meeting and our monthly Parent Teacher Association meeting. These meetings are great areas of communication and collaboration, allowing our Principal to speak to the direction of the school, receive feedback, and ensure that all different facets of the school understand the longer-term vision and goals and that we are all working succinctly with one another to achieve those goals.

5. Culturally Responsive Teaching and Learning:

Wasatch works hard to be a community pillar, something that every community member is proud of. This includes how we work to build community, including addressing the diverse needs and backgrounds of our students, families, and staff. This starts with our approach to welcoming families to the building, inviting them to volunteer and visit whenever and however possible. We believe that building a positive relationship is the first step to building a positive school culture.

We have a robust Mutli-Tiered Systems of Support (MTSS) team. Our MTSS team is comprised of our Administrators, School Counselor, Special Education Teacher, and Classroom Teachers. This team works hard to build and strengthen systems that help all our students, and we do this work through a lens that ensures equity, cultural awareness and respect are paramount to what happens in all areas of our school. As students register at the beginning of the year, we work hard to begin that positive relationship, having a variety of 'Open House' and 'Beginning of the Year' activities. This helps families to build trust and get into our school, where we all get to know more about one another. Gaining this knowledge and insight about our students, staff and families allows our MTSS team to better address how we build and strengthen our systems over the course of an individual school year, let alone from year to year. Things shift rapidly in our current times, and having our robust MTSS team helps us to be a culturally responsive school, including in our teaching and learning.

Part of our planning process includes our consistent, intentional work to create norms for our meetings throughout the year. This includes our weekly Professional Learning Community meetings as well as our whole staff Faculty meetings. With these norms established, it sets the tone for our staff regarding how we want to approach our time to learn together. Along with this, we provide Professional Development opportunities throughout the year that connect to the lens of equity, cultural awareness, and respect.

Finally, we have a fabulous School Counselor who works endlessly with students and staff to provide multiple classroom visits per month. These visits are lessons geared around the intersections of Social and Emotional Learning, equity, cultural awareness, and respect. The work of our School Counselor is foundational in our school continuing to be a safe, comfortable place for all students, staff and families.

PART VI - STRATEGY FOR EXCELLENCE

The most essential component to our school's continued success is the work of our Multi-Tiered Systems of Support (MTSS). Our focus to have a strong MTSS has allowed our school to ensure our systems are both in place and strong, working cohesively to help educate the 'whole child'. While MTSS is something that is becoming more common in schools and districts across the nation, Wasatch points to its MTSS as the key component that encompasses all areas of our school.

To begin with, the focus our MTSS has within our Response to Intervention (RTI) allows staff the opportunity to feel supported to reach students that are not being successful in Tier 1 instruction. While this allows great space for staff to develop appropriate interventions, it also allows us as a collective staff to dive into our Tier 1 instruction and further evaluate what's working and areas we may have for improvement. This specific focus helps our collective staff to embrace a growth mindset, leading to a continued strengthening of our teaching practices. Another key component to our MTSS is our approach to Social and Emotional Learning (SEL). The Wasatch learning community firmly believes that students who feel safe and comfortable at school can more readily build a positive association in their educational experience. This includes students making both academic, social and emotional growth, all of which point towards students' overall growth as humans. A key component of this practice is how we utilize our School Counselor, scheduling multiple classroom visits per week. Our School Counselor works directly with each classroom teacher, crafting lessons that fit their individual classroom needs and wants. This includes a focus on specific SEL skills, including Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, and Relationship Skills. Along with bi-weekly classroom lessons, our School Counselor is strategically utilized to run a variety of groups that help students to feel safe, comfortable and confident at school.

Finally, the last key component of our MTSS approach is through our Positive Behavioral Intervention Systems (PBIS). This strong focus allows our school to have great structures in place that help students and staff make positive choices throughout their day. This includes our on-going work to provide more consistent visual alignment throughout our school, helping our students and staff to have a stronger understanding of schoolwide expectations. This messaging, along with weekly activities such as morning announcements, STAR Principal Lunch, and Principal's 100 Stars allows our school to build a positive school climate and culture. Along with the positive rewards for positive behavior, the MTSS team also continues their work to strengthen the effectiveness and efficiency of our schoolwide plans regarding handling negative student behavior. We have developed a 'Decision Tree' to help staff and students better understand what needs to happen when they make a choice that is not positive. As a staff, this includes focusing on utilizing 'Think Sheets' to help students process their behaviors in order to make better choices in the future. The 'Decision Tree' follows a consequential order that both documents behaviors to help identify possible patterns of behavior, as well as helping to guide staff in their response when specific behaviors happen.

All in all, our MTSS is the most instrumental practice to our overall school success at Wasatch. It covers a lot, is complex, and is intentionally built out to ensure the Wasatch learning community is as strong as it can be to achieve excellence with each of our students.