WALDEN SCHOOL
OF LIBERAL ARTS



Walden's FiveYear Needs Assessment, Root Cause Analysis & Strategic Plan 2023-2028

Our Mission

Walden is a place where social, emotional and academic growth are valued equally, a place where students see possibilities, make meaningful choices, take risks, and emerge with a stronger sense of identity, belonging and purpose. It is a place where critical thought, creativity and independence are nurtured; where empathy, cultural awareness and tolerance are valued. Our purpose is to develop capable, globally minded citizens who are dedicated to making positive contributions to society.

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Introduction to Walden

History

Walden School of Liberal Arts (hereafter "Walden") was born of Sundance Mountain School—a one-room schoolhouse that offered nature-based education and was one of Utah's three original charter schools. When Sundance rebranded and moved 30 miles from Utah County in 2023, a faction of its Board of Trustees drafted a new charter to accommodate families who chose to keep their students closer to home. Walden retained the Sundance philosophy—multiage classrooms, project-based learning, and a strong belief in holistic, nurturing educational practices. We began as a small middle school housed in a rundown office building in downtown Provo. Staff, parents, and students came together to give new life to the tired facility and embark on an amazing learning adventure. Our first week of school was held in Zion National Park and we ended that year with an expedition to Oaxaca, Mexico.

In the past two decades we have retained our spirit of adventure but have planted deeper roots. We built two new Spanish-style buildings at the mouth of Provo Canyon and now have 400 students in preschool through 12th grade. We continue to embrace our nature-based and expeditionary heritage and continually find ways to take our students out of the classroom and into the wider world.

Nestled in the foothills of the Wasatch Mountains, Walden serves both rural and suburban communities in four surrounding counties. Staff includes 52 full and part-time certificated teachers, 31 paraprofessionals, 11 classified staff, three counselors, three program directors, and four executive administrators. Demographics reflect the local community with 92% Caucasian, 9% Hispanic, 1.6% Black, 1.6% American Indian, 2.4% Asian, 2.4% Pacific Islander, and 5% Multiple Races. Forty-one percent of Walden students qualify for free or reduced lunch through the federal child nutrition program.

As a Montessori School, Walden tends to attract families seeking a less traditional setting. Families often choose Walden because their students have struggled academically or socially in their neighborhood schools. 24% of Walden students have learning disabilities (primarily classified as SLD); 4% receive 504 accommodations; and 2% are English Language Learners with Spanish as their primary language.

Governing Authority

Walden is governed by a Board of Trustees, primarily responsible for overseeing school finances and policy. Walden's administrative team supports the board as non-voting members and reports directly to the board. Board members are ratified annually for their continuing positions including Board Chair, Chief Financial Officer, Ethics and Policy Advisor, and other positions by special assignment.

Walden's day to day operations are guided by our administrative team, including superintendent, executive director/pre-K–4 director, middle school director, and high school director. Together, this administrative team guides all aspects of the school, including student success, professional development, curriculum & instruction, data & assessment, mission & vision, and the overall health of the school. Administrators also fill additional roles, such as HR, finance, and data management, that would typically be held by other staff members in a larger school. Key programs such as special education, child nutrition, and our 21st Century Community Learning Center, are led by individual program directors under the direction of the administrative team.

Vision, Mission, Values

Walden's vision is most succinctly phrased in our mission statement:

> *Walden is a place where social, emotional, and academic growth are valued equally, a place where students see possibilities, make meaningful choices, take risks, and emerge with a stronger sense of identity, belonging and purpose. It is a place where critical thought, creativity and independence are nurtured; where empathy, cultural awareness and tolerance are valued. We champion student choice and autonomy, authentic research and project work. Our purpose is to develop competent, self-motivated learners dedicated to making positive contributions to society.*

Our vision has evolved over time as staff, students, and parents have worked collaboratively to create a school that meets students' most compelling needs. We meet often to plan for the future, refine policy, and develop new programs that address the unique challenges we face. Although it would be impossible to do justice to our hopes and dreams in so short an introduction, we have pulled a few phrases from a recent retreat to express our universally accepted values:

"A Walden education should be seen as transformative and peace-promoting—an extraordinary launchpad for a meaningful adult life."

" Academic programs will continue to evolve to benefit students—meeting them where they are, focusing on growth, and celebrating the whole child."

"We envision a school where students and their teachers experience safety, inclusion, well-being, agency, choice, trust, opportunity, wonder, intellectual challenge, and transforming purpose in an environment of peace, love, and beauty."

"Walden is a place where all community members feel connected, safe, balanced, and loved—where students' love for learning and autonomy are fostered through active engagement with the community and nature."

Walden last modified our mission statement two years ago. We review it regularly and are currently considering a modest revision in the current year.

Enrollment Trends

Walden was originally chartered to serve 120 students in grades 6–9. We soon expanded to include high school and, eventually, preschool through grade five. Between 2013 and 2023, enrollment stayed within twenty students of our self-imposed cap of 440. In the current year, however, we reduced enrollment to 380. This number is more in line with our building capacity. It allows us to meet increasing student academic, social, and emotional needs.

Philosophy of Education

Walden's educational approach Is based around two internationally celebrated educational models that prepare students to thrive in a global community—the Montessori Method and Personalized Competency Based Learning (PCBL). All "Waldenites" are inspired to think deeply and creatively as they celebrate and explore the extraordinary world around them. Walden offers a unique personalized experience. All K–12 students participate in a wide range of learning academies, workshops, and interdisciplinary projects.

This approach and our foundational philosophy of education is deeply influenced by some of the most influential progressive methods and

philosophies of education such as those from Montessori, Freire, Piaget, and Dewey, and Experiential, Expeditionary and Nature-based Education. We believe in a holistic approach to learning that supports all aspects of each person's development.

1. Our Montessori underpinnings provide the impetus to create environments where discovery and interest help guide the learning process within multi-age classes.
2. As a previous International Baccalaureate World school, we retain many elements of that philosophy—a commitment to high quality, challenging, education that encourages students to become inquirers, thinkers, communicators, principled, open-minded, caring, and reflective.
3. Authentic assessment opportunities encourage the creation of original products, public presentations, and portfolios. We encourage students to engage in learning that requires perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement.
4. Nature based education links us to our namesake, Thoreau's Walden Pond. Learning activities are grounded in nature whenever possible as evidenced by weekly nature treks and other experiences that are embedded in the outdoors.

Curriculum

At the heart of Walden's curricula is the liberal arts education. We provide students with a balanced education emphasizing strong literacy and reasoning skills and offering a core in the humanities, mathematics, natural and physical sciences, language and literature, and fine arts. Walden's liberal arts education pairs well with the Utah Core Standards (UCS), as approved by the Utah State Board of Education (USBE) and adopted by Walden's Board of Trustees. Walden implements UCS standards and objectives across all curricular areas.

Walden has been elected by the USBE to pilot a Personalized Competency Based Learning (PCBL) model. Teachers and administrators are creating a PCBL curricular framework which will eventually serve as an exemplar for other schools in Utah. Our PCBL framework (or Portrait of a Walden Graduate) includes the Walden Learner Profile: *A Walden student is Connected, Compassionate, Curious, Creative, and Courageous*. We are currently developing a schoolwide vertical alignment of desired core competencies, interweaving knowledge, skills, and attributes outlined in Utah's Portrait of Graduate with Walden's unique Learner Profile goals.

To offer increased post-secondary opportunities for our graduates, Walden is integrating our PCBL curricular framework with four recently adopted Career Technical Education (CTE) Pathways—Software Development, Culinary Arts, Broadcasting and Digital Media, and Plant and Animal Sciences.

Teachers collaboratively develop curricula through Walden School's professional development program, which includes monthly scheduled times for teachers to evaluate their curricula for its robustness and alignment with Walden's Learner Profile and the UCS. Additionally, teachers participating in Walden's Collaborative Classes meet monthly to create cross curricular plans that bring students into close contact with interdisciplinary learning. Teachers meet in their professional learning communities at the beginning of each school year during contract week to develop and submit vertical alignment and scope and sequence plans.

Because Walden is an inclusion school where all special education services are provided in Walden's regular education setting, teachers work closely with Walden's SPED professionals to develop differentiated curricula for all students. Time is given in Walden School's weekly faculty meetings for training in developing SPED curricula and discussing and planning for individual SPED students.

Many of the professional development sessions during the school year are focused on the unpacking and development of the UCS and of Walden's core competencies and discussion on how to best develop interactive, collaborative, and expeditionary lesson plans to support learners.

Classroom Instruction

Classes at Walden School are site-based; however, there were several months where instruction was delivered remotely during the height of the COVID-19 pandemic.

At the high school (9–12), classroom education happens Monday through Thursday beginning at 8:30 a.m. The average class is 70 minutes, twice weekly. In addition to general education classes, Pathways and Healthy Living classes meet twice weekly for 45 minutes per session. Collaborative Classes meet four times a week for 1 hour per session. Pathways classes are advisory periods in which teachers act as mentors to help students explore, plan, and implement capstone projects, internships, and college readiness plans. During Healthy Living, students choose from a rotation of "movement" zones that range from high intensity movement (like

basketball) to low intensity (like guided walks). Students also receive instruction during this time from UCS Health and Fitness core standards. Collaborative Classes are interdisciplinary classes with 2-3 teachers from different subject areas. Students and teachers collaborate using problem-posing educational practices to identify fields of study, solutions to problems in their community, and creative projects. Fridays at the high school are known as Fieldwork Fridays. Between the hours of 8:30 a.m. and 12:45 p.m. students and teachers participate in off campus fieldwork and trips, college visits, and speaking series at local universities and on campus guest speakers, workshops, and project work.

School starts at 8:30 a.m. at the elementary school (K–4). Morning classes have a two and a half hour work period in which small groups receive individual instruction in Language and Math content areas. After lunch and recess, students have specialty classes in the arts, sciences, gardening, and physical education. Fridays are dedicated to Academies and Pathways. Academies are opportunities for students to experience and learn about real-world skills, professions, and interests from members of the Walden and local community in hands-on, one hour workshops. K-4 Pathways center around student driven projects, culminating in community partnerships and service.

Students in grades 5–8 receive classroom instruction M-TH from 8:30 a.m.–3:00 p.m. Students in grades 5–6 have a hybrid elementary/middle school schedule. They spend large portions of their day in their homeroom classroom where they complete work independently and in small and large groups. They leave the homeroom for Math and elective class instruction. 7th and 8th grade students participate in core grade level classes and multi-age electives throughout the day. All students in grades 5–8 have a modified Friday schedule that includes Academies. 7th and 8th grade students have additional opportunities on Fridays to serve as mentors for elementary school nature-based programming.

K–8 classroom instructional methods are based on the internationally celebrated Montessori education. K–8 instruction is geared toward nurturing the"psychic embryo" and independence of each child.[1] This involves creating space and time in each classroom for personalized and self paced learning, multi-age instruction and practice, coaching and guidance from a teacher, and hands on, real life learning experiences.

[1] Montessori, Maria. *The Absorbent Mind*. The Theosophical Publishing House, 1949.

The high school builds on the K–8 Montessori foundation—opportunities for student-driven, project, and expeditionary based learning are expanded even as high school students learn that "issues of social justice and democracy itself are not distinct from acts of teaching and learning."[2] High school teachers foster democratic classrooms that focus on collaborative, problem-posing education.[3] Classes are designed with input and direction from both teachers and students, upending the traditional pedagogical hierarchy—with the teacher as the "sage on the stage." The old model is replaced, instead, with teacher–student partnerships: Walden teachers are expected and encouraged to collaborate and learn with their students, and Walden students are expected and encouraged to become active participants in curricula rather than passive listeners. This includes providing space and time for the individual experiences of all students and for dialogue with each other that leads students to "reflection and action upon the world in order to transform it."[4]

Technology is integrated into all Walden classroom instruction. All students have access to our one-to-one Chromebook/tablet initiative. Walden classes use Google Suite to facilitate writing and presentation, efficient feedback, and project and assignment management. Smartboard technology is used in our 1–6 and 9–12 math and science classrooms and software for literacy and mathematics assessment is used in all K–8 classrooms.

Personnel Management

Walden uses a multi-faceted approach to employee evaluation. Teachers are evaluated based on the Utah State Educator Standards by a variety of data gathering methods including self evaluations, administrative observations, stakeholder feedback, and educator submitted portfolios. The vast majority of our teachers meet or exceed expectations set by state standards, supervisors, and best practices. Teachers who do not meet expectations or who need assistance maintaining professional standards, are placed on an improvement plan that they help to develop. Improvement plans are tailored to individual employees and may include mentorship, further education, additional observations, and frequent check-ins with supervisors.

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[2] Giroux, Henry. "Utopian Thinking Under the Sign of Neoliberalism: Towards a Critical Pedagogy of Educated Hope." *Democracy & Nature*, vol. 9, no. 1, 2003.
[3] Bartlett, Lesley. "Paulo Freire and Peace Education." *Encyclopedia of Peace Education*. Columbia University, 2008.
[4] Freire, Paulo. *Pedagogy of the Oppressed*. Continuum Press, 1970.

Walden seeks diversity in hiring practices and to provide a welcoming, inclusive environment for employees from all backgrounds. Our employees are representative of our local community which is largely caucasian. However, the LGBTQ community is well-represented amongst our staff and our employees represent greater cultural diversity than found in our largely homogenous local community. We seek to hire employees from underrepresented communities and will continue to keep this as a priority for our inclusive institution.

Needs Assessment and Root Cause Analysis

Continuous Improvement Plan

Over the past two years, our primary efforts have been to rebuild a culture of well-being, of profound respect for others, and of engagement with learning. We understand that having a healthy culture is foundational to academic success. The PCBL framework—built on the knowledge that students thrive when school policy and programs provide for student autonomy, differentiated support, and meaningful, positive, rigorous learning experiences—has guided and inspired our efforts. Although we have adopted specific academic performance goals, as outlined in this Strategic Plan, our most pressing concern in this current year is for rebuilding the tenuous social and emotional fabric of our students' lives, which seems to have frayed and torn since the advent of the COVID-19 pandemic.

Goal #1 Build Resilience, Autonomy, & Engagement.

Current students seem more fearful and passive than in previous years—more risk-averse and less resilient. The following programs are meant to elicit stronger engagement and empowerment.

- Our" Pathways" program is a vehicle for strengthening autonomy and motivation through independent, project-based learning. K–8 students work with teachers to identify a problem in the school or community and work collaboratively to create a solutions-based project. High school students complete annual capstone projects centered on individual interests and shared with peers and families at annual exhibitions.
- High School "Collaborative Classes" follow our "Pathways Model" (Spark, Discover, Explore, Contribute) and ask students to engage in authentic research, to work with experts in the community, to explore topics at depth, and to contribute a project or product (intellectual, artistic, and/or service-oriented) to the school, community, or wider world.
- K–8 Academies are high-interest workshops taught by parents, community members, outreach groups, and even high school students on a wide range of topics. Recent offerings included: neuroscience, farm to fork nutrition, graphic design, photography, bicycle repair, sports medicine, fire fighting, and rocket launching.

- Mini-Makerspaces have been added to each K–8 classroom to provide a space where students can work independently on projects of their choosing.

Goal #2: Strengthen Health & Wellbeing through Connection.
Isolation, lack of movement, and disconnection from meaningful engagement are just a few of the barriers to happiness that students have self-reported in their accounts of depression, loneliness, and suicidal ideation (Sharp Survey, 2023; West, 2020). We are focused this year on helping students return to both physical and emotional health. Walden is rooted in the philosophy of Henry David Thoreau and other transcendentalists who sought refuge and understanding in nature. This philosophy, coupled with research on the crucial nature of connection for child development and academic success has guided the development of several new initiatives. These efforts dovetail seamlessly with Walden's mission and vision for supporting equally the social, emotional, and academic development of students.

- A twice-weekly Healthy Living class, invites all high school students to choose from a variety of activities that promote movement, connectedness, and general well-being. The class also includes seminars on health-related topics of interest.
- Collaborative classes invite students to work with peers and teachers to plan curriculum and engage with interdisciplinary learning projects
- Friday Field Days take high school students out of the classroom and into the local community for research and field experience. Fridays are also used for monthly hikes and regular connection with the out-of-doors. We continue to begin our year with a three day camping expedition.
- K–8 classes go on weekly nature walks where they focus on particular phenomena in nature and explore crosscutting concepts in science. Students use nature journals to document and expand on their learning through observation, inquiry, and reflection.
- K–4 students participate in a a gardening class, aligned with SEEd science standards and incorporating literature, writing, and the arts
- Nature-based learning is punctuated by a minimum of three field experiences annually with community partners such as The Nature Conservancy's Wings & Water Program, Red Butte Gardens, and the Ogden Nature Center.

- K–12 students participate in regular nature-based events including a fall Leaf Exploration, Astronomy Night, Earth Day, Canyon Walks, Winter Recreation and a Tree Planting day with Tree Utah.

Goal #3: Modeling Peaceful Resolution and Tolerance.

At Walden, we believe that one of the greatest gifts we can give children is the ability to live peaceably in the world. Peace education is the very heart of our method. The current social context in which the children are embedded makes plain that the peace of one person or community cannot come at the expense of another. Our Walden Peace movement is a multi-faceted approach that helps prepare students for life in a complex society. We are creating curriculum and indoor and outdoor spaces that promote peace and social and emotional well-being.

- In our new K–8 Peace Room, students engage in integrated arts and social-emotional learning with specialist teachers. We are focusing on conflict resolution, treating others with profound respect, and living a life of purpose, happiness and service.
- Our K–8 Animal Cam allows students to watch live footage of animals. These moments spark conversations about animals, science, and compassion for all living things.
- K–8 Students share notes of gratitude on the leaves of our Gratitude Tree.
- K–8 students identify kindness in our community and add their observations to our Kindness Wall.
- Our Peacemaker Spotlights highlight a global Peacemaker from history or present a Walden K–8 student who has been a Peacemaker in our community.
- Currently we are working with BYU Self-Compassion researchers to conduct research on student and faculty current emotional regulation coping skills. We will be implementing a robust emotional regulation curriculum that emphasizes mindfulness and self-compassion and is based on current research.
- Administrators and staff are participating in professional development on Restorative Justice and are implementing practices schoolwide.

Student Assessment

Students participate in the KEEP (Kindergarten Entry and Exit Profile), Accadience (K–4th grade), RISE (Readiness Improvement Success Empowerment) in the 3rd–8th grade, Utah Aspire Plus (9th and 10th grade),

PSAT for 10th and 11th grade, and ACT (American College Test) for 11th grade assessments per their eligibility. Results from these assessments over the past three years have been varied, with gaps in assessment data from the COVID-19 pandemic. The most obvious trend in 3rd–10th grade testing is the consistent drop in test scores across all subjects after the COVID-19 pandemic. Tracking data based on cohorts leads to inconclusive results due to our small and fluid testing groups, fluctuating opt out numbers, and high SPED population within each cohort. Individual student achievement is the best way to track student performance. In general our mastery data doesn't show an increase in performance, but our growth data shows promising results. Our growth in individual student testing achievement received an exemplary rating from the State in 2022 and 2023. Growth of the bottom 25% was 60% in 2022 (2% increase from 2021) and 68% in 2023 (8% increase from 2022). Our highest high school growth rates occur with students with disabilities (83%) in English and economically disadvantaged students in math (81%) with K–8 excelling in English language learner growth in English (100%). Science was the only subject with a growth score below the state average in K–8 and 9–12.

Five Year Proficiency Score Tables

The following charts represent the percentage of students who tested as "proficient" at grade level on the Utah State Criterion Referenced Tests each spring. Scores are included for 2018, 2019, 2021, 2022, and 2023 (no testing was conducted in 2020). The Utah State pass rate for 2023 for grades 4-12 is included for comparison purposes.

As data is analyzed, it's important to note that this data is not always reliable.

- Walden has historically had a high testing "opt-out" rate. As a result, each cohort being tested is small and scores are not always statistically significant.
- Some data points read low due to testing error. When students test out of grade level (as they sometimes do in Walden's multi age classes) scores read artificially low (every student who tests out of level—even if they test above grade level—is given a "1" which indicates a non-proficient score.

For these reasons, Walden places a greater emphasis on student growth scores (the academic progress individual students make annually).

Walden's growth scores have consistently exceeded state averages. In FY23, Walden received an "Exemplary" designation.

Unusual data surrounding the Covid-19 pandemic

Historically, Walden's testing proficiency has improved year over year. However, the Covid 19 Pandemic changed this trajectory dramatically. In the first year of testing after a full year of online learning, student proficiency scores dropped dramatically (in FY21). However, through tireless efforts of teachers, students, counselors, and administrators, students have shown impressive learning gains since that time.

In reviewing the tables below, data should be read diagonally to follow the progress of each class through time.

Language Arts 2024

Walden Overall Proficiency Rate: 57%
Utah State Proficient Rate 44%

	2018 Pass Rate	2019 Pass Rate	2020 No Testing	2021 Pass Rate	2022 Pass Rate	2023 Pass Rate	2024 Pass Rate	2025 Pass Rate
3rd Grade	31%	42%	No Testing	25%	23%	44%	42%	44.8%
4th Grade	48%	41%	No Testing	53%	35%	54%	44%	18.2%
5th Grade	55%	46%	No Testing	48%	56%	57%	76%	53.8%
6th Grade	45%	46%	No Testing	19%	53%	57%	64%	60%
7th Grade	59%	56%	No Testing	43%	25%	67%	60%	41.4%
8th Grade	52%	67%	No Testing	27%	53%	31%	67%	66.7%
9th Grade	No Data	53%	No Testing	70%	33%	46%	40%	62.5%
10th Grade	No Data	No Data	No Testing	50%	77%	5O%	47%	73.7%

Note the precipitous drop in proficiency scores for most cohorts post COVID-19 in FY21. No scores were available in FY20, as testing was suspended. Since students returned to on-campus learning in FY22, proficiency scores have improved steadily, by an average of 9%+ overall. Once again, Language Arts proficiency increased over the previous year's levels in FY24 with students demonstrating 13% proficiency above the state average.

Science 2024

Walden Overall Proficiency Rate: 55%
Utah State Proficiency Rate 47%

	2018 Pass Rate	2019 Pass Rate	2020 No Testing	2021 Pass Rate	2022 Pass Rate	2023 Pass Rate	2024 Pass Rate	2025 Pass Rate
4th Grade	50%	55%	No Data	50%	46%	58%	46%	26.1%
5th Grade	52%	53%	No Data	48%	72%	66%	81%	69.2%
6th Grade	N <10	50%	No Data	41%	46%	36%	64%	65%
7th Grade	N <10	N <10	No Data	43%	14%	52%	70%	43.3%
8th Grade	N <10	67%	No Data	31%	53%	25%	59%	50%
9th Grade	50%	60%	No Data	38%	27%	28%	32%	60.9%
10th Grade	22%	57%	No Data	23%	39%	23%	17%	41.7%

Science proficiency dropped from 51% to 41% pre to post pandemic. This lower proficiency rate of 41% stayed steady over the past three years until this year when we saw a return to 55% which is above state averages. Our current five-year plan re-focuses on providing more engaging and robust STEM curriculum and learning, including adopting national SEEd (Science with Engineering Education) standards. We are delighted to see that it is making an impact.

Mathematics 2024

Walden Overall Proficiency Rate: 29%
Utah State Proficient Rate 41%

	2018 Pass Rate	2019 Pass Rate	2020 No Testing	2021 Pass Rate	2022 Pass Rate	2023 Pass Rate	2024 Pass Rate	2025 Pass Rate
3rd Grade	34%	39%	No Data	25%	12%	21%	28%	11.5%
4th Grade	32%	42%	No Data	32%	39%	31%	24%	36.4%
5th Grade	55%	38%	No Data	50%	40%	48%	29%	19.2%
6th Grade	39%	35%	No Data	3%	26%	21%	16%	21.1%
7th Grade	48%	58%	No Data	29%	11%	46%	59%	40%
8th Grade	43%	46%	No Data	12%	41%	20%	43%	40%
9th Grade	33%	29%	No Data	44%	19%	20%	13%	38.5%
10th Grade	44%	43%	No Data	5%	33%	12%	12%	16.7%

Again, we see a precipitous drop in Mathematics proficiency post COVID-19—from 41% to 24% proficiency overall. Between FY21 to FY23, once students returned to on-campus learning, math proficiency scores improved 4% on average. From 2023 to 2024, we saw another 6% jump to

30%. However, students have not yet returned to pre pandemic proficiency levels and are still below state averages.

Student Engagement & School Climate Analysis
(Walden's FY24 Analysis is still in progress and will be complete by December 18th, 2023)

All members of Walden's extended community (other than K-2 students) are invited to participate in at least one annual stakeholder survey. Qualitative data is also gathered in stakeholder meetings and interviews

Between Spring FY23 and Fall FY24, Walden conducted both the USBE sponsored Climate Survey and an additional academic and climate survey through Cognia. Surveys were distributed to students, faculty, staff, and parents,

Primary findings indicate that the Walden community feels that our school is successfully meeting the following goals:

1) 96% of our students and families reported feeling welcome at Walden
2) 94% of students and families report that they are treated with respect.
3) 93% of students and parents report that Walden builds positive relationships.
4) 97% of students and parents indicated that well-being is paramount in all decisions made at Walden.

Words most frequently chosen to describe Walden's school climate included "warm", "welcoming", "safe", and "respectful".

Although parents and students generally responded positively to questions about Walden's learning environment, teachers were less positive about Walden's ability to ensure that students are thriving academically.

1) 13% of educators indicated room for improvement
2) 21% of educators indicated that high academic expectations are only "somewhat" important at Walden

Most concerning to our Planning Team were responses that show we have not done nearly enough to ensure that we are successfully building a community where students feel seen and understood; experience opportunities for voice and choice; and see connections between school life and their future careers and avocations. This is stunning in a year when we have introduced multiple initiatives to support these very goals.

3) 47% of middle and high school students indicated that teachers only "somewhat" get to know them personally. Although this may be because surveys were conducted early in the school year, it's concerning for a school that prides itself on community building.
4) 37% of middle and high school students believe that their schoolwork is only "somewhat" preparing them for their future.
5) 46% of middle and high school students feel that learning activities only "somewhat" give them opportunities to give adults their opinions about their learning activities.

In addition to feeling safe and respected, students used the following phrases most frequently to describe what learning looks like in their high school classes:

1) I listen to teachers talk (58%)
2) I do the same work as everyone else (54%)

Again, these responses are antithetical to the work we are trying to accomplish with our PCBL initiatives. A new set of goals and action steps for personalized, competency-based learning (PCBL) will address these concerns.

We anticipate, however, that if students were to take these surveys again after a semester or two of participating in the student-led learning initiatives we are offering this year, the results might be different.

Family Engagement Analysis

(This section is currently under review using new data from FY24 stakeholder meetings and surveys. Should be complete by December 18, 2023.)

School Safety Assessment & Analysis

Climate surveys and stakeholder meetings have made clear the urgency of addressing school safety at Walden. Walden's Administrators and Board of Trustees chose to make school safety a priority in the FY23 school year and have been working diligently to secure funding, develop safety plans, and begin the procurement process to make Walden a safe and secure environment for our community.

In addition to analyzing feedback from multiple surveys and stakeholder meetings, Walden conducted three formal safety assessments to identify specific safety needs. We first used an assessment tool from the Cybersecurity and Infrastructure Security Agency (CISA) and followed up with the National Institute of Justice School Safety Assessment. Additionally, we conducted two walk through safety assessments with the Provo City Police Department and the Utah County Health Department. We gathered additional information about potential safety needs from multiple vendors.

Using these tools, we determined that Walden has an overwhelming need for safety equipment, facility upgrades, personnel, and training to ensure that our students and adults remain safe while at school. We have a vulnerable population of students with profound needs for emotional, social, and academic support—a challenge we embrace but that introduces a need for caution and protection. Last year one high school student received a serious, credible threat of harm, because of their gender identity, through an online platform. We work extraordinarily hard to build a strong community and to nurture social and emotional growth. However, recent online threats and an intruder incident make clear that the safety of our students is reliant on far more than emotional wellbeing. Our students have been traumatized by recent school shootings and by real and perceived threats against LGBTQ populations. Our buildings are highly visible on a busy highway and have structural flaws that have introduced unsafe conditions.

Our list of urgent needs include: 1) Secure entryways /cameras in each building; 2) functioning PA systems/two-way radios; 3) bulletproof window film; 4) Security gates on office & kitchen windows 5) Classroom bleeding/first aid kits; 6) updated smoke/CO2/vape detectors, AED, fire extinguishers, and egress lighting; 7) Perimeter fencing/locking gates; 8) secure front office vestibule overlooking entryway; 9) emergency communication hardware/software/student monitoring software; 10) replace crumbling outdoor stairways/balconies; 11) outdoor emergency call boxes/signage/ cameras; 12) lighting dark exterior/interior spaces; 13)

heat tape (prevent dangerous icicles); 14) Landscaping to Improve visibility of grounds/fire safety with landscaping; and; 15) safety monitoring personnel/training.

Survey data, walk-throughs, and research identified three primary safety goals that, if met, will keep Walden's community safe from intruders, online threats, and bodily harm.

Intruder Safety
CISA data made clear that Walden—highly visible on a busy highway—is vulnerable to those who would do harm. We have already experienced an intruder, impaired by drugs, who entered both our elementary and high school in an agitated state. One building could not quickly enough warn the other one to prevent entrance to the second building. We have also been traumatized by a shooting threat. Secure entryways, cameras, perimeter barriers, communications devices/apps, call boxes, training, signage, and landscape changes will serve to mitigate these threats and will aid us in managing a potential crisis. A secure front office to overlook the entryway will allow monitoring and prevention of unauthorized entry.

Online Safety
Recently we have seen sharp increases in cyberbullying and anonymous threats to students. Our administrative team spends an extraordinary amount of time scanning computers and working with parents/police to keep students safe. Monitoring hardware/software and dedicated safety monitoring personnel will help us identify and mitigate threats. These measures will free our administrators to spend more time serving the academic and social/emotional needs of students.

Facility Safety
We will seek grant funding to mitigate dangerous infrastructure problems, including outdoor stairways/balconies that are literally crumbling and unusable for egress, landscape issues that present fire hazards, icicle danger, and line-of-sight safety issues. We must also relocate a waste enclosure that blocks views of a student crosswalk.

Strategic Planning Process & Team

Strategic Planning Activities

Members of Walden's School Wide Strategic Planning Committee meet on multiple occasions throughout the year to gather and evaluate data, assess progress, plan future initiatives, and establish goals for the current and upcoming school years. Meetings take place at least once monthly. The entire team has not yet been successful in FY24 at meeting together at one time, but every sub-group, including Walden's Board of Trustees, administrators, faculty, safety personnel, parents, and students, have been represented in more than one meeting. Administrators and faculty gather more frequently than once-monthly to evaluate data and discuss strategic initiatives.

Planning for Revisions

Walden's five-year School Wide Strategic Plan is revised on an annual basis. Using a wide range of data from assessments and stakeholder surveys and interviews, our Strategic Planning Team meets to analyze progress toward current goals and to revise goals as needed—dropping goals that have led to standard practice, or that have outlived their useful lives, or adding new goals and action steps to support new initiatives. If we have completed a particular goal or action step that still requires close attention to ensure continued success, we generally leave that goal in place as a reminder to continue successful practices.

Strategic Planning Committee

Walden's current 2023-28 School Wide Strategic Plan was developed in the Fall of FY24 using data gathered from assessments and multiple stakeholder surveys and interviews provided by administrators, faculty, staff, students, parents, and Walden's Safety and PCBL committees. Mandates and discussion from Board of Trustee meetings were evaluated and incorporated into planning.

Our formal 2023-2028 School Wide Planning Committee was comprised of the following individuals:

Administration

Lois Bobo— Executive Director/K-4 Director
Hannah West—High School Director
Sharon Beecroft—5-8 Director/HR Director
Truedson Sandberg—21st CCLC Coordinator

Joshua Faulkner— Assessment Director
Diana West—Superintendent/Business Administrator

Faculty & Staff
Angie DeSorcy—Elementary Teacher
Rachan Duran— School Counselor
Stephanie Young—Middle School Teacher
Camlyn Giddins —High School Teacher
Carl Young—High School Teacher
Suzy Ahlman—k-12 Special Education Director
Erin Lyons—Facilities Manager
Rachan Duran— School Counselor
Rachel Nielsen—Tier II Intervention

Parents
Jennie Sanders
Camille Penrod
Emily Allred
Jenn Knapp

Student Advisory Committee
Juniper Reynolds—Elementary
Ari Gappmeyer—Elementary
Rayelle Watts—Middle School
Kai Steffes—Middle School
Joseph Rankin—High School
Mary Bishop—High School
Sabrina Heiny—High School

Walden Board of Trustees
Matt Turner—Chief Administrative Officer
Jeremy Knee—Trustee
Hilary Hungerford—Trustee
Jen Knapp—Trustee
Jodi McCombs—Parent Trustee

Goals & Evidenced Based Strategies

Academic Proficiency Goals

In FY24, Walden's School-wide Strategic Planning Team created measurable goals and action steps to support student learning in literacy, mathematics, science and computer science. While the number of goals for each subject area is modest, each is supported by a wide array of action steps designed to help meet those goals..

Goal #1: Increase Literacy Proficiency Scores to 60% by FY27.

By FY27, 60% of 3rd through 10th grade students will reach proficiency in English Language Arts as measured by State Assessments such as Rise, Aspire, and Acadience.

Action Steps	Lead	Timeline	Status
Action Step #1 (Elementary) Maintain at least one .75 FTE paraprofessional in each elementary classroom to provide students with literacy instruction and tutoring.	Admin & Tier II Literacy Team	Ongoing	Complete & Ongoing
Action Step #2 (Elementary) Provide DIBELS progress monitoring 2-4 times a month for students who score well below benchmark on the beginning of the year DIBELS assessment.	Admin & Tier II Literacy Team	Ongoing	Complete & Ongoing
Action Step #3 (Elementary) Develop a summer literacy program for elementary students to battle summer literacy learning loss	Admin & Tier II Literacy Team	By Summer FY24	Planning Phase
Action Step #4 (Elementary) K-3 students access differentiated pathways on Imagine Learning software (or other evidence-based learning application) in classrooms as part of their language learning activity (tier one).	Admin & Tier II Literacy Team	Ongoing	Complete & Ongoing

Action Step #5 (Elementary & Schoolwide) Implement an after school Literacy Program to engage students in enriched literacy experiences, such as literature circles, book clubs, journalism, creative writing, and various literacy activities.	Admin & Tier II Literacy Team	Ongoing	In Progress
Action Step #7 (Elementary) Classroom teachers and literacy specialists collaboratively consider data for students performing below benchmark on composite scores and subtests to determine differentiated core instructional strategies and interventions.	Admin & Tier II Literacy Team	Ongoing	In Progress
Action Step #8 (Elementary) K-4: In addition to Tier I instruction, students identified on DIBELS as below benchmark will meet daily in targeted individual or small groups with a trained classroom assistant or specially trained literacy parapro	Admin & Tier II Literacy Team	Ongoing	In Progress
Action Step #9 (Elementary) K-5: Students requiring more intensive intervention will receive daily intensive intervention (focused on skill gaps identified by DIBELS progress monitoring and teacher observation/classroom assessment) from the teacher, reading interventionist, and/or reading specialist in small groups.	Admin & Tier II Literacy Team	Ongoing	In Progress
Action Step #10 (Middle School) Improve Middle School grammar skills and grammar vocabulary through the use of Imagine Learning online software.	Sharon Beecroft	Ongoing	In Progress

Action Step #11 (Schoolwide) Under the direction of English teachers, Walden will promote family engagement in literacy through summer reading program and after school clubs	21st CCLC Coord. & HS Admin	Ongoing	In Progress
Action Step #12 (Schoolwide) Increase the amount of independent reading and writing done at all grade levels through an integrated emphasis that includes such strategies as the use of mentor texts, storytelling, poetry readings and so on.	Admin & Language & Lit Faculty	By Fall FY25	Planning Phase

Goal #2 : Increase Mathematics Proficiency Scores to 45% by FY27

By FY27, 50% of 3rd through 10th grade students will reach proficiency in Mathematics as measured by State Assessments such as Rise, Aspire, and Acadience.

Action Steps	Lead	Timeline	Status
Action Step #1 (Elementary) Implement daily small group instruction in grades K-6. Math teachers will meet with groups of 8-12 students each day.	Admin & Tier II Team	Ongoing	In Progress
Action Step #2 (Elementary) Lower elementary teachers will participate in 3 sessions of professional development specific to Montessori Math curriculum and the Utah State Core.	Admin & Tier II Team	Before June 2019	Completed (Carl Young)
Action Step #3 (School wide) Quarterly meetings between math department heads and math specialists (lower elementary, upper elementary, middle school, high school) to discuss the best	Joshua Faulkner	By Fall FY25	Planning Phase

way to create and maintain fluidity throughout the K-12 math experience.			
Action Step #4 (Schoolwide) Quarterly meetings between transitional teachers. For example the 9th grade teachers would meet with the 8th grade teachers to develop a transition plan.	Admin & Tier II Team	Ongoing	Complete & Ongoing
Actions Step #5 (High School) Provide a daily before or after school math lab for grades 9-12 staffed by certified teachers.	Admin & Tier II Team	Ongoing	Complete & Ongoing
Action Step #6 (Middle School) Provide a daily before or after school math lab for grades 6-8 staffed by authorized teacher(s).	Admin & 21st CCLC Coordinator	By Spring FY24	Planning Phase
Action Step #7 (Middle School) Provide small group (>16) math instruction in the middle school.	Admin & 21st CCLC Coordinator	Ongoing	Complete & Ongoing
Action Step #8 (Elementary) Provide a summer math program for elementary students to prevent summer loss in mathematics ability.	Admin & 21st CCLC Coordinator	By Summer FY24	Planning Phase
Action Step #9 (High School) Offer a summer math tutoring & enrichment program in secondary school,	Admin & 21st CCLC Coordinator	Ongoing	Planning Phase
Action Step #10 (Elementary) Hire K-4 Math Specialist(s) to work with elementary teachers to assure cohesive math implementation within and across classrooms.	Admin Admin & 21st CCLC Coordinator	By Spring FY24	Complete & Ongoing
Action Step #11 Teachers at each level (K-4, 5-8, 9-12) will collaborate as a professional learning	Admin & Math Instructors	By Spring FY24	In Process

community to develop math programs, vertical alignment, and a system of accountability.			

Goal #3: Improve Science Proficiency

By FY2, 50% of 3rd through 10th grade students will reach proficiency in Science as measured by State Assessments such as Rise, Aspire, and Acadience.

Action Steps	Lead	Timeline	Status
Action Step #1: Provide Science faculty with professional development opportunities.	Admin & Science Faculty	By Spring FY24	Planning Phase
Action Step #2 Fully adopt SEEd standards and align with Montessori standards in K-8 science classes	Admin & Science Faculty	By Fall FY25	Planning Phase
Action Step #3 Quarterly meetings between science faculty (K-4, 5-8, and high school) to discuss the best way to create and maintain fluidity throughout the K-12 science experience	Admin & Science Faculty	By Spring FY24	Planning Phase
Action Step #4 Teachers at each level (K-4, 5-8, 9-12) will collaborate as a professional learning community to develop science curriculum, vertical alignment, and a system of accountability.	Admin & K-12 Science Faculty	By Spring FY 24	In Process

Goal #4: Improve Computer Science Proficiency

Computer literacy is an essential 21st century body of knowledge. Walden is creating a robust and visionary K-12 computer science pathway(s) aligned with the school's mission and culture that provides all students with the computer skills necessary to pursue their aspirations and the social/ethical understandings and practices needed to use those skills to contribute meaningfully to society.

Action Steps	Lead	Timeline	Status
Action Step #1 Hire CS Faculty at each program level:	Admin & CTE Director	By Fall FY23	Complete & Ongoing
Action Step #2: Expand K-8 faculty capacity to teach and support CS learning in the regular classroom through professional development	Admin & CTE Director	By Fall FY25	
Action Step #3 Create Diversity in the CS Faculty by actively recruiting candidates from traditionally underrepresented demographics.	Admin & CTE Director	By Fall FY23	Complete & Ongoing
Action Step #4 Seek to establish long term retention by supporting endorsements and certifications.	Admin & CTE Director	By Fall FY23	Complete & Ongoing
Action Step #5 Provide Professional Development for all faculty including In house PD, support for micro credentials, and creating time in the daily schedule for CS and CS professional development.	Admin & CTE Director	By Fall23	Complete & Ongoing
Action Step #6 Create a more robust and engaging CTE CS pathway, attuned to Walden student interests and aligned with state CS Standards.	Admin & CTE Director	By Fall FY25	Planning Phase
Action Step #7 Start with a sustainable system of CS course offerings and increase offerings annually in an appropriately measured way.	Admin & CTE Director	By Fall FY23	Complete & Ongoing

Action Step #8 Integrate CS skills and reasoning into Walden core content K-12 and vertical alignment docs	Admin & CTE Director	By Spring FY24	Complete & Ongoing
Action Step #9 Establish two key community/business partnerships to sustain the CS program and assure ongoing adherence to USBE and industry standards while promoting innovation	Admin & CTE Director	By Fall FY25	Planning Phase
Action Step #10 Seek out the best, financially viable industry providers to support our curriculum.	Admin & CTE Director	By Fall FY25	Planning Phase
Action Step #11 Use CS resources available through UEN and USBE.	Admin & CS Faculty	By Fall FY25	Planning Phase

Family Engagement Goals

Walden is currently analyzing data from Family Engagement survey and stakeholder meetings. This section of our Strategic Plan will be completed by December 18th, 2023.

Goal #1: Improve communication with families.

Action Steps	Contact	Timeline	Status
Action Step #1 Provide a consistent weekly email update to parents.	Admin & Office Managers	Ongoing	Complete & Ongoing
Action Step #5 Invite families to participate in Academies—twice-monthly workshops for K-8 students to share their profession or hobbies with students in an engaging, hands-on forum.	PCBL Coordinator	By Fall FY23	Complete & ongoing
Action Step #2 Increase text-based communication with families.	Admin & Office Managers	Ongoing	Complete & Ongoing
Action Step #3 Update website and school social media accounts to provide more professional and accessible vehicles for staying informed about the school.	Admin & Office Managers	Ongoing	Complete & Ongoing
Action Step #4 Create an electronic notification and tracking system to support family volunteer efforts.	Admin	By Spring FY24	Planning Phase

Academic Support and Enrichment Goals

Goal #1: Provide a wide array of before/after school and summer programs

Action Steps	Contact	Timeline	Status
Action Step #1: Ensure that 21st CCLC after school and summer programs include academic support, enrichment, health and fitness, service opportunities, mental health supports, and social engagement.	21st CCLC Coordinators & Admin	Ongoing	Complete & Ongoing
Action Step #2 Continue after school math labs to provide homework help for students.	21st CCLC Coordinators Admin, & Joshua F.	Ongoing	Complete & Ongoing
Action Step #3 Provide a variety of after school clubs for middle school and high school students.	21st CCLC Coordinators & Admin	Ongoing	Complete & Ongoing
Action Step #3 Provide before and after school care for elementary students.	21st CCLC Coordinator & Admin	Ongoing	Complete & Ongoing
Action Step #4	21st CCLC Coordinator & Admin	Ongoing	Complete & Ongoing
Action Step #5: Provide an after school writing lab and ACT/SAT preparation class for high school students.	21st CCLC Coordinator & Admin	By Spring FY24	Planning Phase
Action Step # 5 Participate in regional and statewide enrichment programs and competitions, such as Cedar City Shakespeare, Model UN, Fairchild Challenge, and Sterling Scholars.	21st CCLC Coordinator & Admin	Ongoing	Complete & Ongoing

Action Step #7 Find new funding to support CASA programming after year 5 of 21st CCLC funding has ended	21st CCLC Coordinator & Admin	By Spring FY25	Planning Phase

Strategic Competency Based Education Goals

In an effort to enhance Walden's educational programs and to provide Walden students with a more meaningful, empowering, personalized educational experience, Walden's Board of Trustees and Administration, together with the School Planning Committee and Personalized Competency-Based Education Team, has adopted the following overarching goals related to Personalized Competency-Based Learning.

Goal #1: Empower students to make important and meaningful choices about their educational experiences.

Action Steps	Team Leads	Timeline	Status
Action Step #1 (Full School) Implement non-graded, independent projects for students in grades K-12	PCBL Team & Administrators	Fall, FY23	Complete & Ongoing
Action Step #2 (elementary) Implement Friday Academies	K-8 PCBL Coordinator	Fall, FY23	Complete & Ongoing
Actions Step #3 (Middle School) Implement Small Group or Personal Projects	Sharon Beecroft	Fall, FY24	Complete & Ongoing
Action Step #4 (High School) Revise 12th grade Pathways Project to include grades 9-12; students; use after school programming for supplemental support through clubs CTSOs provide intentional support f work during support progress with CASA After School programming.	CTE Team, CASA Coordinator, Austin Simcox, PCBL Team	Fall FY23	Complete & Ongoing
Action Step # 6 (High School) Implement pro CTE Pathways classes in Programming & Software Development, Digital Media, Broadcast & Communications, Culinary Arts, Plant & Animal Sciences	CTE Team and Admin	Begin Fall FY22	Complete & Ongoing

Implement CTE Pathways classes in Digital Media & Graphic Design and, Broadcast & Communications, Culinary Arts, Plant & Animal Sciences	CTE Team and Admin	Begin Fall 2023	Complete & Ongoing
Action Step # 8 Apply for a USBE Catalyst Planning Grant to seek support for Catalyst Profession Based Learning	CTE Team, Admin, Counselor & Business Manager	Winter, 2026	Awarded February, 2026

Goal #2: Create formative and summative assessments that provide meaningful, positive, and empowering learning experiences for students

Action Steps	Contact	Timeline	Status
Action Step #1 Provide quarterly or semi- annual professional development for 5-12th grade teachers to prepare them to implement meaningful, positive, empowering formative and summative assessment.	PCBL Team & Walden Admin	HS: Fall FY24 MS: Spring FY24	Complete & Ongoing
Action Step #2: Create one-page overview infographics for each HS class	PCBL Team & Walden Admin	HS by Fall FY24 MS by FY25	Complete & Ongoing
Action Step #3: Create Personalized Assessment that allows for student voice & choice	PCBL Team & Walden Admin	HS by Spring FY24 MS by Spring FY25	Complete & Ongoing
Action Step & 4: Implement Use of Montessori Compass Progress Tracking System	K-4 Curri. Director	Spring FY25	Beginning Implement ation

Action Step #5 Implement student-led parent teacher conferences	PCBL Team & Walden Admin	MS/HS in place by Fall FY25	Planning Phase
Action Step #6 Implement Digital Portfolios for HS students.	PCBL Team & Walden Admin	MS/HS in place by Spring FY25	Planning Phase
Action Step #4 Participate in Mastery Transcript Consortium	PCBLE Team & Admin	Begin FY25	Planning Phase

Goal #3: Ensure that school programs, policies, and curricula employ equitable and inclusive practices

Action Steps	Contact	Timeline	Status
Action Step #1 Key personnel will attend USBE's Equity Lab and will, in turn, provide training to all Walden personnel.	PCBL Team and Admin	Complete by FY23	Complete
Action Step #2 Walden's board, administration, and faculty will take steps to ensure equitable access and inclusion in PCBL academies, pathways and other academic opportunities.	PCBL Team and Admin	By Fall FY23	Complete & Ongoing
Action Step #3 Walden will ensure that our website includes representation from multiple ethnic & cultural groups	PCBL Team and Admin	By FY23	Complete & Ongoing
Action Step #4 Walden will ensure our website & social media includes equity assurances	PCBL Team and Admin	By FY23	Complete & Ongoing

Goal #4: Ensure that curricula and classes offer meaningful choices for students and opportunities for personalized and extended learning.

Action Steps	Contact	Timelin e	Status
Action Step #1 Provide PCBL professional Development Opportunities for faculty	PCBL Team and Admin	Begin Fall FY22	Complete & Ongoing
Action Step #2 Work with faculty to help them develop curriculum that support student voice & choice and authentic, interest-based, personalized learning & assessment	CBE Team and Admin	Begin Fall FY 23	In Process
Action Step #2 Create a database of teacher-created curricula that implements student choice, personalized and extended learning opportunities	PCBL Team and Admin	By Spring FY24	In Process

Goal #5: Provide adequate support for thoughtful and thorough development of PCBL programming

Action Steps	Contact	Timeline	Status
Action Step #1: Provide an annual planning retreat for administration, faculty, and PCBL Team.	PCBL Team and Admin	Begin Summer FY23	Complete & Ongoing
Action Step #2: allocate funding for the additional personnel needed to implement the grant.	PCBL Team and Admin	Fall FY22	Complete & Ongoing
Action Step #3: Allocate funding for faculty to develop curriculum based on PCBL principles.	PCBL Team and Admin	By Fall FY23 & Ongoing	Complete & Ongoing

Action Step #4: Allocate funding and time for faculty to attend PCBL Conferences	PCBL Team and Admin	By Spring FY24 & Ongong	Planning Phase
Action Step #5: Provide quarterly Professional Development for PCBL Initiatives.	PCBL Team and Admin	By Fall FY23 and Ongoing	Complete & Ongoing

Support for At-Risk Students

Goal #1: Increase academic achievement and social/emotional well-being of at-risk students.

Action Steps	Lead	Timeline	Status
Action Step #1 Hire a full time social worker to support the socio-cultural and mental health needs of our at-risk students.	Admin & HR	By FY23	Complete and ongoing
Action Step #2 Increase our secondary school counseling position to 1.1 FTE to provide support for at-risk students during school hours, after school, and during the summer.	Admin & HR	By FY23	Complete and ongoing
Action Step #3 Identify "At-Risk" students using Walden's "At-Risk definition" and Data Tool.	Admin, 21st CCLC Coordinator, & Assess. Dir	FY23 and Ongoing	Complete
Action Step #4 Track academic and social/emotional progress of At-Risk students biannually. Markers include grades, attendance, test scores, observations, and student self report data taken from surveys and interview data.	Admin, 21st CCLC Coordinator, & Assess. Dir	FY23 and Ongoing	Complete & Ongoing
Action Step #5 Hire a part time academic advisor for the high school to support student graduation, especially for at-risk students.	Admin & HR	FY23 and Ongoing	

Professional Development Goals

Goal #1: Provide greater support for administrator, faculty, & staff professional development

Action Steps	Contact	Timeline	Status
Action Step #1 Provide a comprehensive database of professional development opportunities that would support staff to increase instructional effectiveness and professional satisfaction based on identified needs.	K-4, 5-8, and HS Admin	By Fall FY24	In Process and ongoing
Action Step #2 Provide more collaborative time for teachers and administrators to work in PLCs to develop processes and educational strategies to enhance teaching and learning.	K-4, 5-8, and HS Admin & PCBL Team	By FY22 and ongoing	Complete & Ongoing
Action Step #3 Create opportunities and provide funding for faculty to visit model schools, trainings, and conferences.	K-4, 5-8, and HS Admin & PCBL Team	By FY23 and ongoing	Complete & Ongoing
Action Step #4 Provide school wide professional development in interpreting assessment results and data disaggregation.	K-4, 5-8, and HS Admin & Joshua Faulkner	By Spring FY24 and ongoing	In Planning Phase
Action Step #1 Hire a part time curriculum director at the K-8 level	Admin	By Fall FY24	Complete
Action Step #2 Hire a part time curriculum director at the high school.	Admin	By Fall FY25	Planning phase
Action Step #3 Implement a formal mentoring program for new employees designed to assist teachers with professional growth and emotional support.	Admin	By Fall FY25	Planning phase

Action Step #4 Plan informal social activities to facilitate faculty/staff community building	Admin	By FY23	Complete & Ongoing

Goal #2: Provide Montessori Training for lower and upper elementary faculty & paraprofessionals

Action Steps	Contact	Timeline	Status
Action Step #1 All full time elementary teachers will attend the annual two-day Utah Montessori Council professional development	Lois Bobo	By FY22	Complete & Ongoing
Action Step #2 Provide extended Montessori training for elementary faculty	Lois Bobo	By FY22	Complete & Ongoing
Action Step #3 Provide semi-annual Montessori math & literacy professional development to paraprofessional aides.	Lois Bobo	By Fall FY25	Planning Phase
Action Step #4 Provide Montessori Peace Education professional development to elementary faculty.	Lois Bobo	By Fall FY24	Complete & Ongoing
Action Step #5 Provide some level of financial support for all certified K-4 teachers to complete Montessori certification.	Admin & BA	By Fall FY24	Complete

School Safety Goals

Goal #1: Mitigate Possibility of Intruders

Action Steps	Contact	Timeline	Status
Action Step #1 The school will conduct monthly drills to increase student safety (including earthquake/flood drills, intruder drills and fire drills.	Safety Coordinators and Admin	By Fall FY23	Complete and Ongoing
Action Step #2 Install a perimeter fence to keep students safe within and intruders away	Safety Coordinators and Admin	By Fall FY24	Planning Phase
Action Step #3 Install Buzz-in entry systems at both the K-8 and high school buildings	Safety Coordinators and Admin	By Fall FY25	Planning Phase
Action Step #17 Rebuild K-8 front office adjacent to entryway to improve visibility and ensure safety from intruders.	Safety Coordinators and Admin	By Fall FY26	Planning Phase

Goal #2; Improve Online Safety

Action Plan	Contact	Timeline	Status
Action Step #1 Set up emergency communication and student monitoring systems (hardware, software and apps).	Safety Coordinators and Admin	By FY23	Complete and Ongoing

Goal #3: Improve Safety of Physical Facility

Action Plan	Contact	Timeline	Status
Action Step #1 Apply for the USBE Safety Grant for funding to complete all safety project	Admin and BA	By Fall FY24	Complete
Action Step #2 Appoint two school safety officers to implement monthly and annual safety drills and to oversee safety upgrades to facilities.	Admin & HR	By Fall FY24	Complete and ongoing
Action Plan #3 Implement an emergency communication plan between north and south buildings.	Safety Officers & Admin	By Fall FY24	Complete & Ongoing
Action Plan #4 Install updated cameras and monitoring software for building safety	Safety Officers & Admin	By Spring FY24	Planning Process
Action Step #5 Create a schedule for and conduct monthly drills to increase student safety (including earthquake/flood drills, intruder drills and fire drills.	Safety Officers & Admin	By FY23	Complete and Ongoing
Action Step #6 Purchase first-aid/bleed kits, door weights/safety stops and AED/extinguishers	Safety Officers & Admin	By Fall FY25	Planning Phase
Action Step #7 Fix lighting concerns to ensure that the school is safe from electrical issues and that after hours dark spaces are mitigated	Safety Officers & Admin	By Fall FY25	
Action Step #8 Landscape to ensure weed abatement to prevent fire danger, and to clear building perimeters for easy visibility of students & potential intruders.	Safety Officers & Admin	By Fall FY25	Planning Phase

Action Step #9 Install perimeter fencing to prevent children and sports equipment from entering busy highway (and to keep intruders out)	Safety Officers & Admin	By Fall FY25	Planning Phase
Action Step #10 Install Safety Signage throughout property	Safety Officers & Admin	By Fall FY25	Planning Phase
Action Step #11 Install entryway security systems in the K-8 and HS buildings	Safety Officers & Admin	By Fall FY25	Planning Phase
Action Step #12 Install updated smoke/CO2 detectors in K-8 and HS buildings	Safety Officers & Admin	By Spring FY25	Planning Phase
Action Step #13 Install roofing heat tape to mitigate icicle problem.	Safety Officers & Admin	By Fall FY26	Planning Phase
Action Step #14 Install a CCTV emergency call booth on campus	Safety Officers & Admin	By Fall FY26	Planning Phase
Action Step #15 Replace two crumbling outdoor staircases and balconies at the K-8 building.	Safety Officers & Admin	By Fall FY26	Planning Phase
Action Step #16 Install an improved intercom system and purchase two-way radios for better emergency communications.	Safety Officers & Admin	By Fall FY26	Planning Phase
Action Step #17 Relocate Waste Structure at the HS to improve student visibility & safety	Safety Officers & Admin	By Fall FY26	Planning Phase

Career and Counseling Goals

Goal # 1 Streamline class registration process

Action Steps	Lead	Timeline	Status
Action Step #1 Find affordable software that will let students register for classes online.	Admin & Counselor	By Fall FY24	In Process
Action Step #2 Train front office personnel and academic advisor to support students with registration process to ensure grad requirements are met.	Admin & Counselor	By Fall FY24	In Process

Goal #2: Increase participation in post-secondary opportunities

Action Plan	Lead	Timeline	Status
Action Step #1 Stress importance of CCR meetings using newsletters posts, email invitations, texts, and personal conversations	Counselor & Academic Advisor	Ongoing	Complete & Ongoing
Action Step #2 Hold two annual family college/career and financial aid information nights	Counselor & Academic Advisor	By FY24	Complete & Ongoing
Action Step #3 Increase junior and senior participation in college visits	Counselor & Academic Advisor	Ongoing	In Process
Action Step #4 Work with community partners to improve transitional plans for students with special needs.	Special Ed Director & Case Managers	Ongoing	In Process
Action Step #5 Ensure that all 7-12 students have a current CCR plan in place	Counselor & Academic Advisor	By Fall FY25	In process

Career & Technology Education Goals

In an effort to enhance Walden's educational programs and to provide Walden students with a larger array of post-secondary choices, Walden's Board of Trustees and Administration, together with the School Improvement, PCBL, and Pathways Teams, has adopted the following overarching goals related to Career and Technology Education.

Goal #1: Student Choice and Empowerment

Students will be empowered to make important and meaningful choices about their own educational experiences.

Action Steps	Contact	Timeline	Status
Action Step #1 Implement CTE Pathways in Software Development , Broadcast & Digital Media, Culinary Arts and Animal Science (culminating in a process for completing CTE Pathways	Admin & CTE Team	By Fall FY23	Complete & Ongoing
Action Step #2 (elementary) Implement Friday Academies related to CTE Pathways	Admin & CTE Team	By Fall FY23	In Progress
Actions Step #3 (Middle School) Implement Academies and Small Group or Personal Projects related to CTE Pathways	Admin & CTE Team	By Fall FY23	In Progress
Action Step #4 (High School) Add one or two additional CTE Pathways	Admin & CTE Team	By Fall FY25	In Progress
Action Step #7 Establish a functioning CTE Professional Advisory Committee	Admin & CTE Team	By Fall FY25	Planning Phase

Goal #2: Equity and Inclusion

Walden will ensure that all CTE pathways & classes, policies, curricula, and pedagogical practices will employ equitable and inclusive practices/

Action Steps	Contact	Timeline	Status
Action Step #1 Key personnel will attend USBE's Equity Lab and will, in turn, provide training to all Walden personnel.	Admin, Counselor & Faculty	By Fall FY24	Complete and ongoing
Action Step #2 Walden's board, administration, and faculty will take steps to ensure equitable access and inclusion in CTE pathways by encouraging CTE Pathways courses for at-risk students and special populations.	Admin, Counselor & Faculty	By Fall FY24	Complete and ongoing
Action Step #3 Ensure that students from special populations participate in CTE Pathways in at least the same proportions as other groups .	Admin, Counselor & Faculty	By Fall FY24	Complete and ongoing

Goal #3: Thoughtful Preparation

Walden will provide adequate support for thoughtful and thorough development of a CTE program in its initial years

Actions Steps	Lead	Timeline	Status
Action Step #1 An annual retreat will be held in January to help plan for the future of CTE Initiatives	Admin & CTE Director	Timeline	Status
Action Step #2 Modest funding will be allocated to provide CTE training to teachers and for matching funds for teachers.	Admin and CTE Director	Beginning in FY23 and ongoing	Complete and ongoing
Action Step #3 Create a CTE web page to add to www.waldenschool.us	CTE Director	Complete by January FY24	Complete & ongoing