



The Board of Directors has scheduled an executive session at the conclusion/prior to adjournment of the regular business meeting, approximately 7:00 p.m., to discuss with legal counsel representing the district matters related to district enforcement actions, or litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the district. The executive session is not open to the public and is expected to conclude at approximately 7:45 p.m.

**XII. RECONVENE REGULAR MEETING & ADJOURNMENT:** *(approximately 7:45 p.m.) Mr. Sarley*



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**PERSONNEL REPORT**

September 21, 2021 – Board Meeting

Date: September 16, 2021

**EMPLOYMENT**

Classified: Cody Finn, Para-Educator, Walla Walla High School  
Ian Moffitt, Para-Educator, Garrison Middle School  
Nandu Nair, Data Engineer, Technology Department  
Aline Raber, Para-Educator, WWCCF  
Marcia Rowland, Para-Educator, Walla Walla High School  
Luis Sanchez, Custodian, Walla Walla High School

**RESIGNATION/RETIREMENT**

Classified: Mat Roe, Bus Driver, SE Washington Transportation, 31 years  
Yvonne Segovia, Head Start Family Advocate, WWCCF, 7 years  
Valerie Vicari, Head Custodian, Prospect Point Elementary School, 12 years  
Patience Young, Para-Educator, Sharpstein Elementary School, 1 week

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Lori Finn	Lincoln High School	Head Volleyball
Jordyn Thrall	Walla Walla High School	Assistant Cheer

## WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 21, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		<b>General Fund</b>		
9/21/2021	210144	Through	210254	\$ 1,631,546.73
9/21/2021	212200021	Wire Transfer	212200042	\$ 2,850.63

		<b>Capital Projects</b>		
9/21/2021	210010	Through	210012	\$ 17,926.34

		<b>ASB</b>		
9/21/2021	210009	Through	210011	\$ 2,843.65

		<b>Transportation Vehicle</b>		
		Through		

		<b>Payroll</b>		
		Through		
		Wire Transfer		
		Payroll Taxes		

<b>TOTAL:</b>	<b>\$ 1,655,167.35</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY TO THE BOARD:**

\_\_\_\_\_

Mr. Derek Sarley

\_\_\_\_\_

Dr. Wade Smith, Superintendent



# Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

**Business Office**  
364 S. Park Street  
Walla Walla, WA 99362  
(509) 527-3000  
www.wwps.org

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TO: Dr. Wade Smith - Superintendent  
FROM: Nancy Taylor – Director of Fiscal Services *NT*  
DATE: September 13, 2021  
RE: August Financial Report

6

Attached is the July financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 9.8% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

nt

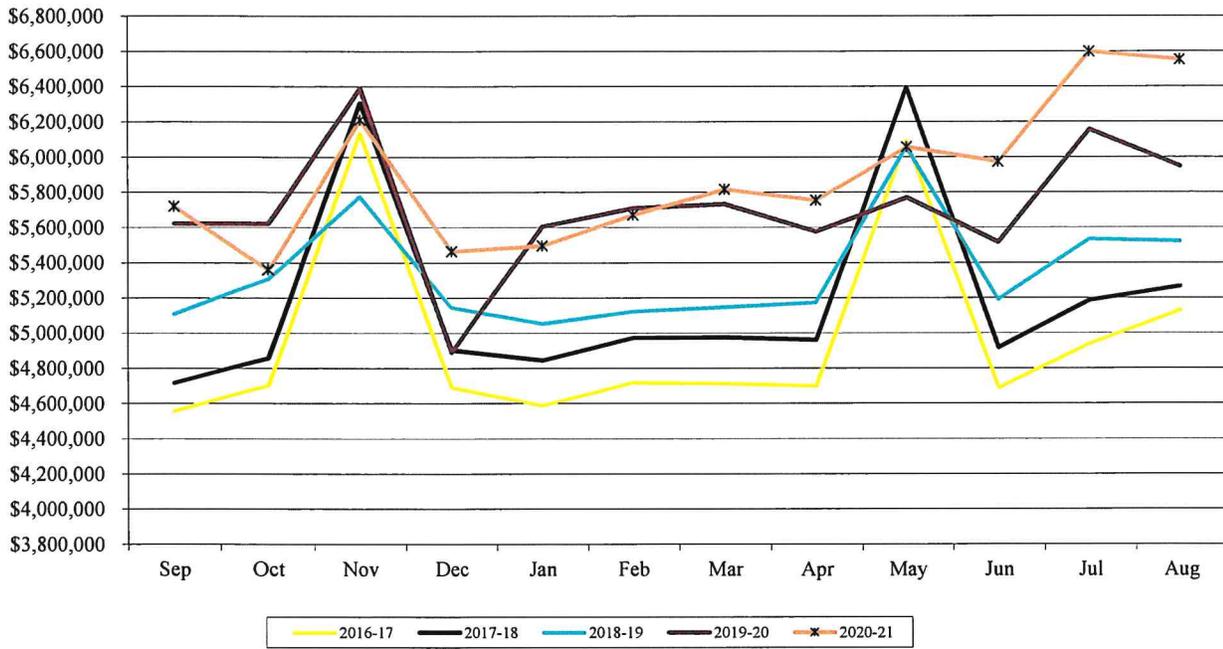
# Walla Walla School District

Monthly Financial Report

August 2021

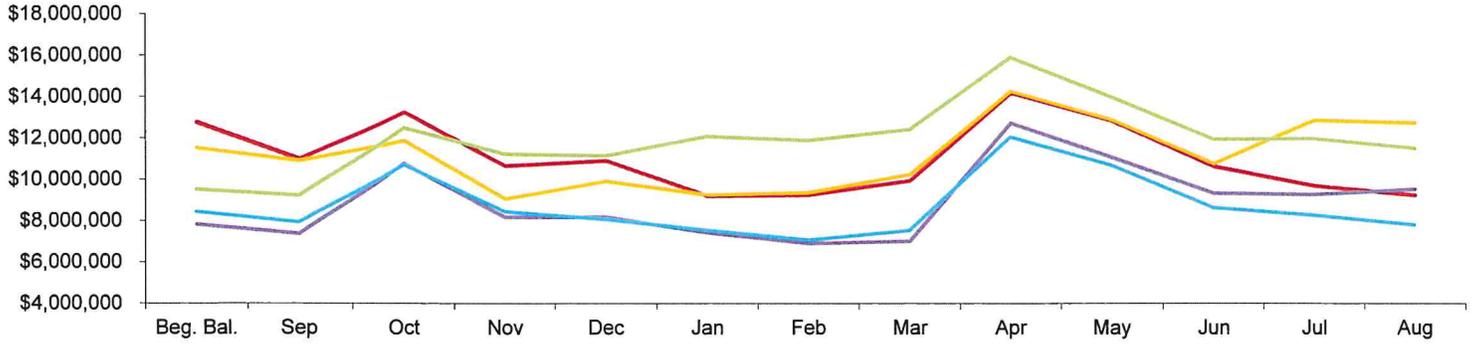
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 10,672,360	\$ 10,845,793	\$ 10,631,103
Revenues	\$ 87,706,953	\$ 87,706,953	\$ 83,991,643
Expenditures	\$ (90,256,342)	\$ (90,256,342)	\$ (84,987,125)
Transfers	\$ (800,000)	\$ (800,000)	\$ (803,812)
Ending Fund Balance	\$ 7,322,971	\$ 7,496,404	\$ 8,831,809 <sup>9.8%</sup>
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 46,903,816	\$ 47,650,765	\$ 47,650,765
Revenues	\$ 2,686,104	\$ 2,686,104	\$ 6,847,960
Expenditures	\$ (43,748,333)	\$ (43,748,333)	\$ (43,540,266)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 5,841,587	\$ 6,588,536	\$ 10,958,459
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 2,205,557	\$ 2,231,745	\$ 2,231,745
Revenues	\$ 4,543,358	\$ 4,543,358	\$ 4,534,402
Expenditures	\$ (4,390,250)	\$ (4,390,250)	\$ (4,389,550)
Ending Fund Balance	\$ 2,358,665	\$ 2,384,853	\$ 2,376,598
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 547,571	\$ 547,571	\$ 547,418
Revenues	\$ 662,023	\$ 662,023	\$ 174,823
Expenditures	\$ (650,004)	\$ (650,004)	\$ (127,701)
Ending Fund Balance	\$ 559,590	\$ 559,590	\$ 594,540
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 38,500	\$ 403,865	\$ 403,865
Revenues	\$ 240,568	\$ 240,568	\$ 243,626
Expenditures	\$ (250,000)	\$ (250,000)	\$ (367,780)
Transfers			\$ -
Ending Fund Balance	\$ 29,068	\$ 394,433	\$ 279,711

# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll

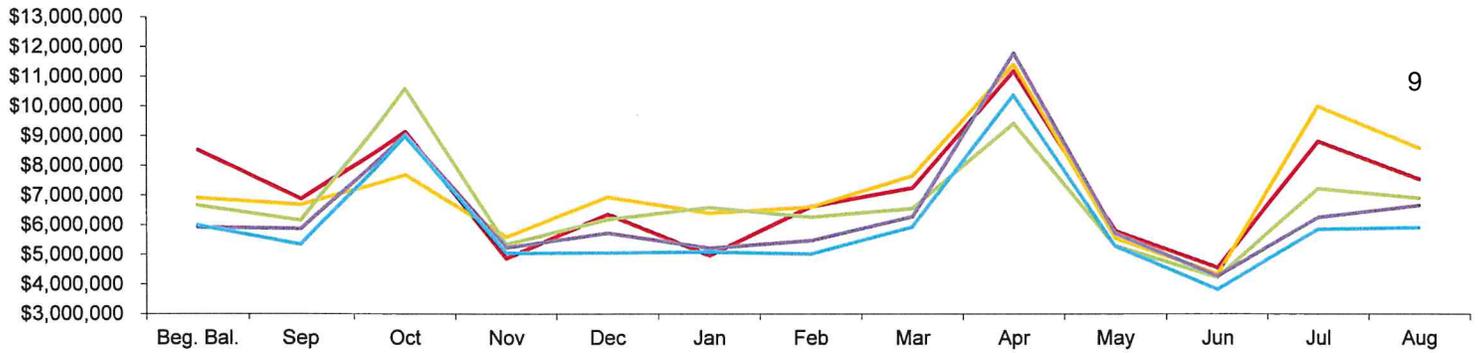


# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

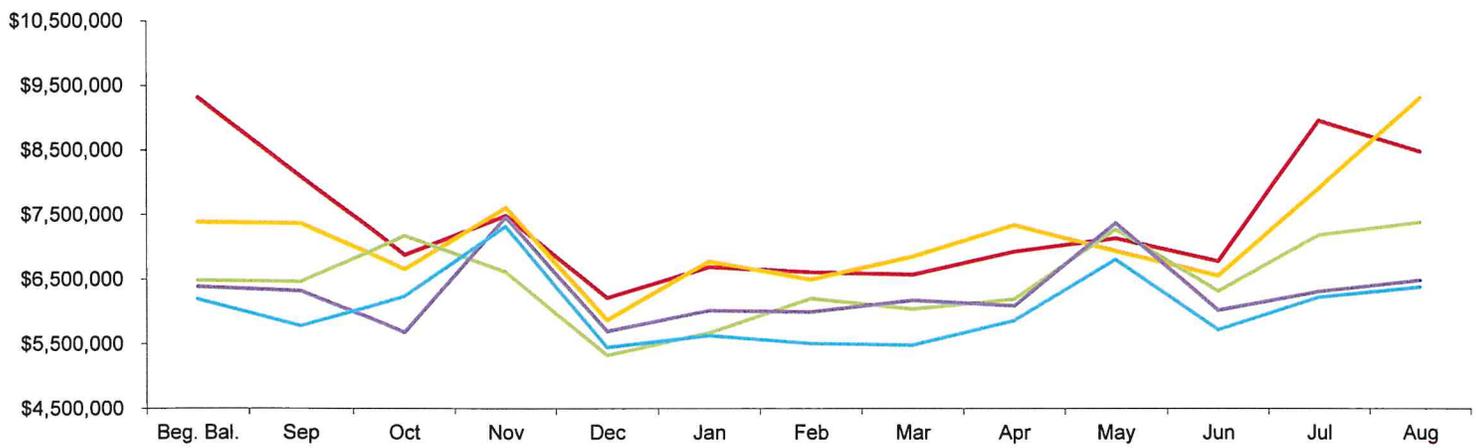
## NET CASH & INVESTMENTS



## RECEIPTS



## EXPENDITURES



— 20-21   
 — 19-20   
 — 18-19   
 — 17-18   
 — 16-17

# Form Package 600 - Minimum Basic Education Requirement Compliance

## 1. Minimum Basic Education Requirement Compliance and District Survey

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### 1. Name and contact information of you or the person we should contact if we have questions about survey responses

**First Name**

Chris

**Last Name**

Gardea

**Email**

cgardea@wwps.org

### 2. Name of your school district

Walla Walla School District

## 2. Instructional Hours, Days, and School Schedules

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### 3. Kindergarten Minimum Instructional Hour Offering

[\(RCW 28A.150.220\)](#), [RCW 28A.150.205](#), [RCW 28A.150.315](#))

Will the school district make available to students enrolled in kindergarten at least a minimum instructional hour offering of 1,000 hours.

Yes

Briefly explain why you will not offer 1000 hours of instruction for kindergarten.

### 4. How will your school district meet the minimum instructional hour offering?

Approach B

How many instructional hours for grades 1 through 8 will your school district offer through Approach A?

How many instructional hours for grades 9 through 12 will your school district offer through Approach A?

### 5. How many instructional hours will your school district offer through Approach B?

1027

How many instructional hours will your school district offer through the Other Approach?

Briefly explain the Other Approach your school district used to make the minimum instructional hour calculation.

## 6. Minimum 180-Day School Year

([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education or Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance with RCW 28A.150.220 provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction?

Yes

## 7. Waivers from School Day Requirement

Has the district obtained a waiver from the 180-day school year from the State Board of Education or Office of Superintendent of Public Instruction?

Yes

8. What type(s) of waiver from the 180-day requirement did the district receive? Please select each type of waiver that applies to your school district.

Parent-teacher conferencing waiver

How many days will be waived as allowed under your 180-day waiver for the improvement of student learning?

How many days will be waived as allowed under your Economy and Efficiency Waiver?

9. How many days will be waived as allowed under your Parent-Teacher Conferencing Waiver?

2

How many days will be waived as allowed under your Emergency Closure Waiver?

10. How many school days will the district offer after the use of any and all waivers from the 180-day requirement?

178

## 11. Bell Schedule

What is the predominant bell schedule in a typical school year for the high schools in the school district?

Six-Period Day

Briefly describe the "Other" bell schedule that is the predominant schedule used by the high schools in the school district.

12. Has the district adopted a Continuity of Operations Plan under WAC 180-16-212, published under WSR 21-16-044, to transition to modalities other than in-person in the event of an emergency? For more information on the Washington State Register filing click [here](#).

Yes

Provide a brief explanation as to why the school district has not adopted a Continuity of Operations Plan

13. Will your school district administer a school climate survey to students?

Yes, the Healthy Youth Survey and at least one other school climate survey

**14. If you have an outside vendor to support the collection and analysis of your school climate survey data, who is that vendor?**

Center for Educational Effectiveness (CEE)

**Who is the "Other" vendor" (other than CEE or Panorama) supporting the school district's school climate survey?**

**15. Does your school district award high school diplomas?**

Yes

## **16. Lowest Grade Level Served**

**What is the lowest grade level that the district serves?**

Transitional Kindergarten

## **17. Highest Grade Level Served**

**What is the highest grade level that the district serves?**

Twelfth

### **3. Graduation Requirements: Subject Areas and Credits, Graduation Pathway Options, the High School and Beyond Plan, and Local Graduation Requirements**

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**18. For the Class of 2022, does the school district require at least the state minimum core subject area requirements (WAC 180-51-210)?**

4 credits of English

3 credits of math (including the courses specified in WAC 180-51-210)

3 credits of social studies (including the courses specified in WAC 180-51-210)

3 credits of science (including at least 2 credits of lab science)

0.5 credits of health

1.5 credits of physical education

1 credit of arts

1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)

Yes

**Provide a brief explanation as to why the school district does not require at least the state minimum core subject area requirements (WAC 180-51-210)?**

**19. Does the school district offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)?**

**Including at minimum:**

2 credits of world languages (which may include American Sign Language)

1 arts credit (in addition to 1 core credit in arts)

Yes

**Briefly explain why the district does not offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)?**

**20. For the Class of 2022, does the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?**

Yes

Briefly explain why the school district does not require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC and what elements have yet to be implemented?

21. To which electronic or online HSBP platform is your district providing students access? ([WAC 180-51-220](#))

School Links

What is the "Other" HSBP platform your school district is making available for students?

Electronic High School and Beyond Plans were required starting SY 2020-2021. Please enter the school year (e.g. 2021-22) when this requirement will be implemented.

22. What grade level does the district start each student's High School and Beyond Plan?

Grade 8

You indicated the school district does not start the High School and Beyond Plan process in the 6th, 7th, or 8th grades. In which grade do the school district start the High School and Beyond Plan process for students?

23. How does the district offer the High School and Beyond Plan (HSBP)?

For partial credit each year through Advisory, Homeroom or a series of HSBP activities completed annually

Describe the "Other" High School and Beyond Plan delivery method or offering your school district provides?

24. Has your school district developed and implemented a district-wide formal plan, policy, or communication protocol for the 2021-22 school year to inform students of the graduation pathway options?

Yes

25. In communicating with students about their graduation pathway options, please mark the check boxes of the strategies that will be most commonly used in the 2021-22 school year?

Graduation pathway information will be discussed with all students during their annual High School and Beyond Planning process.

Students will have information about pathways shared with them at least once during high school in a formalized manner to be developed by the high school counselors or administration.

Graduation pathway information will be shared with all incoming high school students.

We will encourage all students to take a college placement test (ACT or SAT), to help ensure students meet a pathway.

26. Which of the following graduation pathway options are available to students in your district for the Class of 2022? Please select all that apply,

State Assessments in ELA and Math

Running Start courses in ELA or Math

Career and Technical Education dual credit course(s) that qualify as graduation pathway options

Advanced Placement (AP) course(s) that qualify as graduation pathway options

SAT

ACT

Bridge to College/Transition course in math

Bridge to College/Transition course in ELA

Armed Services Vocational Aptitude Battery (ASVAB)

Sequence of Career and Technical Education Courses that qualify as graduation pathway options

College in the High School: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)

**27. Running Start: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)**

Free for some students based on need  
Pathway can be met at all High Schools in the District

**28. Career and Technical Education-Dual Credit Courses: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)**

Free for some students based on need  
Pathway can be met at all High Schools in the District

**29. How many CTE course sequence graduation pathway options are available in your district?**

21

**What are the reasons your school district is unable to offer a CTE sequence that is a graduation pathway option?**

**30. Advanced Placement (AP): Indicate all that apply to how the AP test that meets the graduation pathway option is offered in your district.**

Free for some students based on need  
Pathway is Available at all High Schools in the District

**International Baccalaureate (IB): Indicate all that apply to how the IB test graduation pathway option is offered in your district.**

**Cambridge: Indicate all that apply to how the Cambridge test graduation pathway option is offered in your district.**

**31. SAT: Do any of the following apply to how this graduation pathway option is offered in your district?**

Free for some students based on need  
Administration during the school day

**32. ACT: Do any of the following apply to how this graduation pathway option is offered in your district?**

Free for all students regardless of need  
Administration during the school day  
Available at each high school

**33. Armed Services Vocational Aptitude Battery: Do any of the following apply to how this graduation pathway option is offered in your district?**

Administration During the School Day

**34. Sequence of Career and Technical Education Courses (WAC 180-51-230((5)(h))): Do any of the following apply to how this graduation pathway option is offered in your district?**

Free for some students based on need  
CTE Sequences are Available at all High Schools in the District

**35. Local graduation requirement: Does the district require community service?**

Required but Not-For-Credit

**What is the "Other" way that community service factors into the school district local graduation requirements?**

**36. Local graduation requirement: Does the district require a culminating project?**

Required but Not-For-Credit

**What is the "Other" way that the culminating project factors into the school district local graduation requirements?**

37. Has the school district adopted a Tribal History and Culture curriculum (i.e. Since Time Immemorial) under the requirements of RCW 28A.320.170?

Yes

38. Has the school district implemented comprehensive sexual health for each student under the requirements of RCW 28A.300.475? This will be required no later than the 2022-2023 school year.

Yes.

39. Under RCW 28A.230.020 and WAC 392-410-115, does the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment?

Yes

40. "During the school week preceding the eleventh day of November of each year, there shall be presented in each common school as defined in RCW 28A.150.020 educational activities suitable to the observance of Veterans' Day." (RCW 28A.230.160) Does the district provide educational activities in observance of Veterans' Day each year?

Yes

41. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities." (RCW 28A.230.158). Does the district conduct or promote educational activities for Disabilities History Month?

Yes

42. Each district board of directors shall adopt an AIDS prevention education program. (RCW 28A.230.070). Does the district have an AIDS prevention education program?

Yes

43. The office of the superintendent of public instruction adopted social-emotional learning standards and benchmarks on January 1, 2020. ([RCW 28A.300.478](#)).

Has the district implemented social-emotional learning-specific policies or procedures?

No

44. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust; may include other examples of genocide and crimes against humanity. (RCW 28A.300.115). Does the district provide Holocaust education?

Yes

45. Districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." (RCW 28A.230.178). Does the district commemorate the history of civil rights at least once a year?

Yes

46. Public schools in grades 7 to 12 are encouraged to offer a course in ethnic studies; public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources. (RCW 28A.300.112) Has the district incorporate ethnic studies materials and resources in grades K-6 and/or offered a courses or courses in ethnic studies in grades 7 to 12?

No

## High Schools)

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47. Does the school district provide the opportunity to all students in grades nine through twelve to access financial education under RCW 28A.300.468?

Yes.

48. How do you meet the financial education requirement?

For-Credit as a Standalone Course

49. Beginning with the 2020-21 school year, all school districts with a high school must provide a financial aid advising day. Districts must provide both a financial aid advising day and notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade. (RCW 28A.300.815, RCW 28A.230.310)

Does the district provide a financial aid advising day?

Yes

50. Does the school district provide an opportunity to access an elective computer science course that is available to all high school students under RCW 28A.230.300? This will be required no later than the 2022-2023 school year.

Yes

51. Does your school district provide a mandatory one-half credit stand-alone course in civics for each high school student under RCW 28A.230.094? Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit, offering students the opportunity to earn both high school and postsecondary credit.

Yes.

52. The study of the U.S. and Washington Constitutions is a prerequisite to graduation (RCW 28A.230.170). Does the district provide for the study of the US and Washington constitutions to all graduating students?

Yes

53. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students as provided in this section. Beginning with the 2013-14 school year, instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#))

Does the district offers instruction in CPR in at least one health class required for graduation?

Yes

54. On January 16th of each year or the preceding Friday when January 16th falls on a nonschool day, there shall be observed within each public school "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. ([RCW 28A.230.150](#)).

Does the school provide the opportunity for voter registration for all students who will be 18 by the next general election?

Yes

55. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. ([RCW 28A.320.195](#))

Does the district have an academic acceleration policy for high school students?

Yes

56. School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction. ([RCW 28A.300.575](#)).

Does the district award the seal of biliteracy to qualifying graduating high school students?

Yes

## 6. Mastery-based Learning

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57. Does your district have a written policy to award mastery/competency-based credit?

Yes (Permanent Policy)

58. In which subjects areas? Please check all that apply.

World Language  
Math  
English Language Arts

## 7. 2020-2021 Emergency Waiver Administration and Data

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59. Did the school district apply for and receive approval to waive certain graduation requirements for students graduating in the 2020-2021 school year?

Yes

60. Did the school district grant any students an emergency waiver from high school graduation requirements or receive any requests from students for this waiver?

Yes

## 8. 2020-2021 Emergency Waiver Administration and Data Details

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61. Did the school district administer the emergency waiver of graduation requirements in accordance with program rules established in Chapter 180-111 WAC?

Yes

62. Please describe the actions the school district took to ensure equity in administration of the emergency waiver.

Principals and high school counselors identified which seniors were eligible for the Graduation Requirement Emergency Waivers. Counselors individually met with all of the identified students and parents to review HS&B plans, credit retrieval opportunities, graduation pathways, and create individual plans.

63. To what degree did the district provide individual student advising on the following topics to students being considered for the emergency waiver?

	Not Provided	Provided for Some	Provided for Most	Provided for All
What supports the individual student needs to be successful				X
How the individual student might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment				X
Whether the emergency waiver is appropriate for the individual student				X

64. If the school district provided other advising for individual students regarding strategies for meeting graduation requirements, please describe below.

65. To what degree did the district use the following options to support individual students in meeting credit and course-based graduation pathway requirements?

	Not Used	Used for Some	Used for Most	Used for All
Provision of additional academic supports to aid student completion			X	
Awarding credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript		X		
Awarding credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school			X	

66. If the school district provided other academic supports for meeting graduation requirements or awarded credits in another manner, please describe below.

67. To what degree did the district use the following options to support individual students in meeting an exam-based graduation pathway requirement?

	Not Used	Used for Some	Used for Most	Used for All
Efforts to ensure students are aware of the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessment options			X	
Efforts to ensure students can access, online or by other alternative access options, the applicable assessment		X		
Reduced or eliminated any cost to students in using these options			X	

68. If the school district provided other supports for meeting the exam-based graduation pathway requirement, please describe below.

69. Did the school district receive any requests from students for an emergency waiver from graduation requirements?

No

## 9. Student-Initiated Graduation Requirement Emergency Waivers

From which graduation requirement(s) did students request an emergency waiver? Please check all that apply.

How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

	Number of students who <b>requested</b> a waiver of credit(s)	Number of students whose request for waiver of credit(s) was <b>denied</b>
All Students		

**How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?**

*Please provide the breakdown by race/ethnicity in the table below.*

	Number of students who <b>requested</b> a waiver of credit(s)	Number of students whose request for waiver of credit(s) was <b>denied</b>
Native American or Alaskan Native		
Asian		
Black / African American		
Hispanic or Latinx		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown race/ethnicity		

**How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?**

*Please provide the breakdown by program participation in the table below.*

	Number of students who <b>requested</b> a waiver of credit(s)	Number of students whose request for waiver of credit(s) was <b>denied</b>
Students qualifying for free or reduced-price lunch		
Students receiving transitional bilingual education services		
Students from migrant families		
Students receiving special education services		
Students with Section 504 plans		

**How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?**

	Number of students who <b>requested</b> a pathway waiver	Number of students whose request for a pathway waiver was <b>denied</b>
All Students		

**How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?**

*Please provide the breakdown by race/ethnicity in the table below.*

	Number of students who <b>requested</b> a pathway waiver	Number of students whose request for a pathway waiver was <b>denied</b>
Native American or Alaskan Native		
Asian		
Black / African American		
Hispanic or Latinx		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown race/ethnicity		

**How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?**

*Please provide the breakdown by program participation in the table below.*

	Number of students who <b>requested</b> a pathway waiver	Number of students whose request for a pathway waiver was <b>denied</b>
Students qualifying for free or reduced-price lunch		
Students receiving transitional bilingual education services		
Students from migrant families		
Students receiving special education services		
Students with Section 504 plans		

**Did the school district receive any appeals from students whose GREW waiver requests were not granted?**

**How many appeals did the district receive?**

*Please provide the breakdown by race/ethnicity in the table below.*

	Number of appeals received
Native American or Alaskan Native	
Asian	
Black / African American	
Hispanic or Latinx	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
Unknown race/ethnicity	

**How many appeals did the district receive?**

*Please provide the breakdown by program participation in the table below.*

	Number of appeals received
Students qualifying for free or reduced-price lunch	
Students receiving transitional bilingual education services	
Students from migrant families	
Students receiving special education services	
Students with Section 504 plans	

## **10. Review of Responses**

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**70. Optional: Provide a few brief comments about this new reporting platform.**

**BOARD OF DIRECTORS**  
**Regular Study Meeting – 5:30 p.m.**  
**September 7, 2021**  
**WWSD Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF EDUCATION**

Mr. Derek Sarley, President  
Mrs. Ruth Ladderud, Vice President  
Mr. Eric Rindal  
Mrs. Terri Trick  
Mr. Sam Wells

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Mrs. Amy Ruff, Director of Health Services  
Mr. Ron Higgins, Principal of Walla Walla High School  
Mrs. Kris Duncan, Principal of Pioneer Middle School

**AUDIENCE**

Including board members, administrators and guests, approximately 20 were in attendance. The press was not present in person.

**I. CALL TO ORDER**

The meeting was called to order in the administration building Anne Golden Boardroom at 5:30 p.m. by President Mr. Derek Sarley.

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by Mrs. Ruth Ladderud, Board of Directors.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

Mrs. Ladderud moved and Mr. Wells seconded approval of the agenda as presented; the motion carried unanimously.

**V. CONSENT AGENDA**

Mr. Rindal moved and Mrs. Trick seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) September 7 accounts payable and August payroll; 5) Washington State School Directors Association boards of distinction application; and 6) regular business meeting minutes of August 17, 2021. The motion carried unanimously.

**VI. STUDY ITEMS**

**Back to School Update:** District Music Coordinator Mr. Roger Garcia, Pioneer Middle School Principal Mrs. Kris Duncan, Walla Walla High School Principal Mr. Ron Higgins, Walla Walla High School Football Coach Mr. Greg Lupfer, Walla Walla High School Drama Director Mrs. Kristin Hessler and Prospect Point Kindergarten Teacher Mrs. Suzann Rose shared highlights from the first day of school. Collectively the presenters said this first day of school was extra special following 18 months of schedule interruptions and alternative learning models due to the pandemic. They reported students and staff were happy to be back on campus.

**Washington State Department of Health COVID Quarantine Process and Procedures:** District Health Services Director Mrs. Amy Ruff reviewed the district's Quarantine Learning Contingency Plans. The plans were developed for continued learning should individual students, classrooms or entire schools be required to quarantine if COVID outbreaks occur in schools.

Dr. Smith provided a brief review of preliminary enrollment. Kindergarten and first grade numbers appear to be well below budgeted numbers.

**VII. ADJOURNMENT**

President Sarley declared the meeting adjourned at 6:56 p.m.

Minutes to be presented for board approval on September 21, 2021.

**APPROVED:**

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Dr. Wade Smith, Superintendent  
and Secretary of the Board  
*- Mrs. Susie Golden, Recorder*

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Mr. Derek Sarley  
School Board President

## ~ CITIZENS' COMMENTS ~

### Citizens' Comment Script:

This is the time in the meeting we welcome citizens to come forward and offer public comment, ask questions, or provide recommendations for educational improvement. Per Board policy we typically refrain from providing responses following public comments, and will ensure follow up is made if requested and necessary.

We also ask that you adhere to the following guidelines:

- State your name and be sure to provide your contact information on the form at the back of the room prior to addressing the board.
- Keep your comments brief and to the point, with a **three-minute time limit**.
- Do not reflect adversely on the political or economic view, ethnic background, character, or motives of any individual.
- If you have a specific complaint about an individual employee, it must be addressed through the Superintendent's office and not in this setting.

At this time, please come forward if you wish to address the board.

09/07/2021



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### Wa-Hi

- In Building 2 (Old Science) was punch listed and received TCO. Courtyard landscaping was completed as was exterior painting. Lights were installed inside and out. Final cleaning took place and furniture was moved into the space.
- Building 3 (Commons), framing in interior continued including the student store area. Insulation was added to the exterior and prep for exterior finishes continued. HVAC, electrical and plumbing work continued.
- Building 4 (Library) was pre-punch listed. Finished were completed including the finish polishing of the culinary arts floor. Electrical was completed throughout the building. Library shelving was installed. Culinary arts equipment was installed, and fire tested and approved. Projectors were mounted and prepared for school opening.
- Building 5, Abatement continued in various areas. Demolition work in main floor and mezzanine work was on going in various areas.
- Building 6 (Gym) mechanical, electrical, plumbing, and fire sprinklers continued to be installed. Screen and projectors were hung in main gym. HVAC was finished in old gym and floor was uncovered and turned over to the district. Finishes were added to the fitness room and weights and lifting racks were installed. Hydro baths were installed.
- Building 7 (Auditorium) had interior work continued. A/V equipment was installed. Bathroom were tiled and partitions were installed.
- The parking lot at Falbo Field had heights of manholes etc. set and patched. The parking lot by the gym work continued including the demolition of the old fitness building. Sod was placed around building 2. Pathways were laid with gravel for the student walkways. Irrigation continued to be placed throughout the project area.
- The tree south of building 2 was removed per the city arborist and the stump was ground in perpetration of landscaping.
- The new pedestrian bridge railing was painted and installed.
- The design team worked with Jackson to complete and return submittals and answer construction question as they arose, in order to facilitate that the project continues to be able to keep up with the schedule.
- Across the site, Jackson continued to move fences and provide pathways to ensure campus and student safety.
- Wenaha, Jackson, and the School district worked on coordinating efforts to ensure the summer phases can be initiated while also accommodate staff and moving activities out for next school year's remodel/update.

### Pioneer

- East parking Striping and signage completed and ready for use.
- North classroom area saw big changes as work to get it ready for school was the primary focus this month. Restrooms and trenching down hallways went from exposed dirt to complete with flooring and finishes. Ceilings, drywall, paint, and cabinets installed. Fire-sprinklers, new lights and projectors were also installed.
- Main Gym, locker room insulation and drywall installed. Fire-line install ongoing in mechanical mezzanine.
- Administration area 5, paint and casework went in as well as, restrooms.

## August 2021 Project Update



- Area 1 classrooms drywall and window install continued this month.
- Wenaha, Jackson, and WWPS district continued to work together to coordinate efforts to ensure critical summer phases will be completed in preparation for students returning in Fall.

### Lincoln

- Chervenell Construction was awarded the Lincoln project and contract executed.
- Pre-construction meetings were held on 8/30/21, for both the City of Walla Walla and Chervenell. Contractor began mobilization.



**Attachment A: Wa-Hi Progress Photos**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**

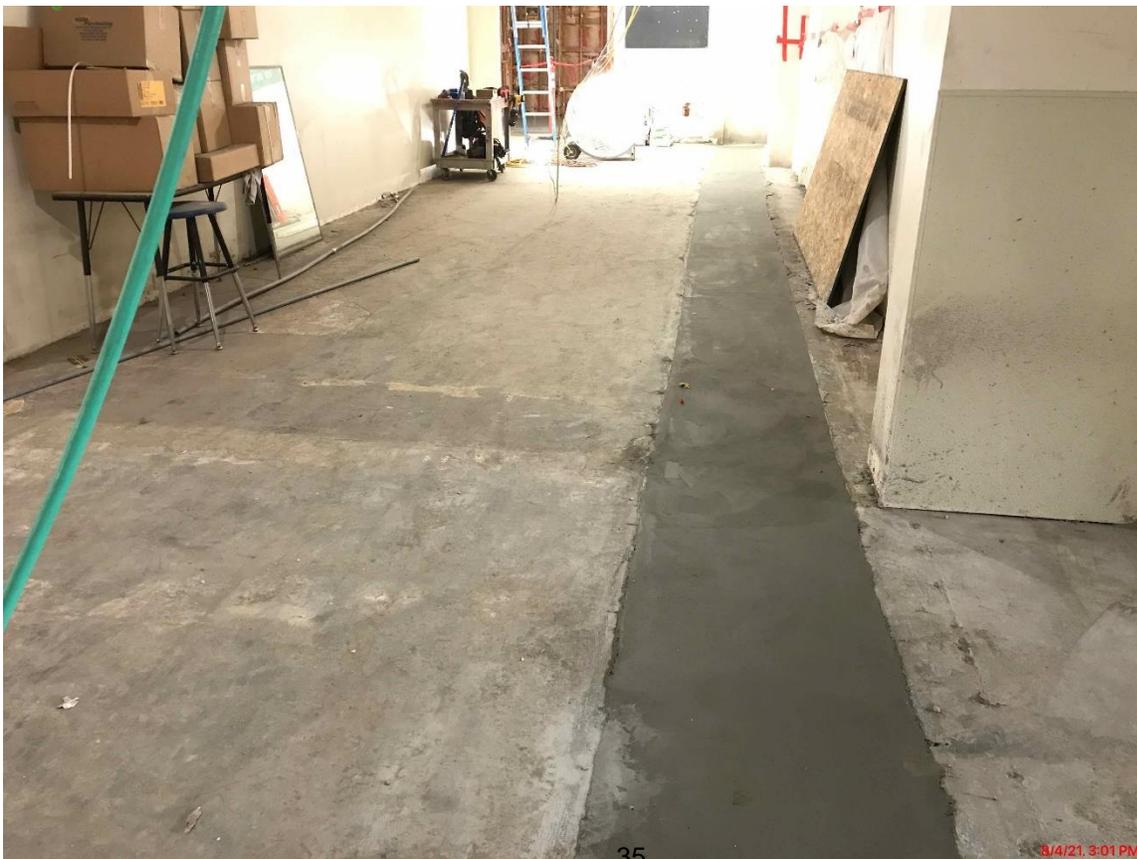




**Attachment B: Pioneer Progress Photos**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**August 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
August 2021 Project Update







# Walla Walla Public Schools - 2018 Bond Projects

## MASTER BUDGET DASHBOARD

Updated 9/1/2021



### Walla Walla High School

Design Phase	CD	# Months Construction Complete / Total Months		21/36	Risks & Opportunities	
	Budget*	Costs to Date	% Spent	Project Contingency	Contingency Accessed to Date	
Project Budget (includes contractor's contingency under GCCM)	\$ 78,464,223	\$ 43,363,752	55.27%	\$ 3,180,557	\$2,500,000	

### Lincoln High School

Design Phase	CD	# Months Construction Complete / Total Months		0 / 18	Risks & Opportunities	
	Budget*	Costs to Date	% Spent	Project Contingency	Contingency Accessed to Date	
Project Budget	\$ 12,879,010	\$ 1,184,131	9.19%	\$ 805,391	\$0	

### Pioneer Middle School

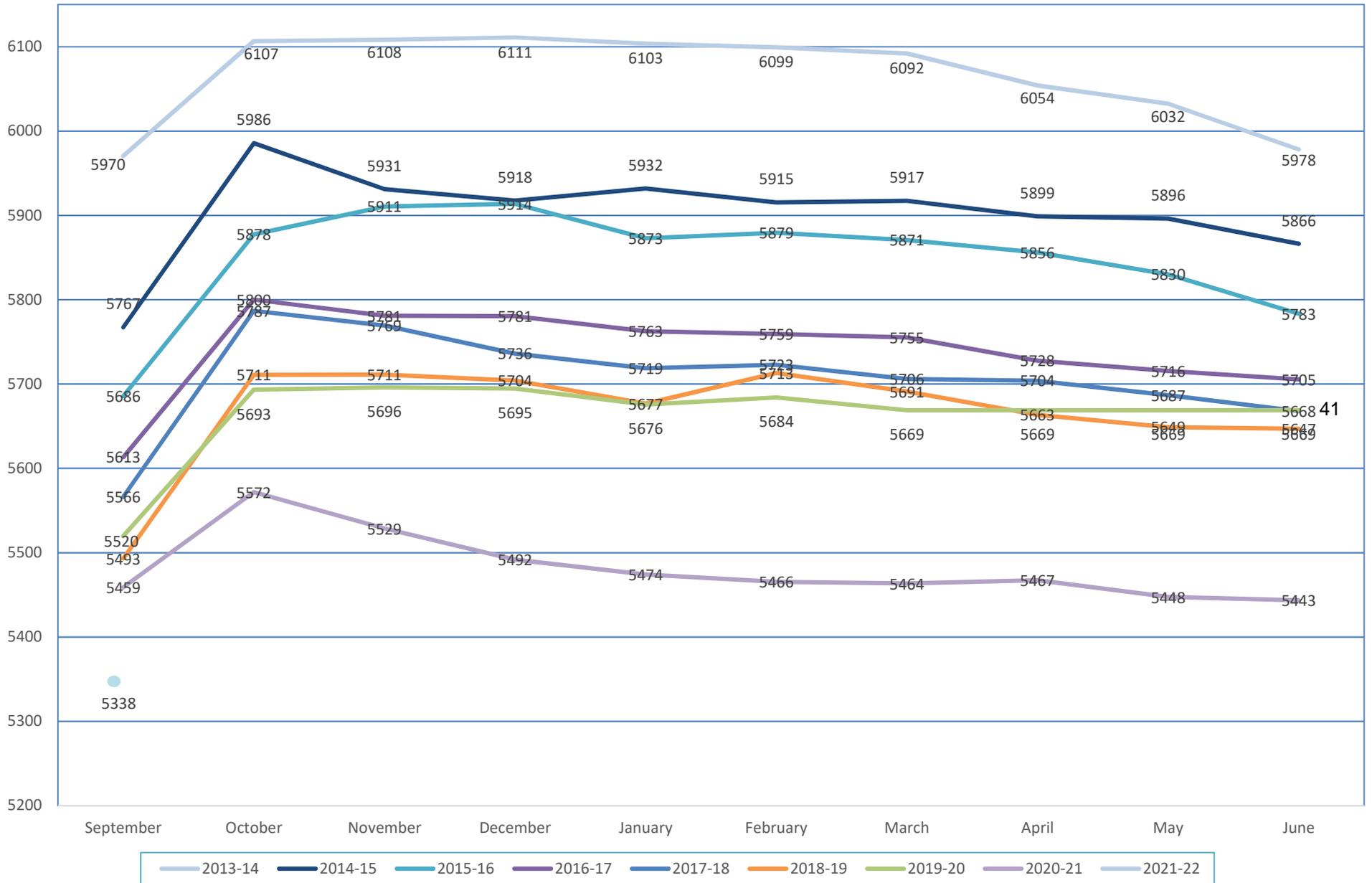
Design Phase	CD	# Months Construction Complete / Total Months		13/ 20	Risks & Opportunities	
	Budget*	Costs to Date	% Spent	Project Contingency	Contingency Accessed to Date	
Project Budget	\$ 27,311,473	\$ 17,473,888	63.98%	\$ 2,045,563	\$1,450,000	

### District-Wide Upgrades

		# Months Construction Complete / Total Months		NA	Risks & Opportunities	
	Budget	Costs to Date	% Spent			
Project Budget (including contingency)	\$ 6,699,738	\$ 6,120,768	91.36%			

\*Reflects adjustments in state match and capitalized investments

WWPS Enrollment Trends: 2013 to Present Student FTE Counts



2021-2022	24 MAX	25 MAX	27 MAX	27 MAX	28 MAX	28 MAX	TOTALS				
Kindergarten	First	Second	Third	Fourth	Fifth						
<b>WWCCF</b> Samantha Bowen Director	Priore, A Ramirez, C Razo, Elizabeth Thomas, Lori										
<b>SECTIONS 4</b> slots available	0 80	0	0	0	0	0	0				
<b>Berney</b> Michelle Carpenter Principal	Hubbard, K Brown, A Solis, D	Braddock, L Fisbeck, J Morrison, S	20 20 19	Holbrook, J Kearbey, K Parodi, D	24 21 24	Davin, M Baker, T Gonzales, C	25 26 27	Bona, A Gribnau, J Tonn, S	22 22 21	Ambler, C Clearman, D James, I Ponti, R Merrill, L	19 21 19 21 21
Behavior Prg K-5 <b>SECTIONS 19</b> slots available	Merrill, L 0 72	Merrill, L 59	Merrill, L 70	Merrill, L 1	Merrill, L 2	Merrill, L 80	Merrill, L 65	Merrill, L 80	354		
<b>Edison</b> Jenny Foster Principal	Espinosa, M Helm, E Matson, E Valencia, A	Berumen, B Maycumber, Y Moreno, J Phillips, L	17 19 20 17	Hobbs, S Parsons, S Saldivar, C Williams, N	19 20 19 18	Aceves, J Lopez, J Estrada, A	25 25 25	Ledesma, M Reed, J Schafer, J	25 23 24	Ochoa, F Solis, C Solis Martinez, V	19 20 18
<b>SECTIONS 21</b> slots available*	84	11	8	6	12	27	57	353			
<b>Green Park</b> Rick Kline Principal	Bahena-Flores, R Lopez, M Lovejoy, T Katsel, E	Garanzuay, P Garcia, A Holbrook, T Wright, L	16 16 20 20	Salazar, I Martinez, N Boeckman, R Reiter, L Real, D	22 20 15 17 13	Hobbs, B Gregoire, L Timm Ballard, D	22 20 22	Carroll, R Johnson, M Tobin, J	20 25 24	Contreras, A Maya, J Ambler, D Lux, J	15 13 24 21
Lifeskills Program Autism Program <b>SECTIONS 23</b> slots available	Angotti, E Roberts, Z 0 96	Angotti, E Roberts, Z 76	Angotti, E Roberts, Z 90	Angotti, E Roberts, Z 2 1	Angotti, E Roberts, Z 2 2	Angotti, E Roberts, Z 68	Angotti, E Roberts, Z 71	Angotti, E Roberts, Z - 76	3 -	381	
<b>Prospect Point</b> Barbara Casey Principal	Greenwood, D Heinzman, A Rose, S Wilson, B	Hanson, K James, L McKiernan, M Pederson, R	20 19 20 19	Baldwin, W Hudec, H Paul, M Babbit, H	20 20 20 20	Grove, J Jausoro, D Kuhlmann, K Reese, N	26 26 26 26	Smyth, D Taylor, L Watson, K Prull, V	21 23 22 22	Hayes, B Mahan, L Parodi, D Pegel, G	23 24 23 22
<b>SECTIONS 24</b> slots available*	96	22	28	4	24	20	88	92	442		
<b>Sharpstein</b> Maria Garcia Principal	Cantero, H Gillin, L Lamanna, S Wilson, H Cochran	Humphreys, S Locati, R Ruvalcaba, G Berg, L Cochran	10 10 10 11 4	Humbert, K Griffith, R Hill, J Cochran	24 22 22 3	Hutchinson, D Shirley, C Villanueva, S Cochran	19 17 18 2	Diaz Madrigal, A Mendoza, L Woiblet, B	23 22 23	Keyes, K James, J VanDonge, B	20 26 19
Developmental Prog <b>SECTIONS 20</b> slots available	0 96	45	71	56	68	65	305				
<b>Walla Walla Online</b> Amy Ford Director	McFetridge, M	McFetridge, M	5	Baker, T	8	Baker, T	11	Mires, D	5	Mires, D	5
0 5 8 11 5	5	8	11	5	34						
<b>TOTAL SC SPED</b>	0	8	7	6	2	3					
<b>TOT SLOTS AVAIL</b>	524	136	109	57	86	137					
<b>TOTAL ENROLLED</b>	0	336	395	394	369	375	1869				
<b>SECTIONS</b>	24	20	20	17	17	19					
<b>AVERAGE LOADS</b>	0.00	16.15	19.00	22.18	21.29	19.32					
Dual classes											

MONTHLY REVENUE REPORT											
MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 206,014	\$ 129,102	\$ 5,244,050	\$ 3,006	\$ 132,185	\$ 3,524	\$ -	\$ 5,717,881		\$ 301,885	5.28%
SEP ACTUAL	\$ 228,664	\$ 26,371	\$ 5,471,209	\$ 2,797	\$ 287,515	\$ 3,211	\$ -		\$ 6,019,766	\$ 301,885	YTD
OCT PROJECTED	\$ 2,989,076	\$ 128,427	\$ 5,326,424	\$ 2,988	\$ 484,220	\$ 3,398	\$ -	\$ 8,934,533		\$ 193,078	2.16%
OCT ACTUAL	\$ 3,108,889	\$ 50,685	\$ 5,498,947	\$ 2,797	\$ 464,965	\$ 1,328	\$ -		\$ 9,127,611	\$ 494,963	YTD
NOV PROJECTED	\$ 196,008	\$ 159,175	\$ 4,471,385	\$ 2,988	\$ 813,039	\$ 3,179	\$ -	\$ 5,645,774		\$ (774,665)	-13.72%
NOV ACTUAL	\$ 408,138	\$ 49,490	\$ 3,799,523	\$ 2,797	\$ 595,526	\$ 15,635	\$ -		\$ 4,871,109	\$ (279,701)	YTD
DEC PROJECTED	\$ 27,956	\$ 137,673	\$ 5,878,433	\$ 3,060	\$ 625,431	\$ 2,893	\$ -	\$ 6,675,446		\$ (178,912)	-2.68%
DEC ACTUAL	\$ 134,025	\$ 37,949	\$ 5,718,886	\$ 2,797	\$ 586,001	\$ 16,877	\$ -		\$ 6,496,534	\$ (458,613)	YTD
JAN PROJECTED	\$ 15,843	\$ 37,125	\$ 4,629,619	\$ 2,988	\$ 554,761	\$ 2,835	\$ -	\$ 5,243,171		\$ (80,031)	-1.53%
JAN ACTUAL	\$ 15,492	\$ 31,354	\$ 4,585,307	\$ 2,782	\$ 525,511	\$ 2,694	\$ -		\$ 5,163,140	\$ (538,644)	YTD
FEB PROJECTED	\$ 30,258	\$ 28,309	\$ 5,908,311	\$ 2,988	\$ 538,848	\$ 3,171	\$ -	\$ 6,511,885		\$ 144,849	2.22%
FEB ACTUAL	\$ 31,997	\$ 35,365	\$ 5,939,287	\$ 2,880	\$ 641,716	\$ 5,490	\$ -		\$ 6,656,734	\$ (393,795)	YTD
MAR PROJECTED	\$ 878,611	\$ 39,374	\$ 5,268,353	\$ 2,988	\$ 642,828	\$ 2,767	\$ 500	\$ 6,835,421		\$ 405,721	5.94%
MAR ACTUAL	\$ 1,141,197	\$ 38,642	\$ 5,442,646	\$ 2,881	\$ 615,776	\$ -	\$ -		\$ 7,241,142	\$ 11,926	YTD
APR PROJECTED	\$ 3,751,187	\$ 36,962	\$ 6,245,282	\$ 2,988	\$ 713,306	\$ 2,462	\$ -	\$ 10,752,187		\$ 552,966	5.14%
APR ACTUAL	\$ 3,978,930	\$ 156,244	\$ 6,416,935	\$ 3,661	\$ 743,928	\$ 5,456	\$ -		\$ 11,305,153	\$ 564,892	YTD
MAY PROJECTED	\$ 834,146	\$ 39,972	\$ 3,754,772	\$ 2,988	\$ 694,608	\$ 3,416	\$ -	\$ 5,329,902		\$ 354,886	6.66%
MAY ACTUAL	\$ 518,484	\$ 45,036	\$ 4,196,186	\$ 2,881	\$ 910,837	\$ 11,364	\$ -		\$ 5,684,788	\$ 919,779	43% YTD
JUN PROJECTED	\$ 68,187	\$ 43,920	\$ 3,694,247	\$ 2,988	\$ 553,853	\$ 3,132	\$ -	\$ 4,366,327		\$ 195,407	4.48%
JUN ACTUAL	\$ 29,446	\$ 44,516	\$ 3,743,643	\$ 2,881	\$ 740,698	\$ 550	\$ -		\$ 4,561,734	\$ 1,115,185	YTD
JUL PROJECTED	\$ 69,047	\$ 46,414	\$ 7,405,729	\$ 2,988	\$ 783,761	\$ 2,779	\$ 1,500	\$ 8,312,218		\$ 963,226	11.59%
JUL ACTUAL	\$ 32,670	\$ 587,495	\$ 8,063,454	\$ 2,881	\$ 586,982	\$ 1,962	\$ -		\$ 9,275,444	\$ 2,078,411	YTD
AUG PROJECTED	\$ 95,099	\$ 175,000	\$ 6,629,825	\$ 3,042	\$ 1,009,730	\$ 2,959	\$ -	\$ 7,915,655			0.00%
AUG ACTUAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -		YTD
<b>Total Projected</b>	<b>\$ 9,161,432</b>	<b>\$ 1,001,453</b>	<b>\$ 64,456,430</b>	<b>\$ 36,000</b>	<b>\$ 7,546,570</b>	<b>\$ 36,515</b>	<b>\$ 2,000</b>	<b>\$ 82,240,400</b>			
<b>Adopted Budget</b>	<b>\$ 9,769,706</b>	<b>\$ 1,847,000</b>	<b>\$ 68,204,220</b>	<b>\$ 66,000</b>	<b>\$ 7,740,027</b>	<b>\$ 60,000</b>	<b>\$ 20,000</b>	<b>\$ 87,706,953</b>			
<b>Variance</b>	<b>\$ (608,274)</b>	<b>\$ (845,547)</b>	<b>\$ (3,747,790)</b>	<b>\$ (30,000)</b>	<b>\$ (193,457)</b>	<b>\$ (23,485)</b>	<b>\$ (18,000)</b>	<b>\$ (5,466,553)</b>			
<b>TOTAL ACTUAL</b>	<b>\$ 9,627,932</b>	<b>\$ 1,103,146</b>	<b>\$ 58,876,022</b>	<b>\$ 32,034</b>	<b>\$ 6,699,455</b>	<b>\$ 64,566</b>	<b>\$ -</b>	<b>\$ 76,403,156</b>	<b>FORECAST ACTUAL</b>	<b>\$ 84,318,811</b>	
<b>% collected to PRO</b>	<b>105.09%</b>	<b>110.15%</b>	<b>91.34%</b>	<b>88.98%</b>	<b>88.77%</b>	<b>176.82%</b>	<b>0.00%</b>	<b>92.90%</b>			
<b>NOTES:</b>											
<b>LEGEND</b>	<b>Above or within 2.00% of projection</b>				<b>Between 2.01% &amp; 5.00% below</b>			<b>Below 5.01% of projection</b>			

## MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 5,200,173		\$ 1,351,621		\$ 6,551,794 MONTHLY	\$ 173,368 2.65%
SEPTEMBER ACTUAL		\$ 5,721,113		\$ 1,004,049	\$ 6,725,162 YTD	\$ 173,368 2.65%
OCTOBER PROJECTED	\$ 5,554,931		\$ 987,884		\$ 6,542,815 MONTHLY	\$ (215,753) -3.30%
OCTOBER ACTUAL		\$ 5,359,916		\$ 977,912	\$ 6,327,062 YTD	\$ (42,385) -0.32%
NOVEMBER PROJECTED	\$ 6,107,016		\$ 971,821		\$ 7,078,837 MONTHLY	\$ 405,302 5.73%
NOVEMBER ACTUAL		\$ 6,210,948	\$ -	\$ 1,273,191	\$ 7,484,139 YTD	\$ 362,917 1.80%
DECEMBER PROJECTED	\$ 5,348,523		\$ 936,482		\$ 6,285,005 MONTHLY	\$ (73,166) -1.16%
DECEMBER ACTUAL		\$ 5,464,514		\$ 747,325	\$ 6,211,839 YTD	\$ 289,752 1.10%
JANUARY PROJECTED	\$ 5,534,483		\$ 984,671		\$ 6,519,154 MONTHLY	\$ 151,396 2.32%
JANUARY ACTUAL		\$ 5,496,506		\$ 1,174,044	\$ 6,670,550 YTD	\$ 441,148 1.34%
FEBRUARY PROJECTED	\$ 5,559,152		\$ 923,475		\$ 6,482,627 MONTHLY	\$ 176,963 2.73%
FEBRUARY ACTUAL		\$ 5,671,128		\$ 988,461	\$ 6,659,590 YTD	\$ 618,111 1.57%
MARCH PROJECTED	\$ 5,772,781		\$ 1,688,765		\$ 7,461,546 MONTHLY	\$ (60,430) -0.81%
MARCH ACTUAL		\$ 5,804,601		\$ 1,596,515	\$ 7,401,116 YTD	\$ 557,681 1.19%
APRIL PROJECTED	\$ 5,522,600		\$ 338,309		\$ 5,860,909 MONTHLY	\$ 179,136 3.06%
APRIL ACTUAL		\$ 5,754,148		\$ 285,897	\$ 6,040,045 YTD	\$ 736,817 1.40%
MAY PROJECTED	\$ 6,293,853		\$ 1,289,436		\$ 7,583,289 MONTHLY	\$ (450,593) -5.94%
MAY ACTUAL		\$ 6,056,037		\$ 1,076,659	\$ 7,132,696 YTD	\$ 286,224 0.47%
JUNE PROJECTED	\$ 5,561,747		\$ 1,597,950		\$ 7,159,697 MONTHLY	\$ (383,284) -5.35%
JUNE ACTUAL		\$ 5,963,246		\$ 813,167	\$ 6,776,413 YTD	\$ (97,060) -0.14%
JULY PROJECTED	\$ 6,260,335		\$ 2,221,541		\$ 8,481,876 MONTHLY	\$ 401,476 4.73%
JULY ACTUAL		\$ 6,586,747		\$ 2,296,605	\$ 8,883,352 YTD	\$ 304,416 0.40%
AUGUST PROJECTED	\$ 6,608,060		\$ 2,996,342		\$ 9,604,402 MONTHLY	0.00%
AUGUST ACTUAL					\$ - YTD	0.00%
TOTAL PROJECTED	\$ 69,323,654		\$ 16,288,297		\$ 85,611,951	
ADOPTED BUDGET	\$ 72,367,859		\$ 17,888,464		\$ 90,256,323	
VARIANCE	\$ 3,044,205		\$ 1,600,167		\$ 4,644,372	
TOTAL ACTUAL		\$ 64,088,906		\$ 12,233,825	\$ 76,311,965	<b>FORECAST ACT \$ 85,916,367</b>
% spent to projected		92.45%		75.11%	89.14%	
Notes:	<b>Backordered chromebooks recvd/pd \$556k Nov 17 AP</b> <b>April 6 AP posted to March. Adjusted April projected accordingly.</b> <b>Dec P/R Corrected</b>					
<b>LEGEND</b>	<b>Below or within 2.00%</b>		<b>Between 2.01% &amp; 5.00% above</b>		<b>Above 5.01% of projection</b>	

## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 10,672,360			
Beginning Fund Balance (Actual)				\$ 10,631,103			
September	PROJECTED	\$ 5,717,881	\$ 6,551,794	\$ 9,838,447			
	ACTUAL	\$ 6,019,766	\$ 6,725,162	\$ 9,925,707	\$ 87,260	0.89%	7.78%
October	PROJECTED	\$ 8,934,533	\$ 6,542,815	\$ 12,230,165			
	ACTUAL	\$ 9,127,611	\$ 6,327,062	\$ 12,726,256	\$ 496,091	4.06%	8.21%
November	PROJECTED	\$ 5,645,774	\$ 7,078,837	\$ 10,797,102			
	ACTUAL	\$ 4,871,109	\$ 7,484,139	\$ 10,113,226	\$ (683,876)	-6.33%	6.97%
December	PROJECTED	\$ 6,675,446	\$ 6,285,005	\$ 11,187,543			
	ACTUAL	\$ 6,496,534	\$ 6,211,839	\$ 10,397,921	\$ (789,622)	-7.06%	6.86%
January	PROJECTED	\$ 5,243,171	\$ 6,519,154	\$ 9,911,560			
	ACTUAL	\$ 5,163,140	\$ 6,670,550	\$ 8,890,511	\$ (1,021,049)	-10.30%	6.61%
February	PROJECTED	\$ 6,511,885	\$ 6,482,627	\$ 9,940,818			
	ACTUAL	\$ 6,656,734	\$ 6,659,590	\$ 8,887,655	\$ (1,053,163)	-10.59%	6.58%
March	PROJECTED	\$ 6,835,421	\$ 7,461,546	\$ 9,314,693			
	ACTUAL	\$ 7,241,142	\$ 7,401,116	\$ 8,727,682	\$ (587,011)	-6.30%	7.07%
April	PROJECTED	\$ 10,752,187	\$ 5,860,909	\$ 14,205,971			
	ACTUAL	\$ 11,305,153	\$ 6,040,045	\$ 13,992,789	\$ (213,182)	-1.50%	7.46%
May	PROJECTED	\$ 5,329,902	\$ 7,583,289	\$ 11,952,584			
	ACTUAL	\$ 5,684,788	\$ 7,132,696	\$ 12,544,881	\$ 592,297	4.96%	8.31%
June	PROJECTED	\$ 4,366,327	\$ 7,159,697	\$ 9,159,214			
	ACTUAL	\$ 4,561,734	\$ 6,776,413	\$ 10,330,202	\$ 1,170,988	12.78%	8.92%
July	PROJECTED	\$ 8,312,218	\$ 8,481,876	\$ 8,989,556			
	ACTUAL	\$ 9,275,444	\$ 8,883,352	\$ 9,922,294	\$ 932,738	10.38%	8.67%
August	PROJECTED	\$ 7,915,655	\$ 9,604,402	\$ 7,300,809			
	ACTUAL	\$ -	\$ -			0.00%	
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 82,240,400</b>	<b>\$ 85,611,951</b>	<b>\$ 7,300,809</b>			<b>8.88%</b>
<b>ACTUALS TO DATE</b>		<b>\$ 76,403,156</b>	<b>\$ 76,311,965</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$84,318,811</b>	<b>\$85,916,367</b>	<b>\$9,033,547</b>	<b>YEAR END PROJECTION</b>		<b>9.51%</b>
<b>Monthly Variance</b>	<b>Above or within 2.00% of projection</b>		<b>Between 2.01% &amp; 5.00% below projection</b>		<b>Below 5.01% of projection</b>		
<b>Yr End Projection</b>	<b>Above 8.00%</b>		<b>Between 6.00% to 7.99%</b>		<b>Below 6.00%</b>		

\*Calculated using actuals through the current month and projected revenue and expenditures for future months



# 2017-2021(22) Strategic Plan Process Review

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WALLA WALLA BOARD OF DIRECTORS



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# It Began With New Superintendent & Entry Plan

## Entry Plan

### For Superintendent Wade Smith



2016 – 17 School Year



#### Entry Plan Goal:

*I will "hit the ground learning" through intentional engagement, reflective listening, and active participation, in order to ensure a transparent, thoughtful, and supportive transition for Walla Walla Public School students, staff, and stakeholders.*

#### Entry Plan Timeline:

The entry plan process extends formally over a six-month period and is sequenced into four phases:

- Phase 1: Introduction (July – August, 2016)
- Phase 2: Listening to Understand (September – October 2016)
- Phase 3: Making Sense (October – November 2016)
- Phase 4: Engagement & Planning (November – December 2016)

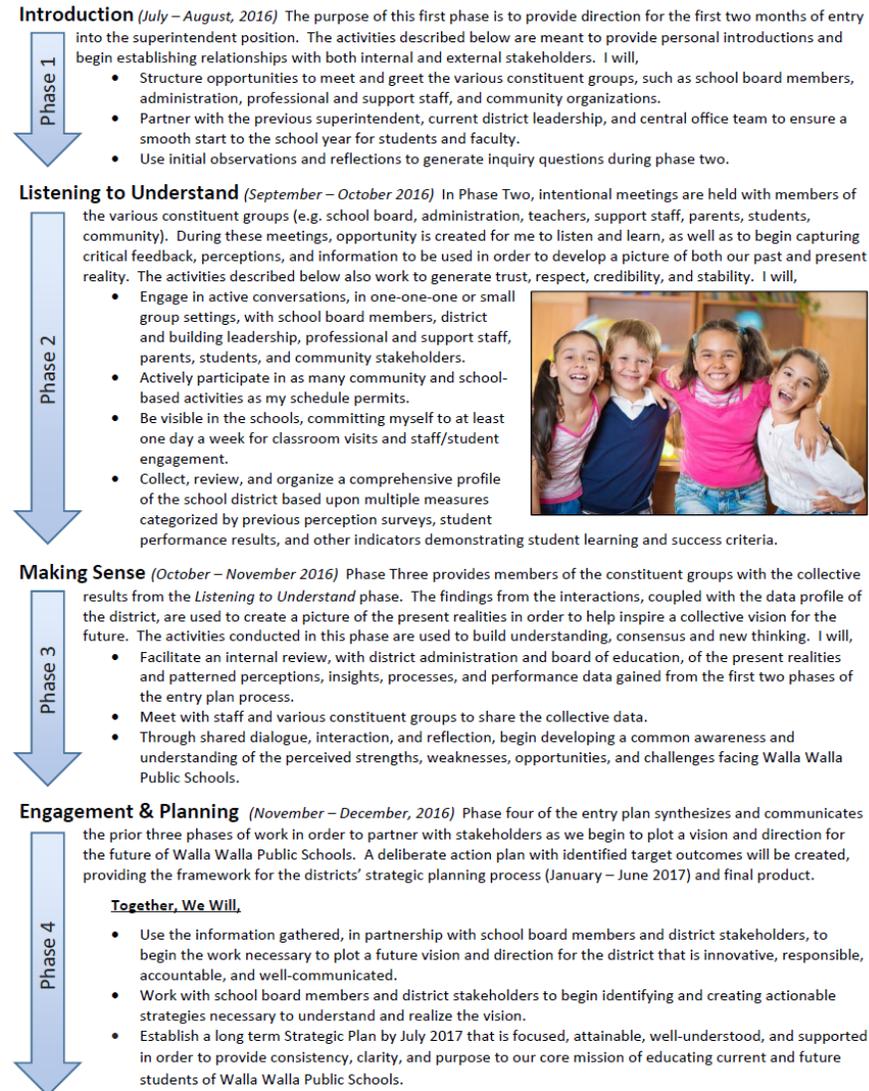
Following Phase 4

Strategic Plan Development  
(January 2017 – June 2017)



#### Entry Plan Commitments and Shared Understanding:

- Although a change in leadership can be an exciting time for a school district and its stakeholders, it is also important to embrace the reality that there will be confusion. It will take time for students, staff and our community to make the transition, to get to know me, to build trust, and to understand my leadership style and personality.
- It is my intention to engage as many stakeholders as possible, both within the organization and outside, in order to understand our current reality. I look forward to learning about the hopes, dreams, concerns, and ideas we all share for our students and their collective success.
- I will structure purposeful interactions throughout the first six months of the year to ensure a diverse and deliberate opportunity for stakeholder input.
- I will listen reflectively to the feedback received and affirm that significant changes to current practice will not be initiated during this transition time.
- I will openly process and share my findings with the Board of Education and community.
- Together, we will use the information gathered to establish a collective vision, deliberate goals for student learning, and a shared consensus around how best to achieve and support our objectives through strategic planning.



Please feel free to contact me at [wsmith@wwps.org](mailto:wsmith@wwps.org), via phone at 509.526.6715, or follow me on Twitter @wallawallasup

# Findings From Entry Plan & Data Dive

- Flat or regressive performance in 32 of 35 indicators
- A real disconnect between what we “perceived” our performance was and what the facts revealed
- We are a different Walla Walla as a result of shifting demographics

Tab	Performance*	Grade Span	Grade Level Association	Quantitative Data	Description of Measure	Term	Historical Tracking
1	S	All	K-12	Attendance/Review	Attendance	NA	4 years
2	S	All	K-12	Attendance/Review	Attendance	NA	3 years
3	S	All	K-12	Attendance/Review	Attendance	NA	3 years
4	S	All	K-12	Attendance/Review	Attendance	NA	3 years
5	I	DIV	DIV	Discipline	Discipline	NA	4 years
6	S	DIV	DIV	Discipline	Discipline	NA	4 years
7	D	DIV	DIV	Discipline	Discipline	NA	4 years
8	D	DIV	DIV	Discipline	Discipline	NA	4 years
9	S	DIV	DIV	Discipline	Discipline	NA	4 years
10	S	DIV	DIV	Discipline	Discipline	NA	4 years
11	S	DIV	DIV	Discipline	Discipline	NA	4 years
12	S	DIV	DIV	Discipline	Discipline	NA	4 years
13	S	DIV	DIV	Discipline	Discipline	NA	4 years
14	S	DIV	DIV	Discipline	Discipline	NA	4 years
15	S	DIV	DIV	Discipline	Discipline	NA	4 years
16	S	DIV	DIV	Discipline	Discipline	NA	4 years
17	D	DIV	DIV	Discipline	Discipline	NA	4 years
18	D	DIV	DIV	Discipline	Discipline	NA	4 years
19	D	DIV	DIV	Discipline	Discipline	NA	4 years
20	S	DIV	DIV	Discipline	Discipline	NA	4 years
21	S	DIV	DIV	Discipline	Discipline	NA	4 years
22	D	DIV	DIV	Discipline	Discipline	NA	4 years
23	S	DIV	DIV	Discipline	Discipline	NA	4 years
24	I	DIV	DIV	Discipline	Discipline	NA	4 years
25	S	DIV	DIV	Discipline	Discipline	NA	4 years
26	S	DIV	DIV	Discipline	Discipline	NA	4 years
27	S	DIV	DIV	Discipline	Discipline	NA	4 years
28	S	DIV	DIV	Discipline	Discipline	NA	4 years
29	I	DIV	DIV	Discipline	Discipline	NA	4 years
30	S	DIV	DIV	Discipline	Discipline	NA	4 years
31	S	DIV	DIV	Discipline	Discipline	NA	4 years
32	D	DIV	DIV	Discipline	Discipline	NA	4 years
33	D	DIV	DIV	Discipline	Discipline	NA	4 years
34	D	DIV	DIV	Discipline	Discipline	NA	4 years
35	S	DIV	DIV	Discipline	Discipline	NA	4 years

In 1963 only 1 in 10 kids were living in poverty



And Only 1 in 10 ethnically diverse



Fast forward 25 years to 1988: Not much had changed. Only 2 in 10 kids were living in poverty and less than 2 in 10 diverse





Fast forward 30 years to 2017. Now  
6 in 10 kids are living in poverty and  
over 4 in 10 ethnically diverse

# WWPS Board-Established Strategic Planning Commitments

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- An open and transparent process
- Multiple opportunities for stakeholder involvement, participation, and feedback
  - Staff, Parents, Students, Community
- Focused on our core mission of how best to serve, educate, and prepare our students

# Intended Outcome

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- A concise and straightforward five-year plan
- A focused plan that identifies no more than 4 core initiatives that are well-understood, organizationally supported, and coherent
- A plan that provides consistency, clarity, and purpose to our core mission of educating current and future students of Walla Walla Public Schools

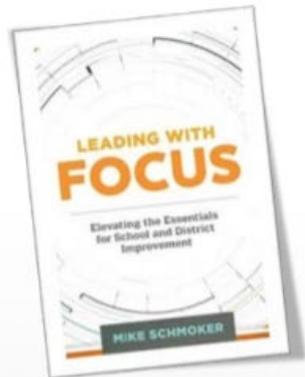
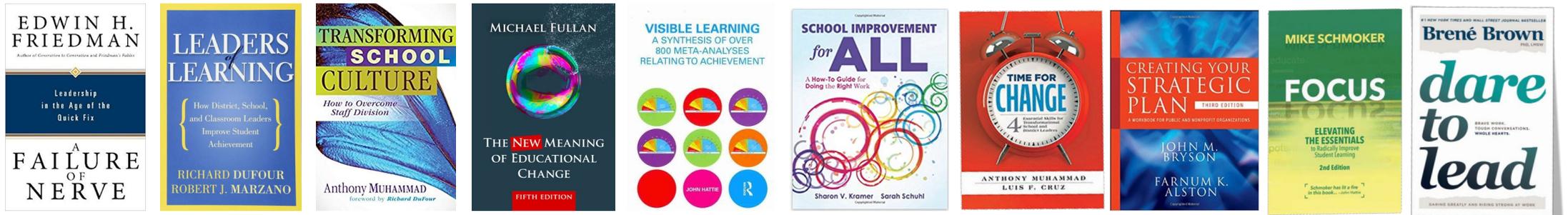
# Guiding Board Question?

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Can we be disciplined enough to identify a few high-yield strategies/initiatives, practice them, support them, and actually get good at them before we move on to something different?

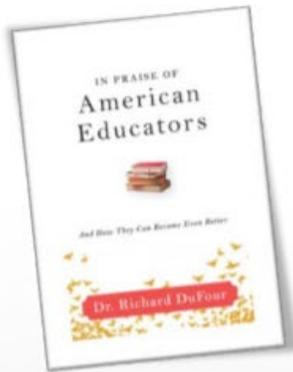
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# Professional Development Informs Process, Outcome & Cont'd Learning



What

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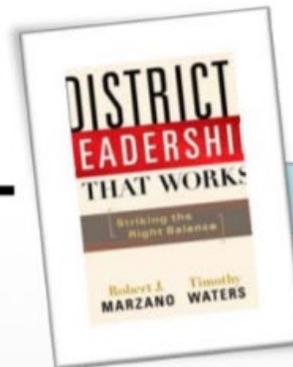
Why

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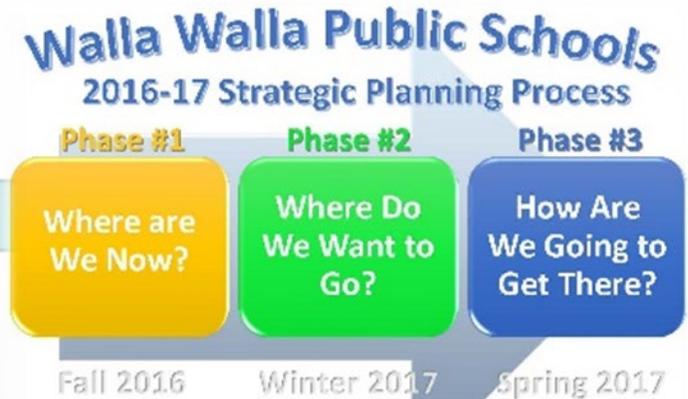


Current Reality

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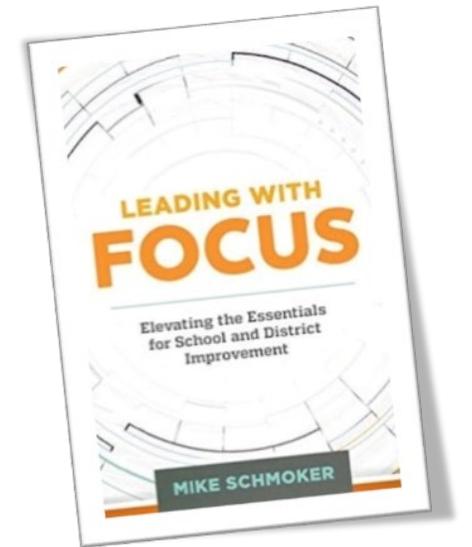
How



# Schmoker: Focus

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- “To succeed best, leaders must severely limit their focus to the most effective actions and repeatedly—even obsessively—clarify their expectations around those actions.” (No more than 5 initiatives)
  - “Research carefully”
  - “Reduce until it hurts”
  - “Create a coherent curriculum”

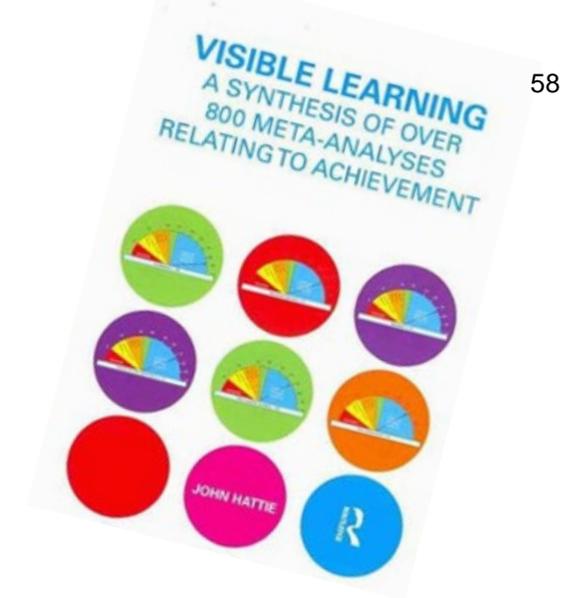


# What Does the Research Say?

## Hattie (>.4 is a difference-maker)

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- 1. PLC's for Teachers >1.44
- 2. Student Expectations 1.44
- 3. Classroom Discussion .82
- 4. Feedback .73
- 5. Student- Teacher Relationships .72
- 6. Teaching Study Skills .63
- 7. Parent Involvement .51
- 8. Cooperative Learning .41
- 9. Homework .29
- 10. Class size .21
- 11. Web-based learning .19
- 12. Project/Problem Based Learning .15
- 13. Changing School Calendars.09
- 14. Retention -.13

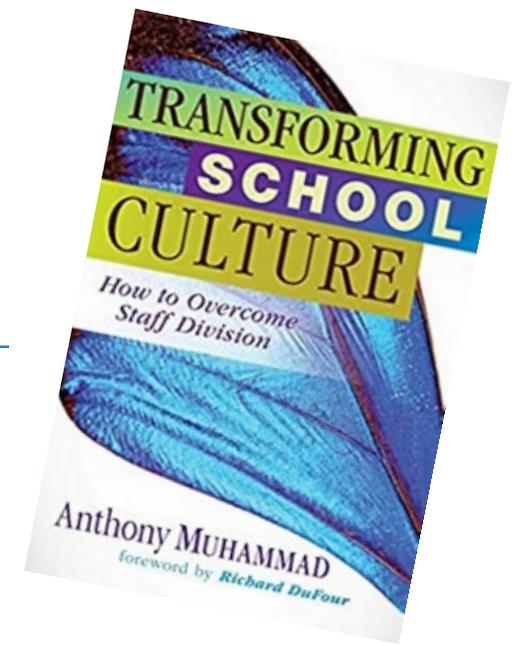


# Transforming School Culture

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## Technical vs Cultural Change

- Common misconceptions
  - Changing the structure will lead to higher levels of productivity (“rearranging the seats on the Titanic”).
  - Technical changes make up for human deficiencies like poor instruction or unprofessional behavior.
  - Technical changes will fix kids or fix schools which are broken (dress codes, longer school day).
- Healthy vs Toxic School Culture
- 4 types of people: Believers, Fundamentalists, Survivors, and Tweeners



# The Process: 3 Phases

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# Phase #1 Listening & Input Process

## September 2016

COMPLETED

- Review and adopt Strategic Planning process
- [Data Review and American Educators Publication](#)

## October 2016

COMPLETED

- Community input review from Community and Staff Strategic Summits, ThoughtExchange, surveys
- [Stakeholder Data Review](#)
- [Data Review and Marzano Book Study](#)
- [Quantitative Data Review](#)

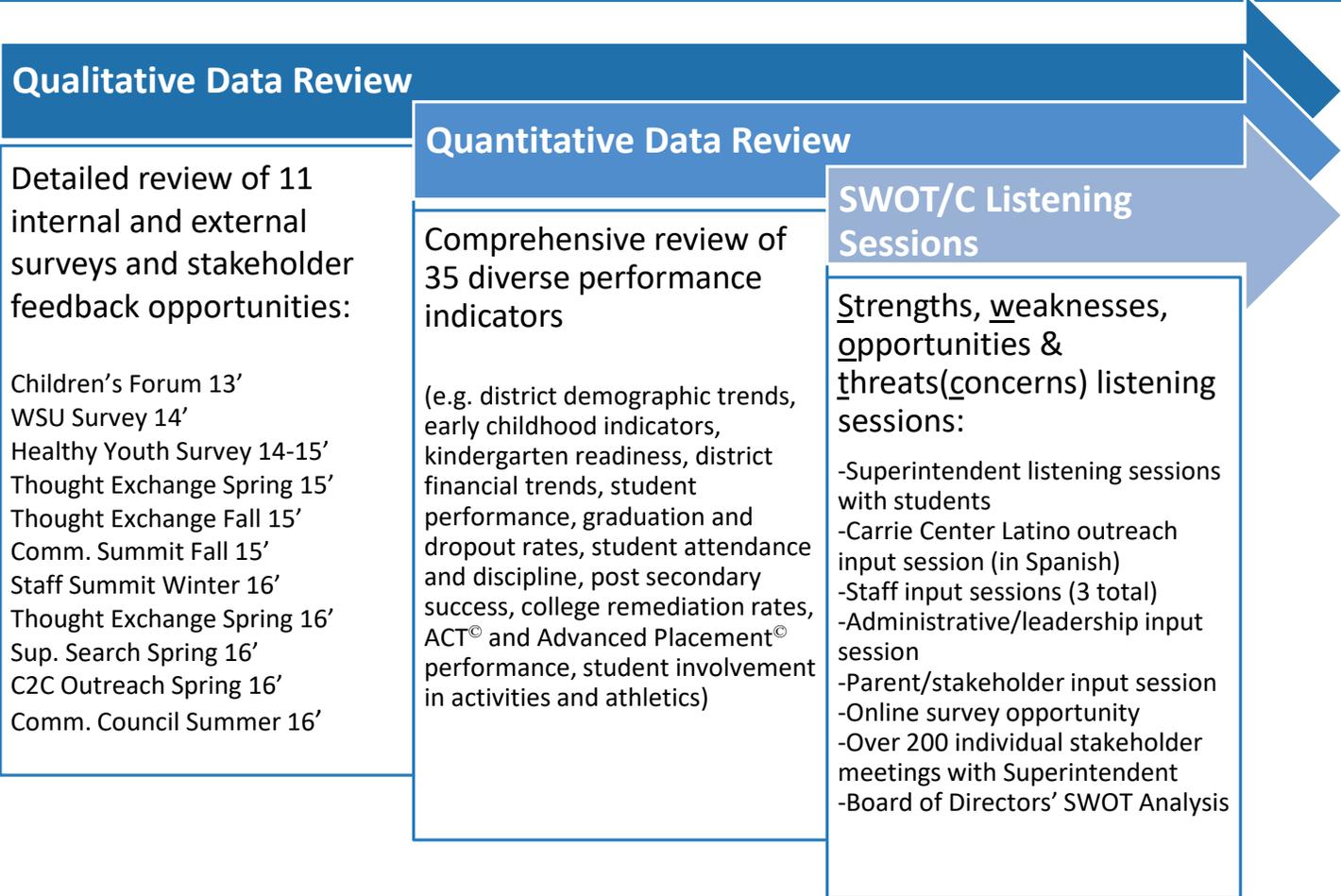
## November 2016

COMPLETED

- District Strengths, Weakness, Opportunities, Challenges review (from Superintendent's Listening sessions, WWPS surveys, staff and community listening sessions, focus groups)
- [SWOT\\_Analysis\\_Strategic\\_Planning.pdf](#)
- Develop draft Vision, Mission, Values statement
- [Vision, Mission and Beliefs Statements](#)
- Seek internal and external feedback on draft Vision, Mission, Values statement
- Listening sessions and prior data/feedback review opportunities



# Phase #1 Listening & Input Process



# Phase #1 Outcomes

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- Identification of the four core pillars
  - High quality instruction
  - Aligned and coherent systems
  - Addressing student social and emotional needs
  - Safe and engaging environment for all students

# Phase #2: Where do We Want to Go?

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December 2016

- [Approved Vision, Mission and Belief Statements](#)

**COMPLETED**

January 2017

- [Draft Strategic Plan Goals and Initiatives](#)

**COMPLETED**

February 2017

- Form Strategic Planning Teams (SPTs will develop operational plans for the strategic initiatives)
- Finalize strategic initiatives

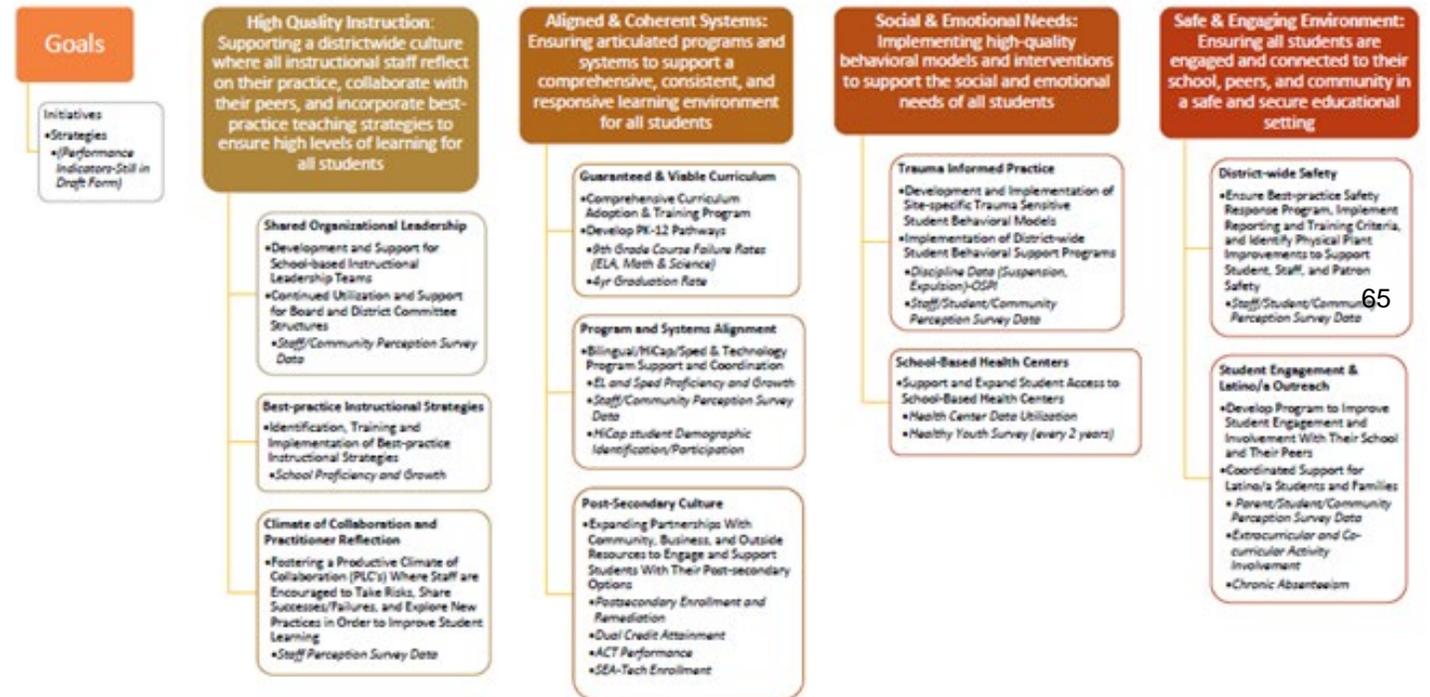
**COMPLETED**



# Phase #2 Outcomes

- Framework for draft initiatives, strategies, and performance indicators

WWPS 5-Year Strategic Plan Framework (Draft)  
2017-2022



# Phase #3 Outcomes

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## March 2017

- Strategic Planning Teams provide progress reports on initiative development
- [2017-2018 Budget Process](#)



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## April 2017

- Refine operational plans for strategic initiatives
- Announce proposed Strategic Plan



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## June 2017

- Review proposed final Strategic Plan - [Final Strategic Plan Presentation 060617](#)
- Adopt Strategic Plan - [Approved 2017-2022 Strategic Plan](#)



# Phase #3 Outcomes: Board Prioritizes Through Investment

- Investments selected & performance indicators identified based on resourced levels

	Option 1	Option 2	Option 3	Option 4
Revenue Assumptions	\$0	\$490,000	\$650,000	\$860,000
Projected EFB	8.8%	8.2%	8.0%	~7.7%
Strategic Initiatives	Current	Enhanced	Comprehensive	
Curriculum	\$0(\$400,000)	\$100,000	\$140,000	
Technology	\$0	\$183,000	\$379,000	
Post-Secondary Culture	\$0	\$60,000	\$105,000	
DW Behavioral Support	\$0	\$180,000	\$270,000	
DW Safety and Security	\$0	\$85,000	\$195,000	
Student Engagement	\$0	\$151,000 (\$130,000 yr2)	\$226,000	
Latino Student and Family	\$0	\$71,000	\$204,000	

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# WWPS Strategic Plan

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- Vision:
  - Developing Washington's Most Sought-after Graduates
- Mission:
  - Walla Walla Public Schools ensures all students receive high quality instruction in an aligned and coherent system while addressing their social and emotional needs in a safe and engaging environment.
- We believe:
  - in challenging and supporting all students
  - quality instruction is critical to student success
  - in investing in staff to ensure excellence
  - in maximizing the impact of our resources
  - in collaborative and transparent operation
  - in the importance of family and community
  - diversity is a strength

## Pillar #1: High Quality Instruction

Outcome Statement: Supporting a districtwide culture where all instructional staff reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students.

Achieved Through	Strategies	Success Indicators
<b>Shared Organizational Leadership</b>	<ul style="list-style-type: none"> <li>• Development and support for school-based instructional leadership teams</li> <li>• Continued utilization and support for board and district committee structures</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/community perception survey data</li> </ul>
<b>Best-practice Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Identification, training, and implementation of best-practice instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Annual progress monitoring of building specific five-year instructional support plans</li> <li>• School-level proficiency and growth results in ELA and math (SBAC)</li> </ul>
<b>Climate of Collaboration and Practitioner Reflection</b>	<ul style="list-style-type: none"> <li>• Fostering a productive climate of collaboration (PLC's) where staff are encouraged to take risks, share successes/failures, and explore new practices in order to improve student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff perception survey data</li> </ul>

## **Pillar #2: Aligned and Coherent Systems**

Outcome Statement: Ensuring articulated programs and systems to support a comprehensive, consistent, and responsive learning environment for all students.

Achieved Through	Strategies	Success Indicators
<b>Guaranteed and Viable Curriculum</b>	<ul style="list-style-type: none"><li>• Comprehensive curriculum adoption and training program</li><li>• Development of PK-12 pathways</li></ul>	<ul style="list-style-type: none"><li>• 9th grade course failure rates in ELA, math and science as measured by OSPI</li><li>• 4yr &amp; 5yr graduation rates</li></ul>
<b>Program and Systems Alignment</b>	<ul style="list-style-type: none"><li>• Bilingual/highly capable/special education and technology program support and coordination</li></ul>	<ul style="list-style-type: none"><li>• EL and special education proficiency and growth results in ELA and math (SBAC)</li><li>• Staff/community perception survey data</li></ul>
<b>Post-Secondary Culture</b>	<ul style="list-style-type: none"><li>• Expanding partnerships with community, business, and outside resources to engage, expose, and support students with post-secondary options</li></ul>	<ul style="list-style-type: none"><li>• Post-secondary enrollment and remediation rates as measured by OSPI</li><li>• ACT performance</li></ul>

### Pillar #3: Social and Emotional Needs

Outcome Statement: Implementing high-quality behavioral models and interventions to support the social and emotional needs of all students.

Achieved Through	Strategies	Success Indicators
<b>Trauma Informed Practice</b>	<ul style="list-style-type: none"> <li>Development and implementation of site-specific trauma sensitive student behavioral models</li> <li>Implementation of district-wide student behavioral support programs</li> </ul>	<ul style="list-style-type: none"> <li>Annual progress monitoring of building specific five-year behavioral support plans</li> <li>Staff/student/community perception survey data</li> </ul>
<b>School-Based Health Centers</b>	<ul style="list-style-type: none"> <li>Support and expand student access to school-based health centers</li> </ul>	<ul style="list-style-type: none"> <li>Health center data utilization and educational impacts</li> <li>Healthy youth survey (suicide prevention focus)</li> </ul>

### Pillar #4: Safe and Engaging Environment

Outcome Statement: Ensuring all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.

Achieved Through	Strategies	Success Indicators
<b>District-wide Safety</b>	<ul style="list-style-type: none"> <li>Ensure best-practice safety response program, implement reporting and training criteria, and identify physical plant improvements to support student, staff, and patron safety</li> </ul>	<ul style="list-style-type: none"> <li>Staff/student/community perception survey data (bullying prevention focus)</li> </ul>
<b>Student Engagement and Latino/a Outreach</b>	<ul style="list-style-type: none"> <li>Develop program to improve student engagement and involvement with their school and their peers</li> <li>Coordinated support for Latino/a students and families</li> </ul>	<ul style="list-style-type: none"> <li>Parent/student/community perception survey data</li> <li>Extracurricular, clubs and co-curricular activity involvement data</li> <li>Chronic absenteeism as measured by OSPI</li> </ul>

## DEVELOPING WASHINGTON'S MOST SOUGHT-AFTER GRADUATES



### OUR MISSION

Walla Walla Public Schools ensures all students receive high quality instruction in an aligned and coherent system while addressing their social and emotional needs in a safe and engaging environment.

### OUR BELIEFS

*We believe...*

- » in challenging and supporting all students
- » quality instruction is critical to student success
- » in investing in staff to ensure excellence
- » in maximizing the impact of our resources
- » in collaborative and transparent operation
- » in the importance of family and community
- » diversity is a strength

### OUR GOALS

#### GOAL 1:

- » High Quality Instruction

#### GOAL 2:

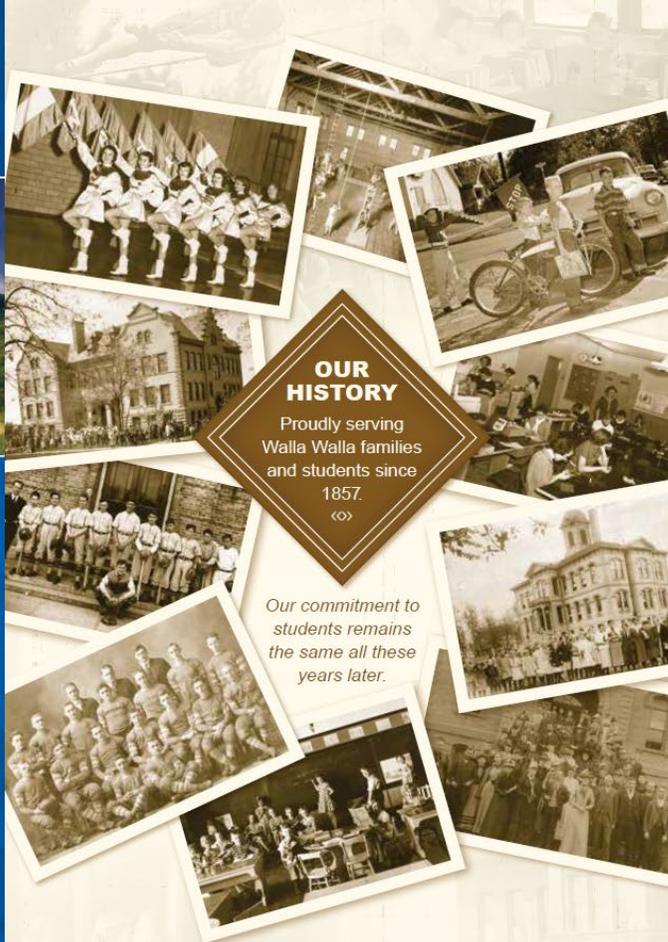
- » Aligned and Coherent Systems

#### GOAL 3:

- » Social and Emotional Needs

#### GOAL 4:

- » Safe and Engaging Environment



### OUR HISTORY

Proudly serving  
Walla Walla families  
and students since  
1857.



*Our commitment to  
students remains  
the same all these  
years later.*

### Walla Walla Public Schools

364 S. Park Street | Walla Walla, WA 99362 | (509) 527-3000

website: [www.wwps.org](http://www.wwps.org)

Walla Walla Public Schools is an Equal Opportunity Employer and complies with all requirements of the ADA.

#### COMPREHENSIVE NONDISCRIMINATION STATEMENT

Walla Walla Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator & Civil Rights Compliance Coordinator  
LIZ CAMPEAU  
Director of Human Resources  
364 S. Park St. | Walla Walla, WA 99362 | (509) 527-3000  
lcampeau@wwps.org

Section 504/ADA Coordinator  
CHRISTY KRUTULIS  
Executive Director of Teaching and Learning  
364 S. Park St. | Walla Walla, WA 99362 | (509) 527-3000  
ckrutulis@wwps.org

## Strategic Plan

2017-2022



## Walla Walla Public Schools

Developing  
Washington's  
Most Sought-After  
Graduates



## 2017-2022 STRATEGIC PLAN

### Inclusive Process

Walla Walla Public Schools launched an inclusive strategic planning process during the 2016-2017 school year involving multiple layers of dialogue with students, staff, parents and community members. Four student-centered goals surfaced during this collaboration: high quality instruction, aligned and coherent systems, social and emotional needs, and a safe and engaging environment. The Strategic Planning process also resulted in new Vision, Mission and Beliefs statements centered on student success. Walla Walla Public Schools would like to thank community stakeholders, parents, students and staff for their input, reflection and support in the development of this plan.

### Improving Student Performance

To ensure high levels of learning for all students, the Board of Directors established lofty expectations for increased student performance as identified in the district's new 2017-2022 Strategic Plan. Bold and courageous student success indicators were established to guide district actions and investments to meet community expectations for improved academic achievement. This renewed focus on performance and skill development will ensure Walla Walla students graduate prepared for today's competitive world, whether college or career bound. This new and ambitious strategic plan affirms the community's collective expectation for a world-class education for all students.

**NOTE:** To view the Strategic Plan in detail, please visit our website at » [WWPS.ORG/STRATEGICPLAN](http://WWPS.ORG/STRATEGICPLAN)

## ACCOUNTABILITY

Walla Walla Public Schools will use a variety of Key Student Success Indicators to measure progress as the district strives to reach its vision of "Developing Washington's Most Sought-After Graduates."



## SNAPSHOT - Select Student Success Targets

<b>READING AND MATH</b> (3rd-8th grades) » <b>TARGET GOAL: 2.5% improvement per year</b>	<b>4 AND 5 YEAR GRADUATION RATES</b> » WWPS 4 year rate: 79.4% » STATE: 79.1% » <b>TARGET 4 YEAR GOAL: 85% - by 2021-2022</b> » WWPS 5 year rate: 83.5% » STATE: 81.9% » <b>TARGET 5 YEAR GOAL: 90% - by 2021-2022</b>
<b>CHRONIC ABSENTEEISM</b> » WWPS: 16.2% » STATE: 16.7% » <b>TARGET GOAL: 10% - by 2021-2022</b>	<b>2 AND 4 YEAR COLLEGE ENROLLMENT</b> » WWPS college attendance rate: 67% » STATE: 60% » <b>MONITOR FOR CONTINUED IMPROVEMENT</b>
<b>ACT SCORES</b> (composite scores) » WWPS: 19.9 » <b>TARGET GOAL: 22 - by 2021-2022</b>	<b>COLLEGE REMEDIATION RATES</b> (Graduates enrolled in college who take a remediation course) » WWPS: 50% » STATE: 33% » <b>MONITOR FOR CONTINUED IMPROVEMENT</b>
<b>9TH GRADE COURSE FAILURES</b> » WWPS: 25.4% » STATE: 22.5% » <b>TARGET GOAL: 15% - by 2021-2022</b>	

**SUCCESS INDICATORS**

# WWPPS 5-Year Plan

## Planning Year: 2016-17

Laid the groundwork

- Strategic Plan Development
- Invested in the Plan
- Developed Guiding Coalitions

## Year 1: 2017-18

Began the work

- Guiding coalition support
- Collaborative teams
- Began essential standards and CFA development

## Year 2: 2018-19

Practiced the work

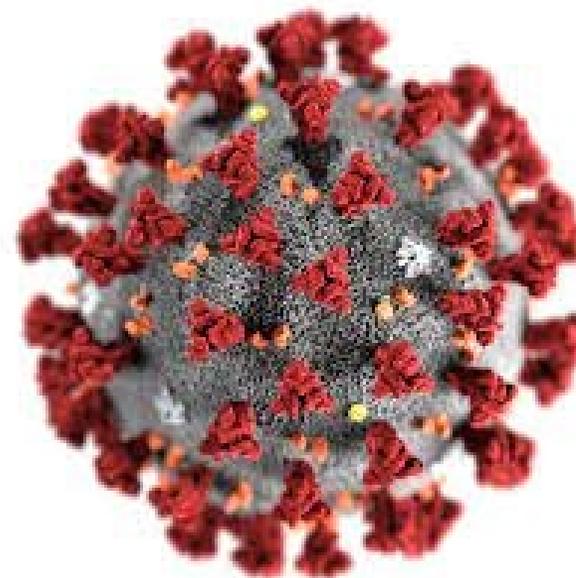
- Unpack standards
- Practicing essential “promise” standards
- Robust CFA’s to adjust instruction
- Implementing interventions and supports to ensure all students master all standards

## Year 3: 2019-20

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## Year 4: 2020-21

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# Next Steps: Draft Plan Milestones and Board Discussion

