



BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
March 1, 2022
364 S Park St
Walla Walla, WA 99362

IMPORTANT MEETING NOTICE: Per State of Washington Department of Health guidance, every person must wear a face covering that covers their nose and mouth.

- Watch Live: <https://wwps-org.zoom.us/j/94701689584>

- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 947 0168 9584

Spanish Agenda / Agenda Español: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. **CALL TO ORDER:** (5:30 p.m.) *Mrs. Ladderud*

II. **FLAG SALUTE:** *Mr. Eric Rindal, Board of Directors*

III. **ROLL CALL:**

Mrs. Ruth Ladderud, President Mr. Eric Rindal

Mrs. Terri Trick, Vice President Mr. Derek Sarley

Ms. Kathy Mulkerin

IV. **APPROVAL OF AGENDA:** *Mrs. Ladderud*

V. **CONSENT AGENDA:** *Mrs. Ladderud*

- | | |
|--|---|
| 1. Personnel Report | 2 |
| 2. Extracurricular Athletic Contracts | 3 |
| 3. March 1 Accounts Payable and February Payroll | 4 |
| 4. Superintendent's Evaluation | 5 |
| 5. Superintendent's Contract Renewal | 6 |
| 6. Regular Business Meeting & Executive Session Minutes of February 15, 2022 | 7 |

VI. **STUDY ITEMS:** (5:35 p.m.) *Mrs. Ladderud*

- | | |
|---|----|
| 1. COVID-19 Update: <i>Mrs. Amy Ruff</i> | |
| 2. 2017-22 Strategic Plan Performance Review: <i>Dr. Wade Smith</i> | 10 |
| 3. Budget Preparation and Discussion: <i>Dr. Wade Smith</i> | |
| a. Enrollment Projections | 33 |
| b. Draft ESSER Allocation Plan | 34 |

VII. **ADJOURNMENT:** (6:45 p.m.) *Mrs. Ladderud*



PERSONNEL REPORT

March 1, 2022 – Board Meeting

Date: February 24, 2022

EMPLOYMENT

Administrative: John Schumacher, Principal, Walla Walla High School

Classified: Yadira Avalos, Kitchen Assistant, Sharpstein Elementary School
Ana Juarez Ramiro, Kitchen Assistant, Walla Walla High School
Rubi Lopez Sanchez, Bilingual Assistant Secretary, Garrison Middle School
Erica Walsh, Intervention Specialist, Sharpstein Elementary School

RESIGNATION/RETIREMENT

Certificated: John Golden, Social Studies Teacher, Walla Walla High School, 31 years
Colleen Hatch, Music Specialist, Walla Walla High School, 8 years
Tensie Lovejoy, Kindergarten Teacher, Green Park Elementary School, 37 years
Brittany Miller, Special Education Teacher, Green Park Elementary School, 1 year
Grace Ogoshi, ELA Teacher, Walla Walla Online, 24 years
Loretta Wright, First Grade Teacher, Green Park Elementary School, 40 years

Classified: Ingrid Olsen-Young, Para-Educator, Green Park Elementary School, 6 years
Pam Spence, Secretary to the Principal, Pioneer Middle School, 23 years

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Pattie Backous Eagon	Garrison Middle School	Head Softball 8th Grade
Michael Braddock	Garrison Middle School	Head Tennis 8th Grade
Reginald Byrd	Garrison Middle School	Head Baseball 7th Grade
Nathaniel Carrara	Garrison Middle School	Head Track
Brooke Cramer	Walla Walla High School	Assistant Girls Golf
Amber Davin	Garrison Middle School	Head Tennis 7th Grade
Robert Duke	Pioneer Middle School	Head Baseball 7th Grade
Nathan Ferraro	Garrison Middle School	Head Baseball 8th Grade
Ruben Garanzuay	Garrison Middle School	Track Asst.
Kathryn Groff	Pioneer Middle School	Softball Asst.
Spencer Hessler	Pioneer Middle School	Head Track
Vicki Johnson	Garrison Middle School	Head Softball 7th Grade
Dave Larson	Pioneer Middle School	Head Tennis
Daniel Mears	Pioneer Middle School	Head Baseball 8th Grade
Stevie Noble	Garrison Middle School	Track Asst.
Theresa York	Pioneer Middle School	Track Asst.

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 March 1, 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
		General Fund		
3/1/22	211898	Through	212020	\$ 576,685.97
3/1/22	212200262	Wire Transfer	212200285	\$ 1,716.35

		Capital Projects		
3/1/22	210106	Through	210112	\$ 2,611,112.39

		ASB		
3/1/22	210099	Through	210106	\$ 12,018.35
		Wire Transfer		

		Transportation Vehicle		
		Through		

		Payroll		
2/28/22	211847	Through	211897	\$ 2,129,075.45
2/28/22	16044896	Wire Transfer	16046063	\$ 3,129,477.86
2/28/22	NA	Payroll Taxes	NA	\$ 1,027,075.31

TOTAL:	\$ 9,487,161.68
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mrs. Ruth Ladderud

Dr. Wade Smith, Superintendent



Superintendent's Evaluation March 1, 2022

The following summarizes the performance evaluation of Dr. Wade Smith, Superintendent of Walla Walla Public Schools, for the period of March 2021 through February 2022, as completed by the Board of Directors of Walla Walla Public Schools. Performance parameters comprised professional standards established by the American Association of School Administrators with the National School Board Administration.

Dr. Smith received excellent ratings in policy and governance, curriculum planning/development and values and ethics of leadership. He rated outstanding in leadership and district culture, organizational management, labor relations, and human resources/budget management.

This past year Dr. Smith demonstrated exemplary planning and response to the COVID pandemic, from safety to finance, as he led the district response to reopening schools. He directed the use of ESSER funds to provide robust summer learning support and an increase in support staffing in all the buildings in the fall. The strong working relationship maintained with the leaders of both unions is commendable and has a positive impact on student outcomes.

Dr. Smith provides the district with outstanding fiscal management and with curriculum investments that are well thought-out and sustainable for the long term. The board values the staff diversification that is occurring. Dr. Smith continues to deliver on the bond promise as he oversees three major concurrent construction projects, a significant accomplishment during these challenging times.

The board appreciates how Dr. Smith involves the community in partnerships with the district (for example: the bond oversight committee) and that he makes frequent radio segments, submits guest editorials and has a positive presence on social media. Additionally, we appreciate his work with agencies outside of the district, noting that he has earned respect at the city, county and state levels. Noteworthy this year is the diversity of voices he's brought together on the new Superintendent's Student Advisory Council. We look forward to the district's continued work in building high-functioning Professional Learning Communities that will support achieving the instructional improvement goals that were interrupted by the pandemic.

In summary, the board highly values Dr. Smith's tireless efforts guiding the district through yet another very challenging year. We look forward to continuing this partnership for many additional years, and especially this next year as we work together with the community to strategically plan for post-pandemic student success in Walla Walla Public Schools.

Mrs. Ruth Ladderud, School Board President



~ Annual Renewal of Superintendent's Contract ~

1. This annual amendment (the "Amendment") to renew the SUPERINTENDENT'S CONTRACT is made this 1st day of March, 2022, by and between Walla Walla School District and Dr. Wade Smith, parties to the SUPERINTENDENT'S CONTRACT, dated March 15, 2016 (the "Contract"), including previous amendment renewals.
2. The first unnumbered paragraph of the Contract shall be revised as follows (additions indicated by underlining and deletions indicated by strikethroughs):

...in accordance with its action as found in the minutes of the meeting on March 1, 2022 ~~March 2, 2021~~, does employ Dr. Wade Smith as Superintendent of Schools for a three (3) year period commencing July 1, 2022 ~~2021~~ and continuing through June 30, 2025 ~~2024~~.

3. The last sentence of numbered Paragraph 1 of the Contract shall be revised as follows (additions indicated by underlining and deletions indicated by strikethroughs):

During the ~~2021-2022, 2022-2023 and 2023-2024~~ 2022-23, 2023-24 and 2024-25 school years the salary of the Superintendent shall be increased at a rate commensurate with the raises granted other administrators in the district.

4. Numbered Paragraph 2 of the Contract is shall be revised as follows (additions indicated by underlining and deletions indicated by strikethroughs):

The Board, by specific action, shall notify the Superintendent of its intention to renew this agreement by March 15, of each calendar year. The first notification in this regard shall take place prior to March 15, 2023 ~~2022~~.

ALL OTHER TERMS AND CONDITIONS OF THE ORIGINAL PERSONAL SERVICES CONTRACT AND AMENDMENTS AGREED UPON HERETOFORE OF SUPERINTENDENT REMAIN IN FULL FORCE AND EFFECT.

The parties hereto have executed this Amendment the day and year first above written.

 Mrs. Ruth Ladderud, President
 Board of Directors

 Dr. Wade Smith, Superintendent

BOARD OF DIRECTORS
Regular Business Meeting & Executive Session – 5:30 p.m.
February 15, 2022
WWSD Administration Building / 364 S. Park Street

PRESENT

BOARD OF EDUCATION

Mrs. Ruth Ladderud, President
Mrs. Terri Trick, Vice President
Ms. Kathy Mulkerin
Mr. Eric Rindal
Mr. Derek Sarley

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Nancy Taylor, Director of Business Services
Mr. Brent Cummings, Director of Accelerated Learning & Support

AUDIENCE

Including board members, administrators and guests, approximately 90 were in attendance.

I. CALL TO ORDER

The meeting was called to order in the administration building Anne Golden Boardroom at 5:30 p.m. by President Mrs. Ruth Ladderud.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Mr. Derek Sarley, Board of Directors.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Mr. Rindal moved and Mr. Sarley 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) February 15 accounts payable; 4) January financial report; 5) regular study meeting & executive session minutes of February 8, 2022; and 6) special meeting – library materials committee: board appeal review and determination minutes of February 9, 2022. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

2021-2022 Golden Onion Award: Superintendent Dr. Wade Smith recognized the following six outstanding teachers for being named 2021-2022 Golden Onion award recipients. Each of these educators will receive \$1,000 to use for classroom supplies and instructional improvements. Rebecah Boeckman - Green Park Elementary School, Sue Schulz - Garrison Middle School, Shannon Jones - Pioneer Middle School, Kris Bland - Lincoln High School, Shannon Ahrens - Garrison Middle School and Jose Beleche - Garrison Middle School. The Golden Onion Award was established in 2010 by community members Dr. Michael and Sue Gillespie, and is presented annually to district teachers.

VII. COMMUNICATIONS**VIII. CITIZENS' COMMENTS**

Public comment was received by ten individuals regarding library materials, curriculum, COVID-19 matters, and support for the school board, superintendent and district staff.

IX. REPORTS

Student Representative Report: Student Representative Ms. Rachel Clark was unable to attend this month.

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting. Mrs. Ladderud honored and thanked Mr. Sarley for his stewardship and leadership in serving as school board president for 2021.

Superintendent's Report: Dr. Smith announced community members will have an opportunity to meet and greet the two finalists for the Walla Walla High School principal position on February 22 from 4-5:00 p.m. in the Walla Walla High School Commons, shared that bond rates are going down substantially by approximately \$.42 per thousand, provided a bond project update, reported February enrollment is 5488 FTE and reported on an opportunity for the district to apply for an electric bus grant through the Washington State Department of Ecology.

Ed-Fi Update: Walla Walla Public Schools Data Engineer Mr. Nandu Nair provided an update on the district's Ed-Fi partnership as it works to securely and seamlessly connect education data systems. Ed-Fi establishes a set of rules for the collection, management and organization of educational data that allows multiple systems to share their information in a seamless, actionable way. This is designed to keep the data from being siloed and less useful to educators.

Summer School/Extended Day Programming Review: Director of Accelerated Learning & Support Mr. Brent Cummins reviewed proposed options for students for summer school and extended day programming. He will return for further review on this topic at a later meeting.

Monthly Financial Dashboard Report: Director of Business Services Mrs. Nancy Taylor provided a review of revenues, expenditures and ending fund balance.

Preliminary Budget Preparation and Planning Discussion: Dr. Smith shared preliminary enrollment assumptions to use for budgeting, based on student FTE. The board will further review budget planning at the March 1 study meeting.

Strategic Planning Discussion: Dr. Smith presented board members with a 2017-2022 Strategic Plan Performance Review Summary, which will be reviewed further at the March 1 study meeting.

X. ACTION ITEMS**XI. RECESS TO EXECUTIVE SESSION**

At 7:55 p.m., President Ladderud announced the board of directors would be recessing to executive session for approximately 45 minutes to review the performance of a public employee. At 8:40 p.m. Mrs. Ladderud announced the executive session would continue for an additional 20 minutes. All board members were present. The executive session concluded at 9:00 p.m. and was not open to the public.

XII. RECONVENE REGULAR MEETING & ADJOURNMENT

President Ladderud declared the meeting adjourned at 9:00 p.m.

Minutes to be presented for board approval on March 1, 2022.

APPROVED:

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

Mrs. Ruth Ladderud
School Board President

2017 – 2022 Strategic Plan Performance Review Summary

Goal #1: High Quality Instruction: Outcome Statement: Supporting a districtwide culture where all instructional staff analyze student data, 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	Performance
Shared Organizational Leadership	Development and support for school-based instructional leadership teams	Staff/community perception survey data	
Best-practice Instructional Strategies	Identification, training, and implementation of best-practice instructional strategies	School-level proficiency and growth results in ELA and math (SBAC)	
Climate of Collaboration and Practitioner Reflection	Fostering a productive climate of collaboration (PLC's) where staff analyze student data, are encouraged to take risks, share successes/failures, and explore new practices in order to improve student learning	Staff perception survey data	
Goal #2: Aligned and Coherent Systems: Outcome Statement: Ensuring articulated programs and systems to support a comprehensive, consistent, and responsive learning environment for all students.			
Guaranteed and Viable Curriculum	Comprehensive curriculum adoption and training program	9th grade course failure rates as measured by OSPI	
	Development of PK-12 pathways	4yr & 5yr graduation rates	
Program and Systems Alignment	Bilingual/highly capable/special education and technology program support and coordination	EL and special education proficiency and growth results in ELA and math (SBAC)	
		Staff/community perception survey data	
Post-Secondary Culture	Expanding partnerships with community, business, and outside resources to engage, expose, and support students with post-secondary options	Post-secondary enrollment and remediation rates as measured by OSPI	
		ACT performance	
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.			
Trauma Informed Practice	Development and implementation of site-specific trauma sensitive student behavioral models	Annual progress monitoring of building specific five-year behavioral support plans	NA
	Implementation of district-wide student behavioral support programs	Staff/student/community perception survey data	
School-Based Health Centers	Support and expand student access to school-based health centers	Health center data utilization and educational impacts	NA
		Healthy youth survey (suicide prevention focus)	
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.			
District-wide Safety	Ensure best-practice safety response program, implement reporting and training criteria, and identify physical plant improvements to support student, staff, and patron safety	Staff/student/community perception survey data (bullying prevention focus)	
Student Engagement and Latino/a Outreach	Develop program to improve student engagement and involvement with their school and their peers Coordinated support for Latino/a students and families	Parent/student/community perception survey data	
		Extracurricular, clubs and co-curricular activity involvement data	
		Chronic absenteeism as measured by OSPI	

KEY

Data Improvement and/or on track to meet goal	Data Improved but not enough to be on track to meet 2022 target goal	Data didn't improve
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2017 – 2022 Strategic Plan Performance Review

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.

Belief Statement:

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

Strategic Plan Development Background:

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.

Improving Achievement:

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 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 helps ensure Walla Walla students graduate prepared for today's competitive world, whether college or career bound.



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

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 99062 | (509) 527-3000
Website: www.wwpas.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 program or activity 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 for personal service purposes and provides equal access to the City, County and other designated public goods. The following employees have been assigned to handle questions and complaints of alleged discrimination:
Title IX Coordinator & Civil Rights Compliance Coordinator: **Julie SWANSON**, Coordinator
LIC COMPLAINT Director of Student Resources: **CHRISTOPHER LITTLE**, Supervisor
Title IX, Park St. | Walla Walla, WA 99062 | (509) 527-3000
hr@wallawalla.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 collaborative, 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 our student success, Walla Walla Public Schools would like to thank our 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 www.wwpas.org/strategicplan

ACCOUNTABILITY

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

ALL LEVELS

- Chronic Absenteeism
- Student Engagement & Involvement
- Safety & Health

ELEMENTARY & MIDDLE SCHOOL

- 3rd-6th Grade Reading & Math
- English Language Learners and Special Education Success

HIGH SCHOOL

- 9th Grade Course Failure Rates
- ACT Performance

HIGH SCHOOL COMPLETION

- 4 and 5 Year Graduation Rates

COLLEGE

- College Enrollment
- College Remediation

CAREER

- "Washington's Most Sought-After Graduates"

SUCCESS INDICATORS

SNAPSHOT - Select Student Success Targets

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

Goal #1: High Quality Instruction

Outcome Statement: Supporting a districtwide culture where all instructional staff analyze student data, 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	Measurement/Date	Performance Target
Shared Organizational Leadership	<ul style="list-style-type: none"> Development and support for school-based instructional leadership teams Continued utilization and support for School Board and district committee structures 	<ul style="list-style-type: none"> Staff/community perception survey data 	<ul style="list-style-type: none"> CEE Survey/Fall 	<ul style="list-style-type: none"> Monitor for continuous improvement

Strategy Accomplishments:

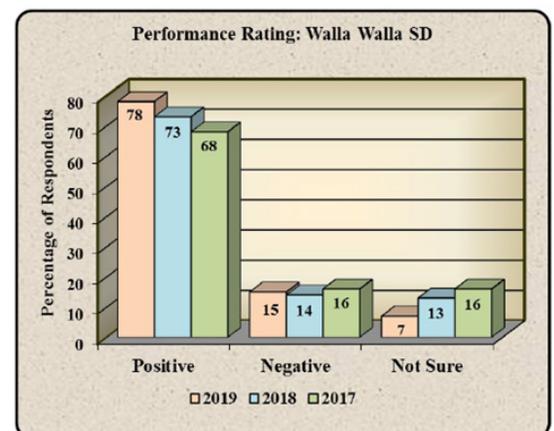
- Established leadership teams/guiding coalitions at each building.
- Sent building level teams and school board representatives to PLC Conferences.
- Trained leadership teams onsite with Luis Cruz.
- Contracted with Sarah Schuhl to provide ongoing training and development for leadership teams.
- Developed charges for all administrative committees where there were none before.
- Established a Board Finance, SHAC, Board Policy, Special Ed Advisory and Data Information Systems Committees.
- Created inclusive and comprehensive board task force committees to address Bilingual and Highly Capable Program reviews and recommendations.

Data Accomplishments:

- Staff feedback regarding school leadership teams/guiding coalitions are very strong.

The school leadership team demonstrates a shared commitment to our improvement plan	'17-18	86%
	'18-19	86%
	'19-20	90%
The school leadership team is comfortable presenting new ideas to the staff	'17-18	90%
	'18-19	89%
	'19-20	90%
The school leadership team listens to my ideas and concerns	'17-18	78%
	'18-19	80%
	'19-20	81%

- Statistically reliable community feedback data is very favorable and significantly improved over three years.



Goal #1: High Quality Instruction

Outcome Statement: Supporting a districtwide culture where all instructional staff analyze student data, 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	Measurement/ Date	Performance Target
Best-practice Instructional Strategies	<ul style="list-style-type: none"> Identification, training, and implementation of best-practice instructional strategies 	<ul style="list-style-type: none"> Annual progress monitoring of building specific five-year instructional support plans School-level proficiency and growth results in ELA and math (SBAC) 	<ul style="list-style-type: none"> Ongoing school dashboard performance monitoring OSPI/October 	<ul style="list-style-type: none"> Monitor for continuous improvement 2.5% annual improvement in 3rd-8th grade ELA/Math (SBAC Index Scores)

Strategy Accomplishments:

- Elementary staff trained in Systematic ELD and selected secondary staff trained in Constructing Meaning.
- Identification of essential/promise standards in math, language arts, and social studies.
- Trained guiding coalition teams on how to develop proficiency maps, unit plans, and unpack standards.
- Trained guiding coalitions on using common formative assessment to guide instruction.
- K-8 Math lesson study focusing on mathematical discourse, visual representation, and routines to increase student engagement through peer observation.
- Provided training to primary teachers on explicit phonics instruction.
- Teacher induction program focuses on classroom management and high leverage instructional strategies.

Data Accomplishments:

- 2.5% annual growth goal review below for 2019 data. 7 areas met the 2.5% growth goal, 6 showed areas of improvement, and 5 areas revealed a decrease.

	SBA ELA	SBA Math
District	Improvement over prior year but not enough to meet goal	Meet or exceeded goal
Berney	Decrease in performance	Decrease in performance
Blue Ridge	Improvement over prior year but not enough to meet goal	Meet or exceeded goal
Edison	Improvement over prior year but not enough to meet goal	Meet or exceeded goal
Green Park	Meet or exceeded goal	Improvement over prior year but not enough to meet goal
Prospect Point	Decrease in performance	Meet or exceeded goal
Sharpstein	Decrease in performance	Decrease in performance
Garrison	Meet or exceeded goal	Improvement over prior year but not enough to meet goal
Pioneer	Meet or exceeded goal	Improvement over prior year but not enough to meet goal

Key	
Insufficient data due to population size	
Decrease in performance	
Improvement over prior year but not enough to meet goal	
Meet or exceeded goal	

- Student growth percentages on SBAC grew steadily over the three years.

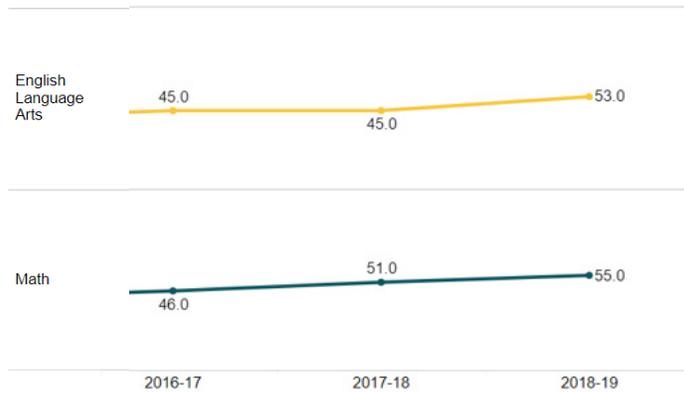
Student Growth

Summary **Trend** By Grade Details

How has student learning grown over time?

Due to early school facility closure and the suspension of end of year testing, 2019-20 student growth data will not be available.

Walla Walla Public Schools



Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

Goal #1: High Quality Instruction

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

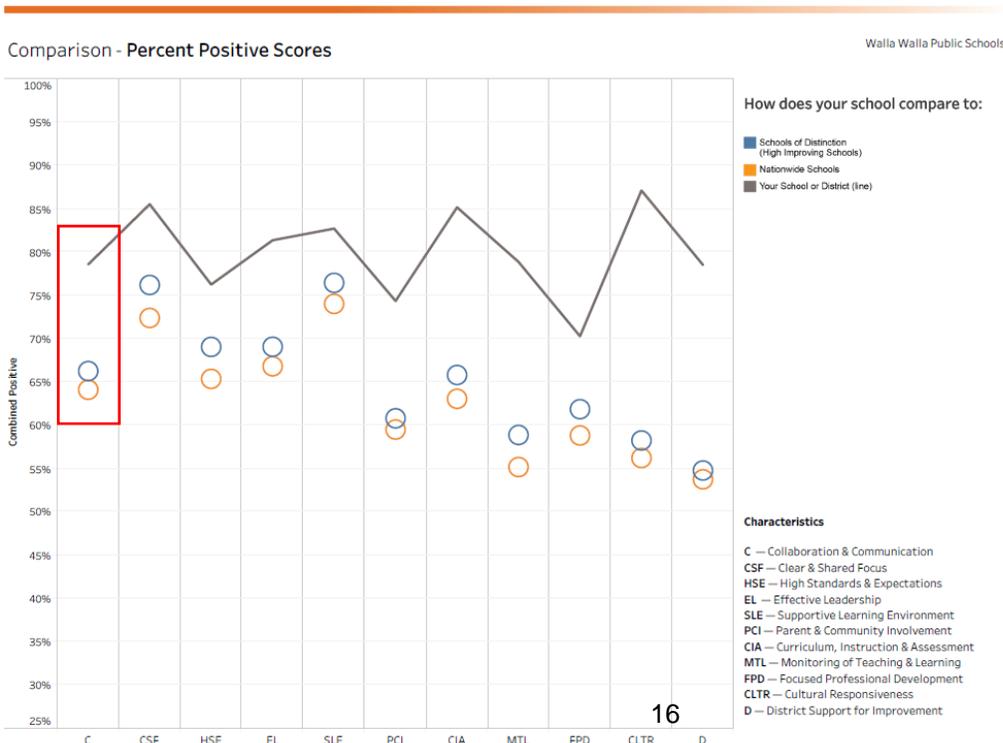
Achieved Through	Strategies	Success Indicators	Measurement/Date	Performance Target
Climate of Collaboration and Practitioner Reflection	<ul style="list-style-type: none"> Fostering a productive climate of collaboration (PLC's) where staff analyze student data, are encouraged to take risks, share successes/failures, and explore new practices in order to improve student learning 	<ul style="list-style-type: none"> Staff perception survey data 	<ul style="list-style-type: none"> CEE Survey/Fall 	<ul style="list-style-type: none"> Monitor for continuous improvement

Strategy Accomplishments:

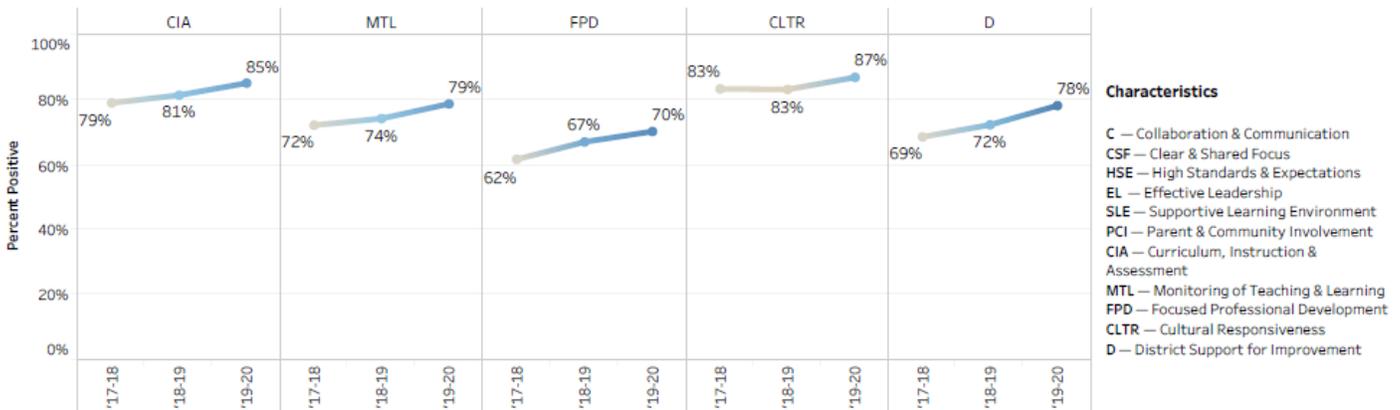
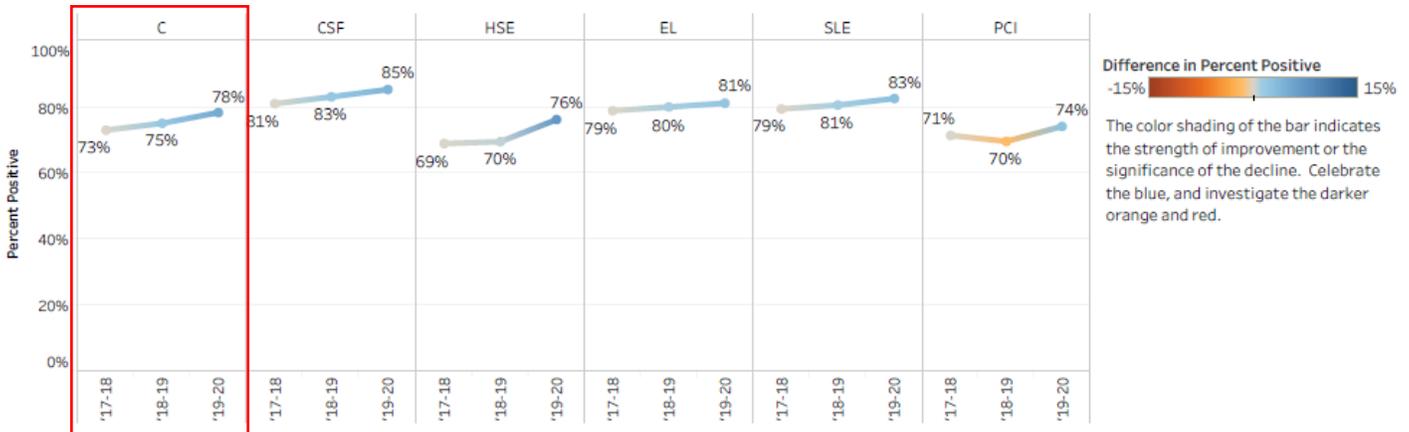
- Development of school wide teams to support the work of grade level/content collaborative teams.
- Inclusion of Special Education teacher with grade level/content collaborative teams.
- Guiding Coalitions examining current practices and procedures related to intervention, extension, grading, and access to grade level work.
- Collaborative teams focusing on student work to inform intervention.
- Peer observation and reflection embedded in K-8 math lesson study.

Data Accomplishments:

- Staff collaboration results are significantly above nationwide schools and schools of distinction.



- Staff collaboration results consistently improved over time.



- Staff rated collaborative/PLC practices as very strong.

Professional Practice

Walla Walla Public Schools

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Framework	Statement	77%	23%	
5D+ CEL COLLABORATIVE AND COLLEGIAL PRACTICES: Collaboration with peers to improve student learning Collaboration with peers to improve instructional practice Professional and collegial relationships	I am willing to work at changing my school for the better	77%	23%	
	I am willing to be held accountable for student learning	59%	34%	
	I participate in a professional learning community focused on improving student learning, e.g., analysis of student work, formativ..	59%	27%	10%
	In our school we expect all staff to perform responsibilities with a high level of excellence	52%	35%	11%

Goal #2: Aligned and Coherent Systems

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

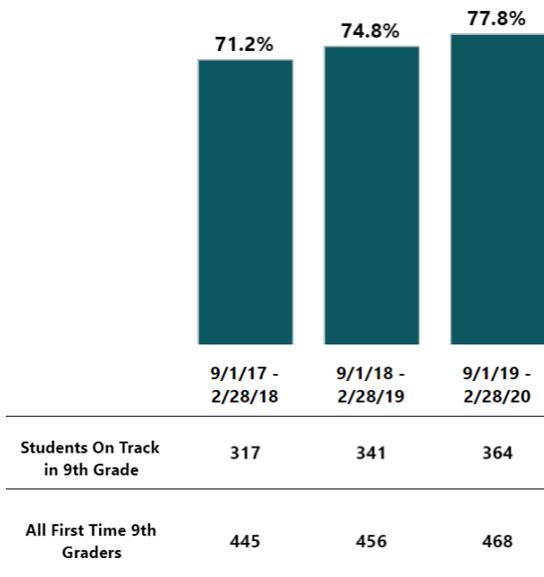
Achieved Through	Strategies	Success Indicators	Measurement/Date	Performance Target
Guaranteed and Viable Curriculum	<ul style="list-style-type: none"> Comprehensive curriculum adoption and training program 	<ul style="list-style-type: none"> 9th grade course failure rates in ELA, math and science as measured by OSPI 	<ul style="list-style-type: none"> OSPI/February 	<ul style="list-style-type: none"> 15% by 2022 (85% on Trach)
	<ul style="list-style-type: none"> Development of PK-12 pathways 	<ul style="list-style-type: none"> 4yr & 5yr graduation rates 	<ul style="list-style-type: none"> May (looks at previous year) 	<ul style="list-style-type: none"> 4 yr Goal: 85% by 2022 5 yr Goal: 90% by 2022

Strategy Accomplishments:

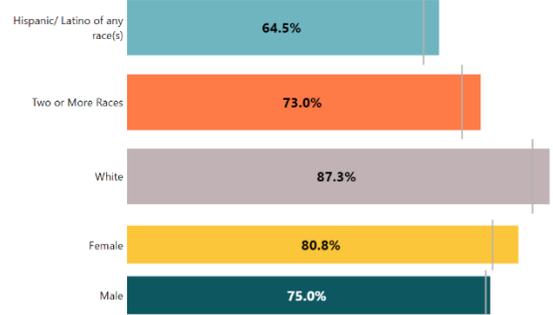
- Established a systemic cycle of review and adopting instructional materials.
- Over the last five years adopted instructional materials for ELA, Math, Social Studies, Health, Word Language, and Science.
- Ongoing training and support for adopted materials are provided.
- Developed a systematic program to support students in the transitional grades.
- Aligned courses and programs between schools (horizontally) and scaffold from K-12 (vertically).

Data Accomplishments:

- 9th grade course failure rate shifted to “on track” in 2018 when the state changed the metric. It now includes a student who fails any class, not just math, science and ELA, a much more rigorous measure than the Board adopted. Despite this shift, the data reveals consistent improvement to 78%, nearly meeting the 85% 2022 goal using the more stringent metric. Subgroup performance also revealed marked improvements across all categories.

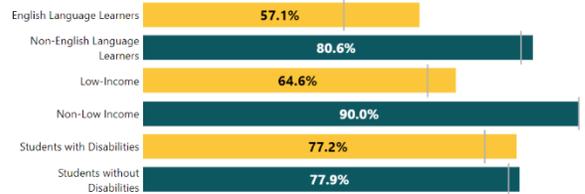


Data Highlights - Student Demographics



* Reference lines on bar charts above represent that student group's performance from 9/1/18 - 2/28/19

Data Highlights - Student Programs

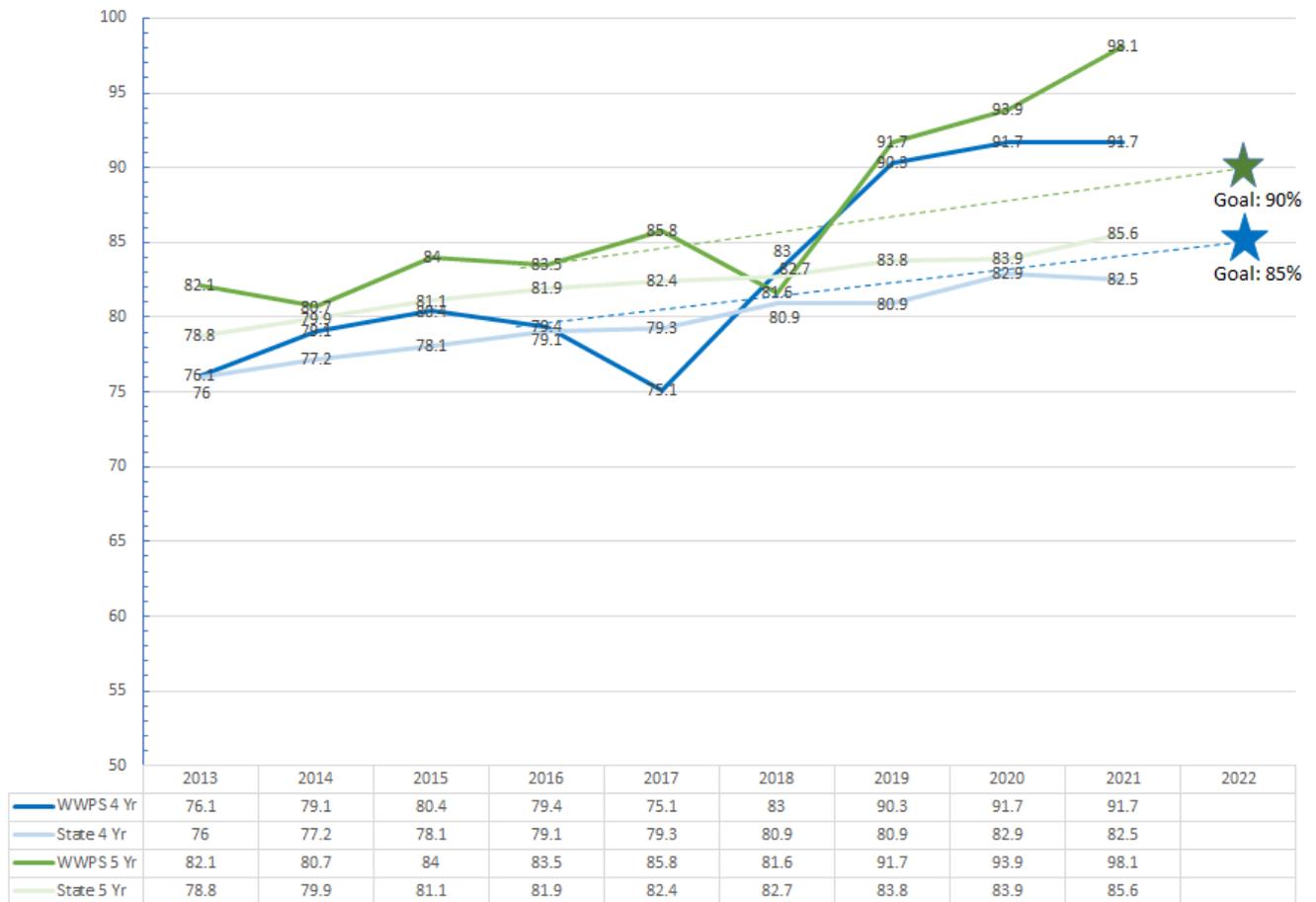


* Reference lines on bar charts above represent that student group's performance from 9/1/18 - 2/28/19



- Graduation rates already exceeded 2022 goal and the Latino graduation gap has all but been eliminated.

WWPS 4 and 5 Year Graduation Rates vs Wa State



Goal #2: Aligned and Coherent Systems

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

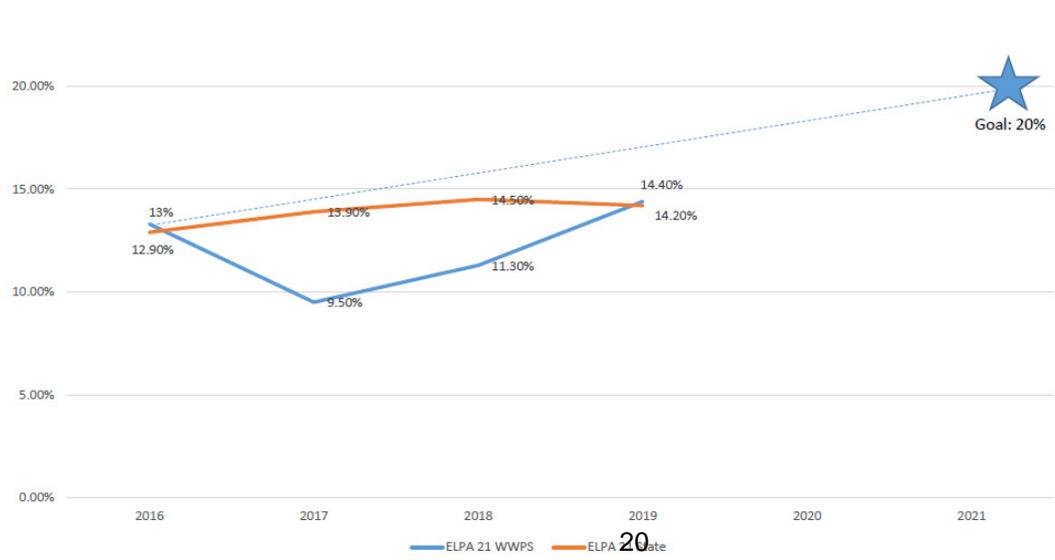
Achieved Through	Strategies	Success Indicators	Measurement/Date	Performance Target
Program and Systems Alignment	<ul style="list-style-type: none"> Bilingual/highly capable/special education and technology program support and coordination 	<ul style="list-style-type: none"> ELL Performance Special education proficiency and growth results in ELA and math (SBAC) Staff/community perception survey data 	<ul style="list-style-type: none"> OSPI/October OSPI/October CEE Survey/Fall 	<ul style="list-style-type: none"> 20% EL exit status by 2022 2.5% annual improvement in 3rd -8th grade ELA/Math (SBAC Index Scores) Monitor for continuous improvement

Strategy Accomplishments:

- Implementation of universal screening for highly capable identification at 2nd and 5th Grade.
- Expanding use of a more culturally and linguistically responsive highly capable assessment.
- Alignment of anchor text in ELA courses to reduce duplication.
- Implementation of Systematic ELD instruction for L1 and L2 students.
- Implementation of co-teaching in ELA and Mathematics.
- Aligned course offerings at the middle school.
- Expanded high school credits offered at middle school.
- Creation of CTE graduation pathways.
- Expanded highly capable programming and access to enrichment activities.

Data Accomplishments:

- EL Performance revealed marked improvement, surpassing the state and was on track to meet 20% goal.

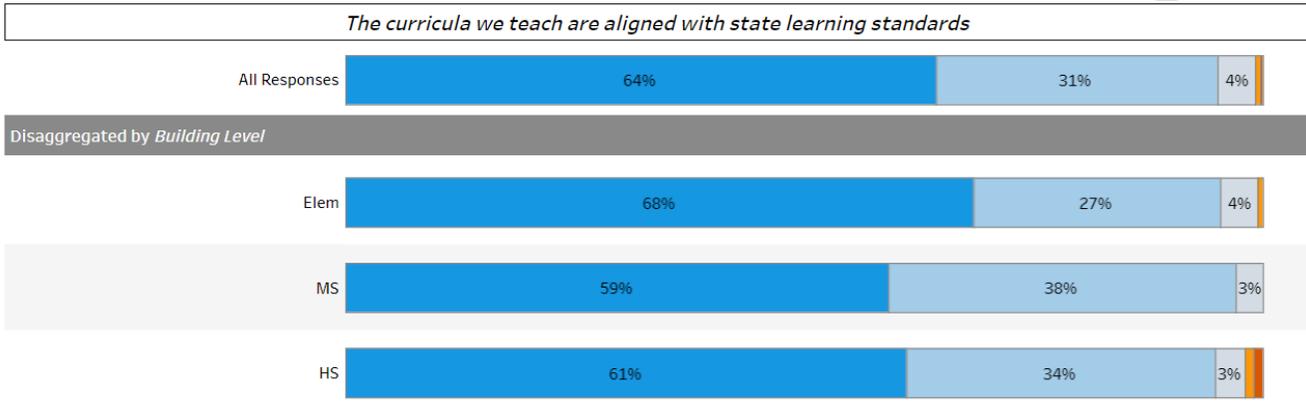
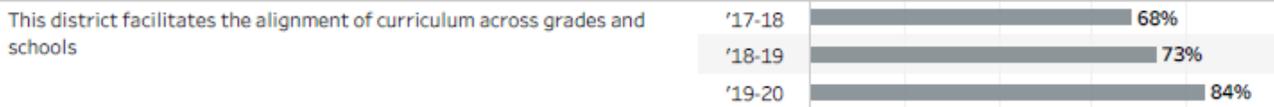


- Special education performance met goal in almost all schools in both ELA and Math.

	SBA ELA SPED	SBA Math SPED
District	Green	Green
Berney	Orange	Orange
Blue Ridge	Green	Green
Edison	Green	Green
Green Park	Green	Green
Prospect Point	Green	Green
Sharpstein	Green	Green
Garrison	Green	Yellow
Pioneer	Yellow	Light Green

Key	
Grey	Insufficient data due to population size
Yellow	Decrease in performance
Light Green	Improvement over prior year but not enough to meet goal
Green	Meet or exceeded goal

- Very favorable staff perception as to curricular alignment and improvements.



Goal #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	Measurement/Date	Performance Target
Post-Secondary Culture	<ul style="list-style-type: none"> Expanding partnerships with community, business, and outside resources to engage, expose, and support students with post-secondary options 	<ul style="list-style-type: none"> Post-secondary enrollment and remediation rates as measured by OSPI ACT performance 	<ul style="list-style-type: none"> OSPI/June (historical data) ACT/September 	<ul style="list-style-type: none"> Monitor for continuous improvement Composite score of 22 by 2022

Strategy Accomplishments:

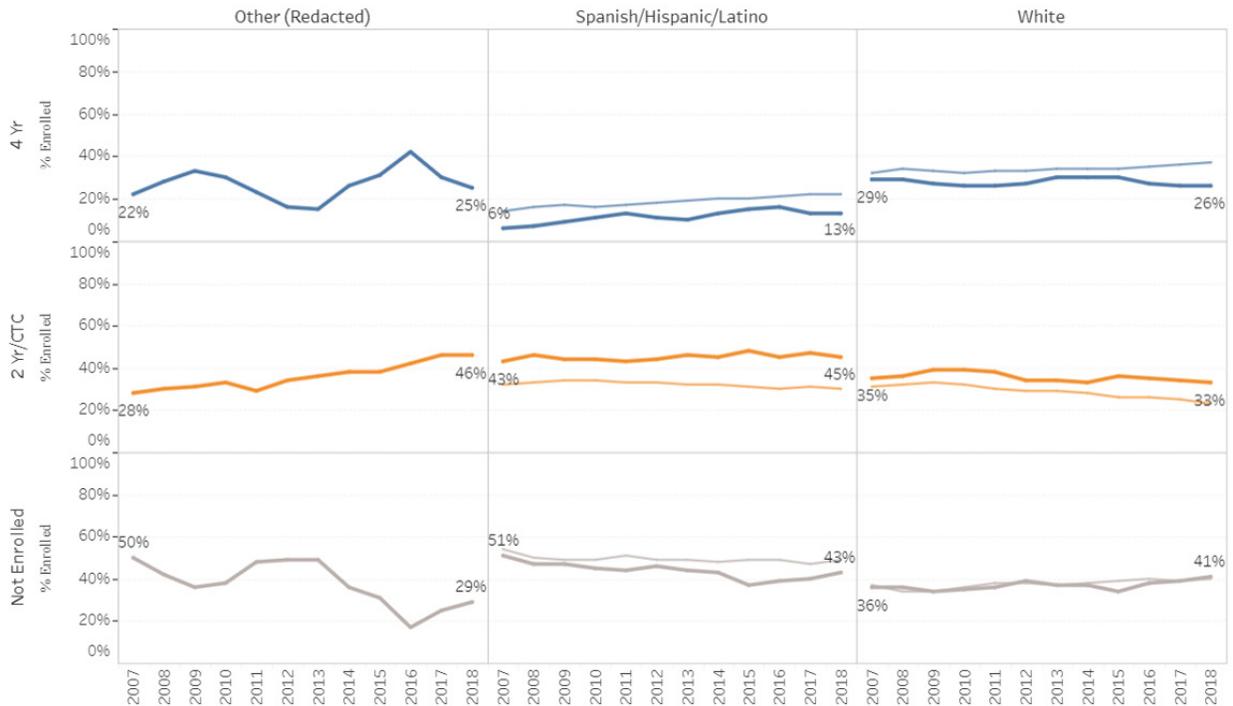
- Increased opportunities for work site learning.
- Development of Aerospace & Manufacturing, and Construction Core Plus programs that promote post-secondary employment opportunities.
- Development of “Grow our Own” bilingual teacher program.
- Expanded STEM offerings at middle school and high school.
- Partnership with Habitat for Humanity to construct homes in the community.
- Development of Criminal Justice program at SeaTECH.
- Incorporate business leaders in the course of study (guest judges, mock job interviews, career fair).
- Expanded industry related field trips.
- Utilize expertise of general advisory to align CTE offerings to industry standards.
- Increased access to SkillsUSA competitions.

Data Accomplishments:

- Post high school accession rates have remained fairly stable over the last couple of years overall. The number of Hispanic/Latino rate has increased steadily for 4 yr colleges/universities.

What percent of graduates enrolled in college during the first year after graduation?

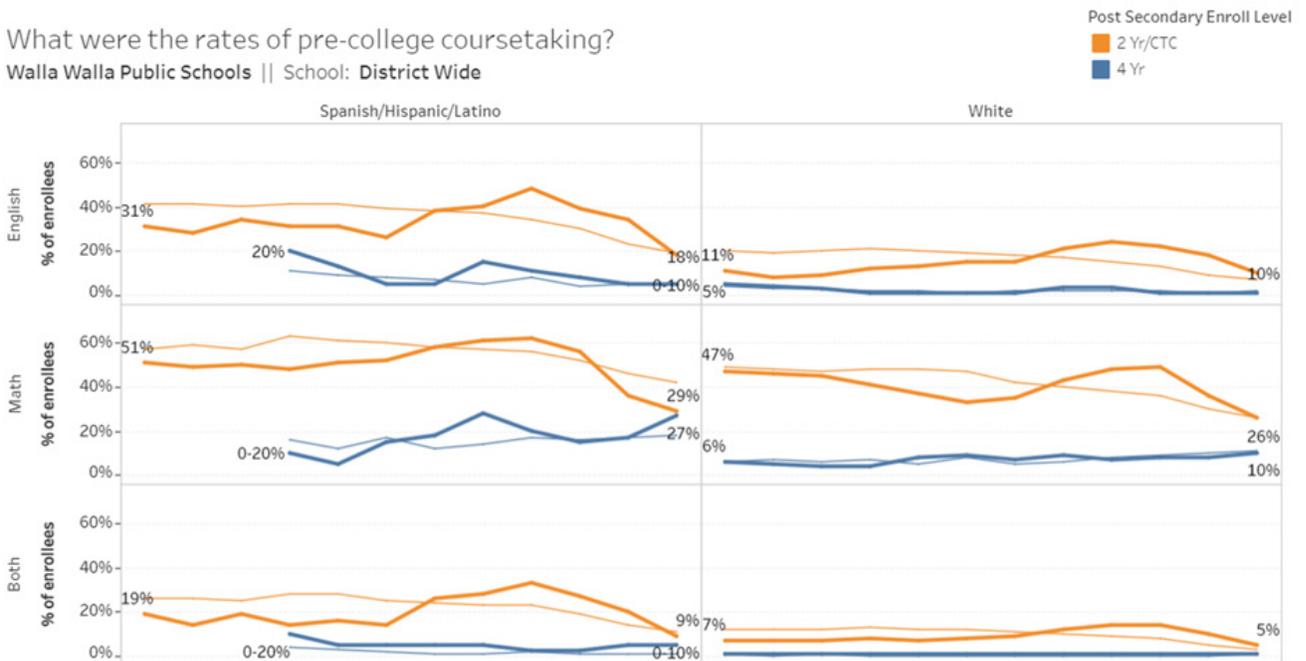
District: Walla Walla Public Schools || School: District Wide



- Post-secondary remediation rates have improved.

What were the rates of pre-college coursetaking?

Walla Walla Public Schools || School: District Wide



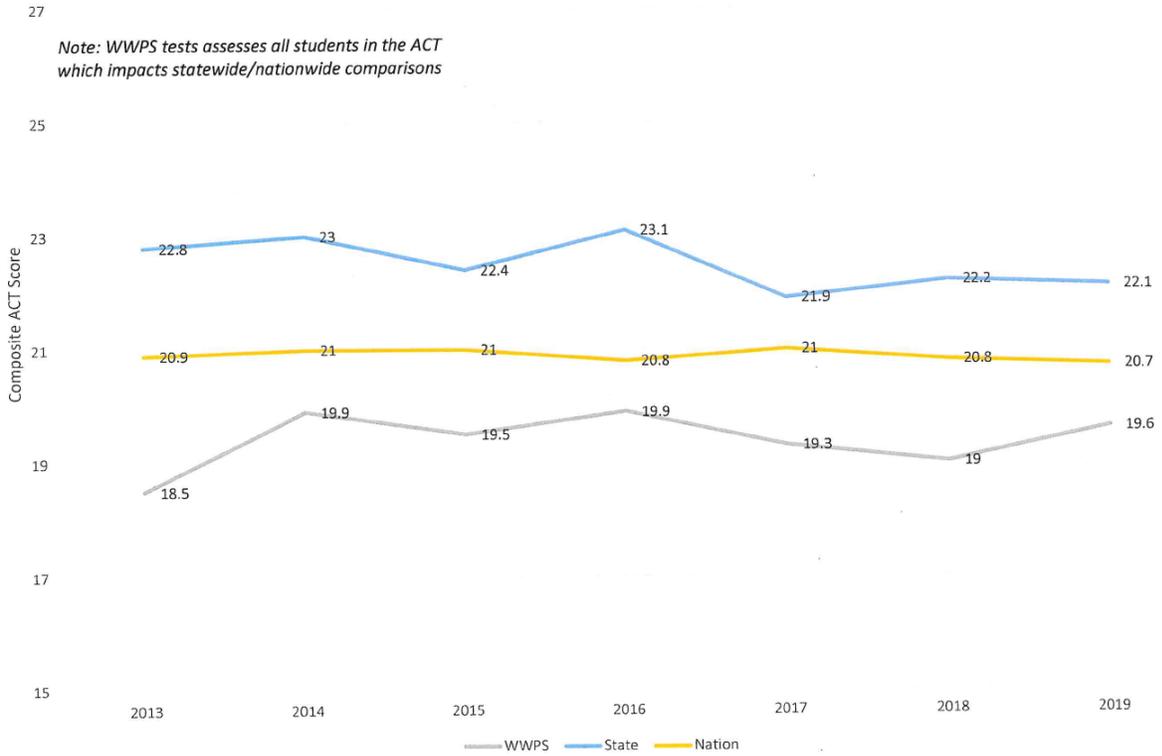


Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

- ACT gap has narrowed by .7 points.

WWPS ACT Composite Score vs Wa State



Goal #3: Social and Emotional Needs

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

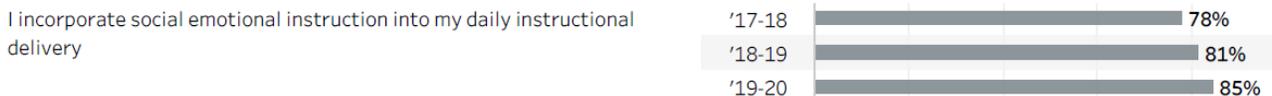
Achieved Through	Strategies	Success Indicators	Measurement/Date	Performance Target
Trauma Informed Practice	<ul style="list-style-type: none"> Development and implementation of site-specific trauma sensitive student behavioral models 	<ul style="list-style-type: none"> Annual progress monitoring of building specific five-year behavioral support plans 	<ul style="list-style-type: none"> Ongoing school dashboard performance monitoring 	<ul style="list-style-type: none"> Monitor for continuous improvement
	<ul style="list-style-type: none"> Implementation of district-wide student behavioral support programs 	<ul style="list-style-type: none"> Staff/student/community perception survey data 	<ul style="list-style-type: none"> CEE Survey/ Fall 	<ul style="list-style-type: none"> Monitor for continuous improvement

Strategy Accomplishments:

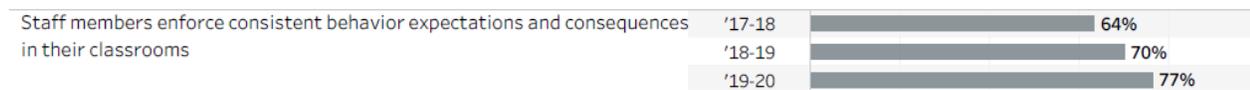
- All staff baseline training on trauma informed practices.
- Development of district and building SEL teams.
- Ongoing districtwide training and support for building SEL teams.
- School Counselors, Home Liaisons, and Interventions specials in all buildings.
- Creation of Sources of Strength teams in all secondary schools.
- Core delivery of SEL lessons.

Data Accomplishments:

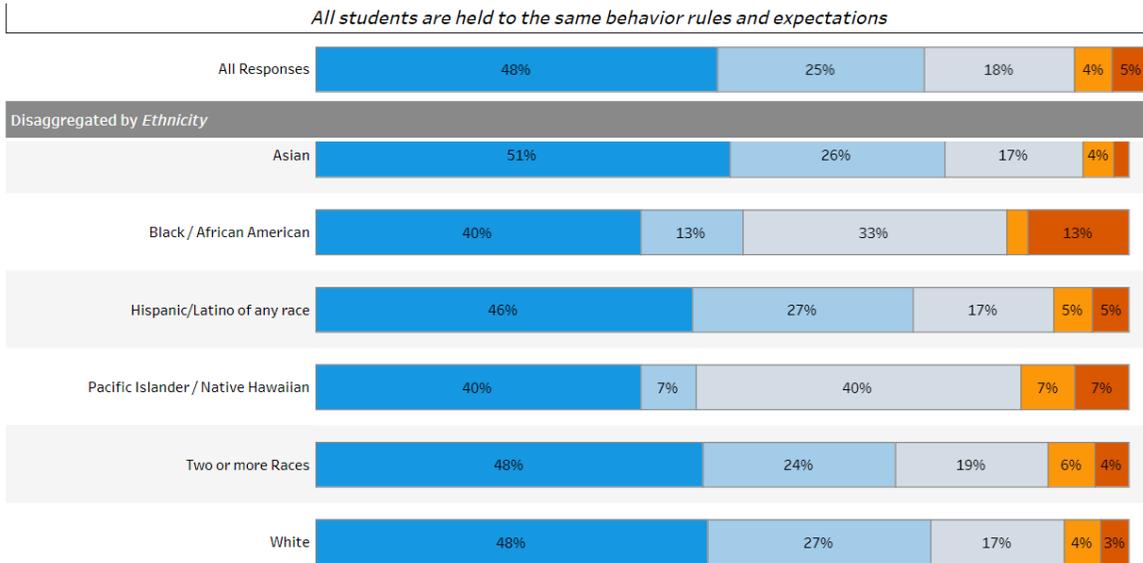
- Significant improvement in staff incorporating social/emotional strategies in the classroom.



- Staff member behavior perception significantly improved.

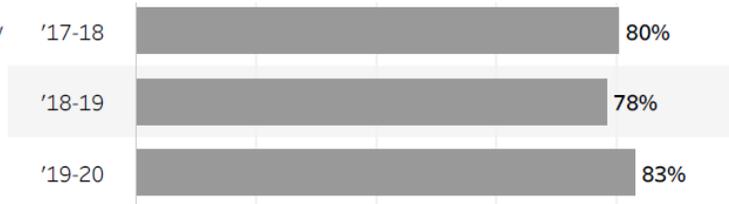


- Student level data disaggregated shows strong results across ethnicities.



- Parent level data has improved.

This school has clear behavior rules that are consistently applied to all students



This district places emphasis on social emotional learning in addition to core academic learning



Goal #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	Measurement/Date	Performance Target
School-Based Health Centers	<ul style="list-style-type: none"> Support and expand student access to school-based health centers 	<ul style="list-style-type: none"> Health center data utilization and educational impacts Healthy youth survey (suicide prevention focus) 	<ul style="list-style-type: none"> THC Report/ July Every 2 years/ March 	<ul style="list-style-type: none"> Monitor for continuous improvement Monitor for continuous improvement

Strategy Accomplishments:

- Expansion of school-based Health Centers to Walla Walla High School.
- Partnered with THC to refine internal referral process.
- Centralized immunization and sports physicals.
- Increased support with mental and behavioral health.

Data Accomplishments:

- Data presented annually by THC staff regarding students served.

During the past 12 months, did you ever seriously consider attempting suicide?

2016 Grade 8	2016 Grade 10	2016 Grade 12
N= 299	N= 304	N= 324
Yes = 21.4% (+/- 4.7)	Yes = 22.7% (+/- 4.7)	Yes = 18.8% (+/- 4.3)
2018 Grade 8	2018 Grade 10*	2018 Grade 12
N= 350	N= 287	N= 264
Yes = 23.7% (+/- 4.5)	Yes = 24.4% (+/- 5.0)	Yes = 23.5% (+/- 5.1)

Goal #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.

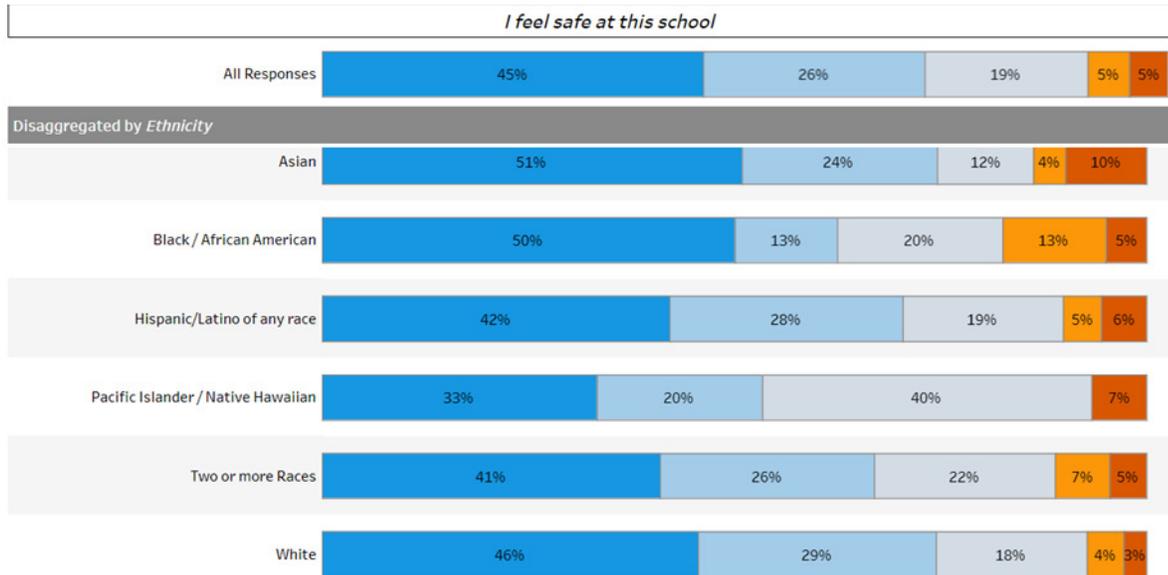
Achieved Through	Strategies	Success Indicators	Measurement/Date	Performance Target
District-wide Safety	<ul style="list-style-type: none"> Ensure best-practice safety response program, implement reporting and training criteria, and identify physical plant improvements to support student, staff, and patron safety 	<ul style="list-style-type: none"> Staff/student/community perception survey data (bullying prevention focus) 	<ul style="list-style-type: none"> CEE Survey/ Fall 	<ul style="list-style-type: none"> Monitor for continuous improvement

Strategy Accomplishments:

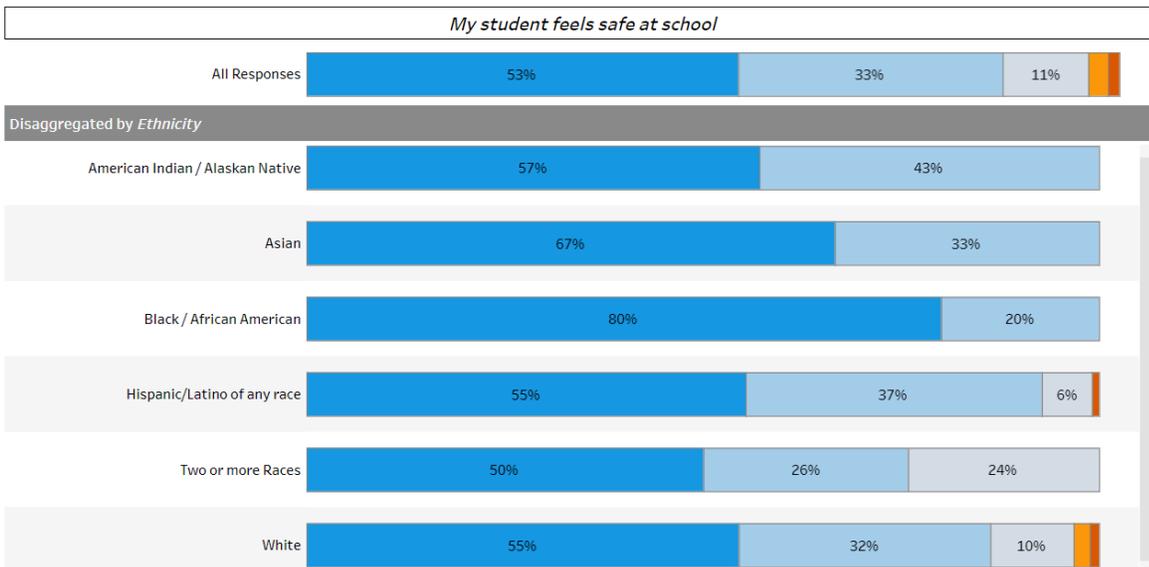
- Provided annual safety summit training for building level teams.
- Provided Level 1 Threat Assessment training to building teams.
- Ensure all secondary schools have Campus Support Staff.
- Provide annual de-escalation training for staff.
- Implementation of emergency radio communication.
- Formalized offsite evacuation plans and parent reunification plans with community partners.
- Increased video surveillance on each campus.
- Controlled access to buildings.
- Increased signage for how to report incidents.
- Reconfigured bus and parent drop off at schools.
- Increased campus security with additional perimeter fencing.

Data Accomplishments:

- Student data broken down by subgroup is favorable and above national averages.



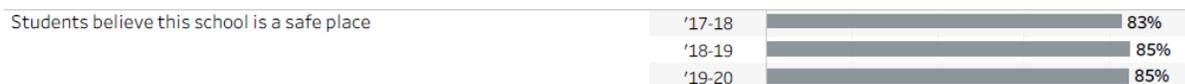
- Parent data broken down by subgroup is favorable and above national averages.



Bullying/harassment is not tolerated in this school



- Staff perception data shows continued improvement and above national averages.



Goal #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	Measurement/Date	Performance Target
Student Engagement and Latino/a Outreach	<ul style="list-style-type: none"> Develop program to improve student engagement and involvement with their school and their peers Coordinated support for Latino/a students and families 	<ul style="list-style-type: none"> Parent/student/community perception survey data Extracurricular, clubs and co-curricular activity involvement data Chronic absenteeism as measured by OSPI 	<ul style="list-style-type: none"> CEE Survey/ Fall WWPS Report/ May OSPI/April 	<ul style="list-style-type: none"> Monitor for continuous improvement Monitor for continuous improvement 10% by 2022

Strategy Accomplishments:

- Creation of Family Support Hotline monitored by bilingual staff.
- Increased presence on Social Media in English and Spanish.
- School communications made available in English and Spanish.
- Create of Adopt a Blue Devil to support access for all students.
- Strengthen connections with family by increased home visits.
- Elimination of "Pay to Play" and ASB fees.
- Elimination of gate fees for students and families to attend home events.
- Increased student participation in district level conversation and decisions.
- Increase extra-curricular offerings – middle school soccer, slow-pitch softball, bowling, unified sports.

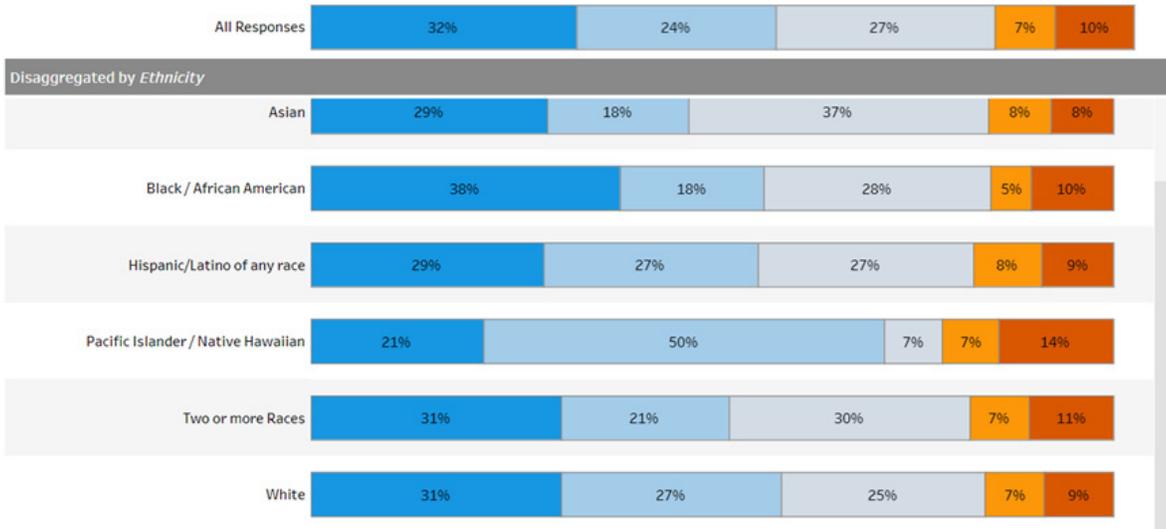
Data Accomplishments:

- Parent and staff perception data shows strong improvement

Students in this school are engaged in learning	'17-18	70%
	'18-19	72%
	'19-20	75%
My child enjoys going to school	'17-18	80%
	'18-19	78%
	'19-20	83%

- Student data broken down by subgroup remains fairly consistent.

I enjoy coming to this school



- 12% increase in % of students participating. 34% qualify for F and R lunch(baseline data not collected). 2% increase in students of color (29%).

Students in Co-curricular

WaHi

Engagement Progress Monitoring (2018-19)									
	Baseline School Data				Current Data				Facts About Our Data
	Total	% Participation	% Minority	% Poverty	Total	% Participation	% Minority	% Poverty	
Fall Sports	286	18%	23%	not available	318	20%	26%	29%	Added Slowpitch SB in the Fall (18 athletes) Wrestling numbers were low in Winter
Winter Sports	249	16%	22%	not available	235	15%	30%	36%	
Spring Sports	357	22%	36%	not available	366	23%	30%	37%	

Pioneer

Engagement Progress Monitoring (2018-19)									
	Baseline School Data				Current Data				Facts About Our Data
	Total	% Participation	% Minority	% Poverty	Total	% Participation	% Minority	% Poverty	
Fall Sports	120	18%	29%	not available	199	32%	37%	49%	
Winter Sports	105	16%	46%	not available	144	23%	31%	43%	
Spring Sports	138	20%	21%	not available	134	22%	19%	30%	

Garrison

Engagement Progress Monitoring (2018-19)									
	Baseline School Data				Current Data				Facts About Our Data
	Total	% Participation	% Minority	% Poverty	Total	% Participation	% Minority	% Poverty	
Fall Sports	158	27%	32%	not available	190	33%	31%	37%	
Winter Sports	194	33%	30%	not available	211	37%	24%	31%	
Spring Sports	170	29%	22%	not available	176	31%	23%	40%	

- Percent of students in Regular Attendance increased 6.2 percentage points from 2015. WWPS Regular Attendance rate is now above the state.

Walla Walla Public Schools

2020

89.6%

Washington State

2020

89.4%

	Apportionment January (Inc ALE and SEATech)	22-23 Projected	Current SEATech Jan	Projected SEATech	Current Total K-12 Less ALE	Projected Total Less ALE	Current WW Online ALE	Projected WW Online ALE	Current Opp ALE	Projected Opp ALE	Current Lincoln ALE	Projected Lincoln ALE	Current Total ALE	Proj Total ALE	Current OD	Proj OD	Current Jan RS	Proj RS	Current Jan RS CTE	Proj RS CTE	Total Running Start	Proj RS Total	Current CTE	Proj CTE
K	422.89	402.89			418.89	400.89	4.00	2.00					4.00	2.00										
1	337.35	335.92			334.35	331.92	3.00	4.00					3.00	4.00										
2	395.56	337.35			390.56	334.35	5.00	3.00					5.00	3.00										
3	399.44	395.56			392.57	390.56	6.87	5.00					6.87	5.00										
4	373.19	399.44			369.33	392.57	3.86	6.87					3.86	6.87										
5	370.99	373.19			368.99	369.33	2.00	3.86					2.00	3.86										
6	371.48	370.99			365.08	368.99	6.40	2.00					6.40	2.00										
7	422.50	371.48			408.49	365.08	14.01	6.40					14.01	6.40										
8	427.00	422.50			403.68	408.49	23.32	14.01					23.32	14.01									63.74	63.74
9	447.55	427.00			398.72	366.51	11.66	23.32	7.00	7.00	30.17	30.17	48.83	60.49										
10	465.87	447.55			387.77	373.89	16.10	11.66	19.00	19.00	43.00	43.00	78.10	73.66										
11	451.57	465.87	29.15	29.15	375.42	389.43	15.81	16.10	20.83	20.83	39.51	39.51	76.15	76.44								282.80	282.8	
12	423.37	451.57	45.35	45.35	333.81	367.61	21.41	15.81	42.15	42.15	26.00	26.00	89.56	83.96	94.40	94.40	79.02	79.01	7.30	7.30	86.32	86.31		
Total	5308.76	5201.31	74.50	74.50	4947.66	4859.62	133.44	114.03	88.98	88.98	138.68	138.68	361.10	341.69	94.40	94.40	79.02	79.01	7.30	7.30	86.32	86.31	346.54	346.54

ECEAP classes back to capacity (removed 20 FTE as a result)

Removed TK students from the rollup numbers (86.97 FTE)

	Current (Jan)	Projected
K-12	4948	4860
ALE	361	342
Total FTE	5309	5201
Running Start	86	86
Dropout Re (OD)	94	94
Total Apportionment	5489	5382

Historical Apportionment	Difference
2017-18	5734 -94
2018-19	5676 -58
2019-20	5677 1
2020-21	5528 -149
2021-22	5489 -39
2022-23 Projected	5382 -107
FTE Loss since 2016-17	-445.98

Student Well-Being Plan									
Activity	Building-level SEL teams	Certified counseling to deliver SEL curriculum and other student supports	Home Visitors	K-8 SEL Curriculum	Sources of Strength	Professional Development	Targeted Support for Students of Color	Student Transition Support	Total
Description	Develop and stipend building level SEL teams to cultivate and ensure building SEL culture. Teams will receive training, serve as train-the-trainers, and support building-wide initiatives to ensure SEL practices across the campus/classrooms.	Ensure every elementary has a certified counselor. The elem counselor will spend approx half their day pushing into the classroom and, with the classroom teacher, provide SEL curriculum and supports. Provide additional counselor at each middle school to ensure the same. Hire bilingual counselor at WaHi and counselor at Lincoln to support students/families.	Establish a home visitor position that is targeted to deliver unique services and supports (e.g. family outreach, attendance, community coord access, SEL).	Identify, train and pilot K-8 SEL curriculum.	Promote S of S program to address MS and HS student belonging and empowerment.	Professional development for staff (formative assess, SEL, inclusion, equity, project based, etc) and additional time for staff to collaborate around student need, case management, student assessment and intervention support.	Establish community partnerships and supports for students of color.	Supporting students as they transition to 6th and 9th grade, incorporating key pre-start activities and experiences.	
Specific Staffing									
Elementary	4 per building X 5 (3 at CCF)	4	2		NA				
Middle School	4 Per building X 2	2	2		2 MS Advisors				
High School	6 @ WaHi / 3 @ LHS	1@WaHi, 1@LHS	1	NA	1@WaHi & 1@LHS	NA	NA	NA	
Projected Cost Year 1	\$ 88,500	\$ 750,000	\$ 350,000	\$ 25,000	\$ 35,000	\$ 50,000	\$ 15,000	\$ 65,000	\$ 1,378,500
Proposed Cost Year 2	\$ 88,500	\$ 750,000	\$ 350,000	\$ -	\$ 10,000	\$ 25,000	\$ 5,000	\$ 65,000	\$ 1,293,500

Academic Recovery and Acceleration Plan							
Activity	Additional adult intervention and class size reduction support by certs	Communities in Schools coordination	After School Supports Supplementation	Special Education Ed Specialist	LTEL Specialist	Data Engineer to Improve Data Systems and Integration.	Total
Description	Hiring additional elementary positions. Additional staff will be used to reduce class size either whole day or reduce curricular class sizes during core or intervention sessions. At the secondary level, provide additional cert staff to ensure intervention and academic support for struggling students and reduced class size in core subjects.	Contract with Community in Schools to provide recruitment and coordination of community support and initiatives. Additionally, coordinate "in-the-moment" tutoring for students.	Provide additional resources to ensure non gear-up grade spans can also access after school and during-school support. Ensure 21st Century afterschool opportunities at all sites. Hire Director.	Hire an additional special education specialist to provide enhanced leadership and support for self contained students and our most fragile populations.	Provide targeted support to the near 280 Long Term English Language learners who, after 5 years, have still not attained English mastery.	Hire a data engineer who can help optimize the district's data architecture, data flows, collection and reporting - improve staff access to meaningful data - and research ways to connect multiple data systems for enhanced scalability and flexibility for the end user.	
Specific Staffing							
Elementary							
Middle School							
High School	Temporary Additional Certs	NA		1 FTE	1 FTE	1 FTE	
Estimated Cost	\$ 2,100,000	\$ 350,000	\$ 150,000	\$ 140,000	\$ 125,000	\$ 145,000	\$ 3,010,000
Financial Year 2	\$ 1,000,000	\$ 350,000	\$ 150,000	\$ -	\$ -	Grant Covered	\$ 1,500,000

Wade Smith:
Through attrition, collapse 11 cert positions in 22-23

Wade Smith:
Health Clinicians, Learning Specialists and Home Liaisons coded to ESSER to address \$ shortfall due to declining enrollment

Funding Resource	21-22 FY		Proposed 22-23 FY		Proposed 23-24 FY	Aug-Sep 24
	21-22 School Yr	AS/SS	22-23 School Yr	AS/SS	23-24 School Yr	Sep 24 Deadline
ARP Grant (After School/ Summer School)	NA	\$700,000	NA	\$600,000	NA	
ESSER II/III Costs Above	\$4,388,500					
Addtn'l Coded to ESSER II/III	\$1,147,000	NA			NA: ESSER II Spent	
ESSER III Costs Above			\$2,793,500		\$2,176,390	ESSER Funds Exhausted
Addtn'l Coded to ESSER III	NA		\$1,750,000	NA		
Subtotal	\$5,535,500	\$700,000	\$4,543,500	\$600,000	\$2,176,390	
Total	\$6,235,500		\$5,143,500		\$2,176,390	