



**BOARD OF DIRECTORS**  
**Regular Study Meeting - 5:30 PM**  
**May 7, 2024**  
**364 S Park St**  
**Walla Walla, WA 99362**

**IMPORTANT MEETING NOTICE:** Pursuant to Board Policy 1400, written public comment for this meeting will be accepted until 12:00 noon the day of the meeting. Comments are to be submitted to [sgolden@wwps.org](mailto:sgolden@wwps.org) or Susie Golden, 364 S. Park Street, Walla Walla, WA 99362.

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent’s office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.

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

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

**II. FLAG SALUTE:** *Hailey Thrall*

**III. ROLL CALL:**

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Hailey Thrall, Student Board Representative

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

**V. CONSENT AGENDA:** *Ruth Ladderud*

- |   |   |
|---|---|
| 1. Personnel Report   | 3 |
| 2. Extracurricular Athletic Contracts                         | 4 |
| 3. May 7 Accounts Payable and April Payroll                   | 5 |
| 4. Resolution #02-2024 Delegating Authority to WIAA 2024-2025 | 6 |
| 5. Resolution #03-2024 Sale of Surplus Real Property          | 7 |
| 6. Regular Business Meeting Minutes of April 16, 2024         | 8 |

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

- |  |    |
|--|----|
| 1. Vision 2030: Goal #1, Strategy #1 - Collective Efficacy: <i>Christy Krutulic, Chris Gardea, John Schumacher, Clayton Hudiburg, Jennifer Hein, Justin Vernon, Wendy Baldwin, Lexie Mahan, Maria Garcia, Denyse Hutchinson and Nicole Hyatt</i> | 11 |
| 2. Attendance Review: <i>Michelle Carpenter, Jenny Foster and Addison Fairbank</i>   |    |

3. 2024-2025 Budget Preparation Update: *Dr. Wade Smith and Janette Jeffris*  
VII. **ADJOURNMENT:** (7:00 p.m.) *Ruth Ladderud*

## PERSONNEL REPORT

May 7, 2024 – Board Meeting

Date: May 2, 2024

### EMPLOYMENT

Administrative: Kara Carlson, Director of Nutrition Services, Districtwide

Certificated: Lizbeth Perez, Speech Language Pathologist (2024-25), Special Education

#### **Current WEA Teacher Residents:**

Belinda Amundson, Special Education Teacher (2024-25), Sharpstein Elementary School

Lauren Lewis, Special Education Teacher (2024-25), Garrison Middle School

Michelle Scarborough, Special Education Teacher (2024-25), Green Park Elementary School

Tatiana Wells, Special Education Teacher (2024-25), Garrison Middle School

Classified: Eva Martinez Villanueva, Head Start Bilingual Family Advocate, WWCCF

### RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Certificated: Kathleen Gilmore, Special Education Teacher, Berney Elementary School, 24 years  
Jennifer Matson, Behavior Specialist, Teaching & Learning, 9 years  
Audrey Schmid, Speech Language Pathologist, Special Education, 18 years

Classified: Melanie Grey, Bilingual Assistant Secretary, Walla Walla High School, 9 months  
Resa Hayward, Para-Educator, Sharpstein Elementary School, 10 years  
Jane Kuschatka, Para-Educator, Berney Elementary School, 19 years  
Marshall Lynch, Campus Support, Walla Walla High School, 1.5 years  
Mary Lynn Mele, Para-Educator, Green Park Elementary School, 29.5 years  
Melanie Morrison, Health Room Assistant, Berney Elementary School, 2 years

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Kyle Eggers	Pioneer Middle School	Track 6th Grade
Stephanie Gomsrud	Pioneer Middle School	Track 6th Grade
Spencer Hessler	Pioneer Middle School	Track 6th Grade
Agnes Wooters	Garrison Middle School	Track 6th Grade

## 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 May 7th, 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>		
5/7/2024	232673	Through	232848	\$ 1,071,330.80
5/7/2024	232400442	Wire Transfer	232400471	\$ 3,715.37

		<b>Capital Projects</b>		
5/7/2024	230057	Through	230062	\$ 307,481.80
		Wire Transfer		

		<b>ASB</b>		
5/7/2024	230189	Through	230200	\$ 20,221.60
5/7/2024	232400439	Wire Transfer	232400441	\$ 371.81

		<b>Transportation Vehicle</b>		
		Through		
		Wire Transfer		

		<b>Payroll</b>		
4/30/2024	232628	Through	232672	\$ 2,108,907.14
4/30/2024	1400001	Wire Transfer	1401132	\$ 3,279,837.19
4/30/2024	NA	Payroll Taxes	NA	\$ 1,082,770.01

<b>TOTAL:</b>	<b>\$ 7,874,635.72</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY OF THE BOARD:**

\_\_\_\_\_  
Ruth Ladderud

\_\_\_\_\_  
Dr. Wade Smith, Superintendent



# SCHOOL BOARD RESOLUTION FORM

*DUE ANNUALLY BY THE SECOND FRIDAY IN JUNE*

School District Type (select one):  Public  Private  Charter  Tribal

School District Name: Walla Walla Public Schools Resolution # (optional): 02-2024 Date: 05/07/2024

Schools Approved for WIAA Membership: Walla Walla High School, Garrison Middle School, Pioneer Middle School

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided. The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

### DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

### INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

*By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.*

Superintendent/Head of School: Dr. Wade Smith

Signature: \_\_\_\_\_

School Board President (if applicable): Ruth Ladderud

Signature: \_\_\_\_\_



**RESOLUTION #03-2024**  
**May 7, 2024**

**RESOLUTION FOR THE SALE OF SURPLUS REAL PROPERTY**

WHEREAS, Walla Walla School District No. 140, Walla Walla County, Washington (“District”), is a public school district duly organized and existing under and by the Constitution and laws of the State of Washington;

WHEREAS, the Board of Directors of the District (“Board”) has declared that the following described real property is no longer required for school purposes and is surplus:

Fee Simple Interest in a Portion of Martin Field

Real property in the County of Walla Walla, State of Washington, described in an August 12, 1926 deed recorded in Volume 172 of Deeds, page 56, of the county land records (instrument number 1609840); excepting therefrom real property described in a December 23, 1970 deed filed in Book 338 of Deeds, page 685, of the county land records (instrument number 511828).

-and-

Undivided 1/3 Interest in Borleske Stadium Lands and Borrow Pit

Real property in the County of Walla Walla, State of Washington, described in a March 22, 1926 agreement recorded in Volume 173 of Deeds, page 45, of the county land records (instrument number 163959); and

WHEREAS, the Board desires and intends to sell all of its interests in surplus real property as described herein and located at 409 East Rees Avenue, Walla Walla, Washington 99363, to the City of Walla Walla and Whitman College.

NOW, THEREFORE, be it resolved by the Board of Directors of Walla Walla School District No. 140 as follows:

The administration is directed to publish a notice in a newspaper of general circulation in the District of the Board’s desire and proposal to sell the above-described real property in accordance with RCW 28A.335.120.

WALLA WALLA SCHOOL DISTRICT NO. 140  
Walla Walla County, Washington

\_\_\_\_\_  
Ruth Ladderud, School Board President

ATTEST: \_\_\_\_\_  
Dr. Wade Smith, Superintendent  
and Secretary of the Board

**Adopted at a regular meeting of the Board of Directors May 7, 2024**

**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**April 16, 2024**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Ruth Ladderud, President  
Alayna Brinton  
Kathy Mulkerin  
Derek Sarley  
Eva Maxwell, Student Board  
Representative  
Hailey Thrall, Student Board  
Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Chris Gardea, Assistant Superintendent  
Janette Jeffris, Director of Fiscal Services  
Michelle Carpenter, Director of Strategic Initiatives  
Jerry Maher, Director of CTE & SEATech Skills Center

**AUDIENCE**

Including board members, administrators and guests, approximately 60 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 Ruth Ladderud.

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by Student Board Representative Eva Maxwell.

**III. ROLL CALL**

All board members were present except Director Terri Trick who was excused.

**IV. APPROVAL OF AGENDA**

Motion by Alayna Brinton and seconded by Derek Sarley to approve the agenda as presented; the motion carried unanimously.

**V. CONSENT AGENDA**

Motion by Derek Sarley and seconded by Alayna Brinton to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) issuance of contracts & notification of reasonable assurance; 4) annual highly capable program compliance; 5) April 2 & April 16 accounts payable and March payroll; 6) March financial report; 7) excused absence for Director Terri Trick; 8) regular business meeting minutes of March 19, 2024; and 9) special meeting/school board retreat & work session minutes of March 25, 2024. The motion carried unanimously.

**VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS**

**Walla Walla High School Student Performance:** Walla Walla High School Drama Teacher Kristin Hessler introduced several of her drama program students who performed a song from their upcoming musical, Little Women.

**Teacher Appreciation Week May 6-10, 2024:** Dr. Smith announced Teacher Appreciation Week is May 6-10. He and the board of directors thanked the local Walla Walla Valley Education Association for their dedication and outstanding contributions to Walla Walla Public Schools.

**Recognition of High School State Champions:** Dr. Smith & Director Sarley honored students and their advisors of the Wa-Hi and Garrison music programs who qualified for the prestigious All State Ensembles and the Lincoln High School Esports team who finished second place in state championship competition.

**Volunteer Appreciation Month and Recognition of Volunteers Reaching 100 Hours:** School board members and Dr. Smith honored and recognized the district's VIP volunteers. Volunteer Coordinator Beth Swanson reported since implementing the new VIP Volunteer System in August 2023, the district's volunteer program has been able to provide a detailed, organized way to connect volunteers to schools, teachers and classrooms that are in need of volunteers.

## VII. CITIZENS' COMMENTS

Public comment was received by two individuals.

## VII. REPORTS

**Board of Directors Report:** The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting board committee meetings, school board national conference, senior presentations, booster group events and Kindergarten & Early Learning Roundup and Enrollment event.

**Superintendent's Report:** Superintendent Dr. Wade Smith thanked Family and Community Engagement Coordinator Pam Clayton for her work in organizing the Kindergarten and Early Learning Roundup and Enrollment event along with the staff who helped make it a success, and commended the board for their vision in partnering with The Health Center to bring medical and mental health services to our schools to serve district students. Dr. Smith noted April enrollment is 5362 FTE.

**Vision 2030: Goal #2, Strategy #4 – Post Secondary Planning:** Assistant Superintendent Chris Gardea, Director of Strategic Initiatives Michelle Carpenter, CTE/SEATech Director Jerry Maher, Wa-Hi Assistant Principal Claudia Salazar, Garrison Middle School Counselor Steve Pitzer and Wa-Hi Counselor Shari Widmer provided school board members an update on Vision 2030 Goal 2 Strategy #4: Post-Secondary Planning.

**Monthly Financial Dashboard Report:** Director of Fiscal Services Janette Jeffris provided a review of revenues, expenditures and ending fund balance.

**Preliminary Budget Planning:** Dr. Smith and Director Jeffris provided an update on preliminary budget planning for the 2024-2025 school year. Superintendent Smith reported the district remains fiscally sound, but will need to continue reducing expenditures to address declining enrollment and rising operational costs.

**Policies Second Reading:** Dr. Smith presented the following policies for second reading.

- 1815 Ethical Conduct for School Directors
- 1825 Addressing School Director Violations
- 2190 Highly Capable Programs
- 2401 Financial Education Mastery-Based Learning and Credit
- 3207 Prohibition of Harassment, Intimidation, and Bullying of Students
- 3225 School-Based Threat Assessment
- 3231 Student Records
- 3520 Student Fees, Fines, and Charges

The board reviewed Director Mulkerin’s proposal to add the following language to Policy 3207: “The school board may request an annual review of this policy and associated procedures, which may include, if any, the number of substantiated reports received by the district,” and “The school board may request a task force be created to address any concerns or ongoing issues that this policy and procedures are to address.”

**IX. ACTION ITEMS**

**Policies Second Reading:** Motion by Derek Sarley and seconded by Alayna Brinton to approve policies 1815, 1825, 2190, 2401, 3225, 3231 and 3520 as presented; the motion carried unanimously.

**Policies Second Reading:** Motion by Kathy Mulkerin to approve policy 3207 as modified to include the following language: “The school board may request an annual review of this policy and associated procedures, which may include, if any, the number of substantiated reports received by the district,” and “The school board may request a task force be created to address any concerns or ongoing issues that this policy and procedures are to address.” The motion was seconded by Alayna Brinton. The motion carried unanimously.

**X. ADJOURNMENT**

President Ladderud declared the meeting adjourned at 7:19 p.m.

Minutes to be presented for board approval on May 7, 2024.

**APPROVED:**

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

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Ruth Ladderud  
School Board President



# VISION 2030

## GOAL #1: STRATEGY #1

### COLLECTIVE EFFICACY

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CHRISTY KRUTULIS, CHRIS GARDEA, JOHN SCHUMACHER,  
CLAYTON HUDIBURG, JENNIFER HEIN, JUSTIN VERNON,  
WENDY BALDWIN, LEXIE MAHAN, MARIA GARCIA,  
DENYSE HUTCHINSON AND NICOLE HYATT

WALLA WALLA PUBLIC SCHOOLS

**VISION**  
**2030**

Developing Washington's Most  
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Goals & Strategies

## MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.

### Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers



### Goal 2

## Relevant and Rigorous Experience

### OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

### ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

### Goal 3

## Culture of Equity and Belonging

### OUTCOME STATEMENT:

WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

### ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

### Goal 4

## Partnership with Family and Community

### OUTCOME STATEMENT:

WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

### ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism



Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: • Board review of K-5 promise standard attainment in math by standard (Winter and Spring). • Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December Business and June Study Meeting
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	• LETRS course completion data for staff • DIBELS 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	July Business Meeting
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	• SchoolLinks access and utilization reporting • Graduate survey that tracks post-secondary experiences over time • Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	• Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses • Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	• Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." • Monitor and report enrollment/participation data in financial literacy • Monitor and report the number of students/credits earned through internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.	• Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	• WASA IPP Teacher Input Survey (Fall/Spring) • OSPI Least Restrictive Environment (LRE) Report • Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	• Semi-annual review of student discipline data with Board • Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	• Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." • Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: • Number of volunteers who have created accounts • Number of opportunities each school has listed • Volunteer hours per school • Volunteer feedback	August Business Meeting



# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Collective Efficacy
  - “Ensure a productive climate of collaboration (PLC at Work) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/failures and continue to refine professional practices in order to maximize student learning” (Vision 2030)

# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

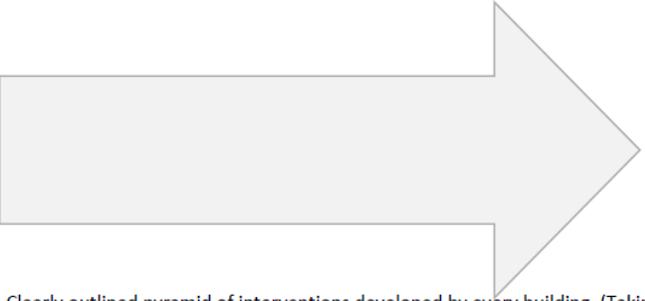
- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - A high-performing PLC at Work consists of staff assembled in grade/subject alike teams where they work together to clarify exactly what each student must learn (i.e. promise standards), monitor each student's learning on a timely basis (i.e. CFA's), and improve their instructional practice based on student learning. When some students are unsuccessful in mastering promise standards after the first attempt at learning, the team provides systematic interventions during the day that ensure each student receives additional time and support when they struggle. School Guiding Coalitions and their principal(s) monitor and support the progress of the building teams, prioritizing building staff, additional support and implementing necessary structural changes to ensure promise standards are learned building-wide.

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## Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Ambitious Learning for All		Achieved Through: Collective Efficacy		Committee Lead: Wade	
Overall Goal: WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.					
Strategy Statement: Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning					
Committee Membership: Bailey Hayes, Christine Schumacher, Denise Jausoro, John Schumacher, Kim Doepker, Kelley Hubbard, Michelle Carpenter, Maria Garcia, Matthew Manley, Yazmin Bahena					
Brief Description of Committee Work and Process: The committee met multiple times, both as a whole group and in specific subgroups to finalize the plan as proposed below.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? A high-performing PLC at Work consists of staff assembled in grade/subject alike teams where they work together to clarify exactly what each student must learn (i.e. promise standards), monitor each student's learning on a timely basis (i.e. CFA's), and improve their instructional practice based on student learning. When some students are unsuccessful in mastering promise standards after the first attempt at learning, the team provides systematic interventions during the day that ensure each student receives additional time and support when they struggle. School Guiding Coalitions and their principal(s) monitor and support the progress of the building teams, prioritizing building staff, additional support and implementing necessary structural changes to ensure promise standards are learned building-wide (DuFour, et al., 2021.)					
	Themes		2023-24 School Year		2024-25 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<p><b>Professional Learning Teams</b> ✓</p> <p><b>Building Guiding Coalitions</b> ✓</p> <p><b>Building Wide Interventions</b> ✓</p>	<ul style="list-style-type: none"> <li>-All teams will be trained and use the collaborative PLC Planner for PLC time/work</li> <li>-Planner includes expectations for collaboration for all WWPS teams</li> <li>-Teams will be given time in August to review and finalize Team Norms</li> <li>-Shared drive created where PLC Planner's will be stored so that GC's, building leaders and other teams can access and review and support team progress</li> <li>-Review and refine if needed the GC Job Description, and ensure all Guiding Coalition Members understand their roles/expectations</li> <li>-Provide annual August training for all GC members, including training on crucial conversations (RESIST Protocol, Powerful Guiding Coalitions, RTI, etc.)</li> <li>-Implement a quarterly district-wide GC summit to foster collaboration and collective learning amongst GC members and principals</li> <li>-Prioritize GC member attendance at a PLC At Work/RTI conference</li> <li>-Build a shared understanding of how to provide interventions within the classroom through professional development (e.g. UDL training, book study, video series)</li> <li>-Leverage Skyward to implement a Promise Standard tracking/communication tool that is viewable to staff, parents and students, that outlines current levels of proficiency by Student by Promise Standard (Committee #2)</li> <li>-GC team reviews data sheet and makes timely adjustments to building interventions</li> <li>-GC members attend an RTI at Work Conference</li> </ul>			
Who are the key personnel, people who will help lead this work?	Building Leadership, Guiding Coalition Members, PLT Teacher Team Members, and Building Wide Certified and Classified Instructional Staff				
What specific resources or supports are needed to accomplish the above-described actions?	<ul style="list-style-type: none"> <li>-IT support for shared drive creation for PLC Planner and Promise Standard tracking</li> <li>-Sample data-tracking sheets</li> <li>-Resources to support fall and quarterly GC retreats</li> <li>-Ability to attend PLC/RTI Institutes and/or bring Solution Tree experts in to provide enhanced training/support</li> </ul>				
How will growth/success be measured, tracked and reported?	<p>EES Survey Results (monitor for improvement):</p> <ul style="list-style-type: none"> <li>-My professional learning community work results in improved student learning</li> <li>-Regular formative assessments are used to monitor student progress toward standard</li> </ul>				

# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Professional Learning Teams
  - What's working well?
    - Time was provided in August for team norms and training on use of PLT planners
    - Common Shared Drive is used for all PLT planners
    - Many teams are trying new strategies in response to student data
  - What's coming up?
    - Leverage instructional coaches (Goal 1B) to support PLTs
  - Challenges and/or roadblocks?
    - Getting more staff to take risks and observe other's classrooms
    - Some teams struggled with PLT planners

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- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Experiences from the field
  - Principal Schumacher, WaHi Science Teachers Clayton Hudiburg & Jennifer Hein

# Goal 1

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- Proficient Elementary Readers

## ■ Building Guiding Coalitions

### ■ What's working well?

- 4 district-wide summits where cross building teams learned from each other
- GC members leading their colleagues in digging into school-wide data and trying new instructional strategies
- Shared building leadership with the principal(s) has increased and many teams engaged in a book study with, *Powerful Guiding Coalitions*, for this work

### ■ What's coming up?

- August 7 training for GC members with a focus on inclusionary practices and engagement as next steps

### ■ Challenges and/or roadblocks?

- Colleagues leading change with colleagues who may not be ready
- Extended time to dig deeply into building-wide needs and next steps

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### ACHIEVED THROUGH:

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- Proficient Elementary Readers

- Experiences from the field
  - Prospect Point (Principal Vernon and GC representatives, Wendy Baldwin and Lexie Mahan)

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- Proficient Elementary Readers

## ■ Building Wide Interventions

### ■ What's working well?

- We are tracking and using math promise standards, K-5, in Skyward
- More students are getting the specific intervention support they need to meet grade level standards
- Beginning to build a shared understanding of classroom based interventions and instructional strategies with early UDL adopters and learners

### ■ What's coming up?

- Continuing and expanding UDL cohort, and expanding learning for GC members

### ■ Challenges and/or roadblocks?

- Promise standards reporting for secondary buildings
- Attendance at Rtl at Work conferences

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# Goal 1

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### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Experiences from the field
  - Sharpstein(Principal Garcia, Denyse Hutchinson 3<sup>rd</sup> Grade, Nicole Hyatt, Special Education)

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### ACHIEVED THROUGH:

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- Proficient Elementary Readers

- How will growth/success be measured, tracked and reported?
  - 3x board review of promise standard attainment by grade/subject by standard (Fall, Winter and Spring)
  - Annual EES Survey (monitor for improvement)
    - “My professional learning community work results in improved student learning”
    - “Regular formative assessments are used to monitor student progress toward standard”

# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

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- Proficient Elementary Readers

## ■ Promise Standards

- Grade-level/Standard specific videos
  - Monthly in alignment with the reported standards in Skyward
  - Parent-friendly language
  - Samples of what to expect from their child and how to assist them at home
  - Spanish and English available
  - Shared via Parent Square at the beginning of each month
  - Sent from classroom teacher and/or building secretary

The screenshot shows a 'Family Access' window for 'Daisy Prospect Point Elementary School'. The subject is 'MATH - PROMISE STANDARDS'. A table lists standards such as OA.A.1, OA.A.2, OA.B.6, OA.C.7, ME.A.2, NF.A.1, NF.A.2, MD.A.1, and MD.C.1. Below this is a 'PROMISE STANDARDS' table with columns for 'Grade Mark' and 'Description'. The table shows marks of 4 (Above Standard), 3 (Meets Standard), and 2 (Below Standard). The video player interface includes a 'Remove' button and a 'Subscribe' button for 'WWPS ED Tech' (27 subscribers).

Grade Mark	Description
4	NOT ASSESSED
4	ABOVE STANDARD
3	MEETS STANDARD
2	BELOW STANDARD

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# Goal 1

## Ambitious Learning for All

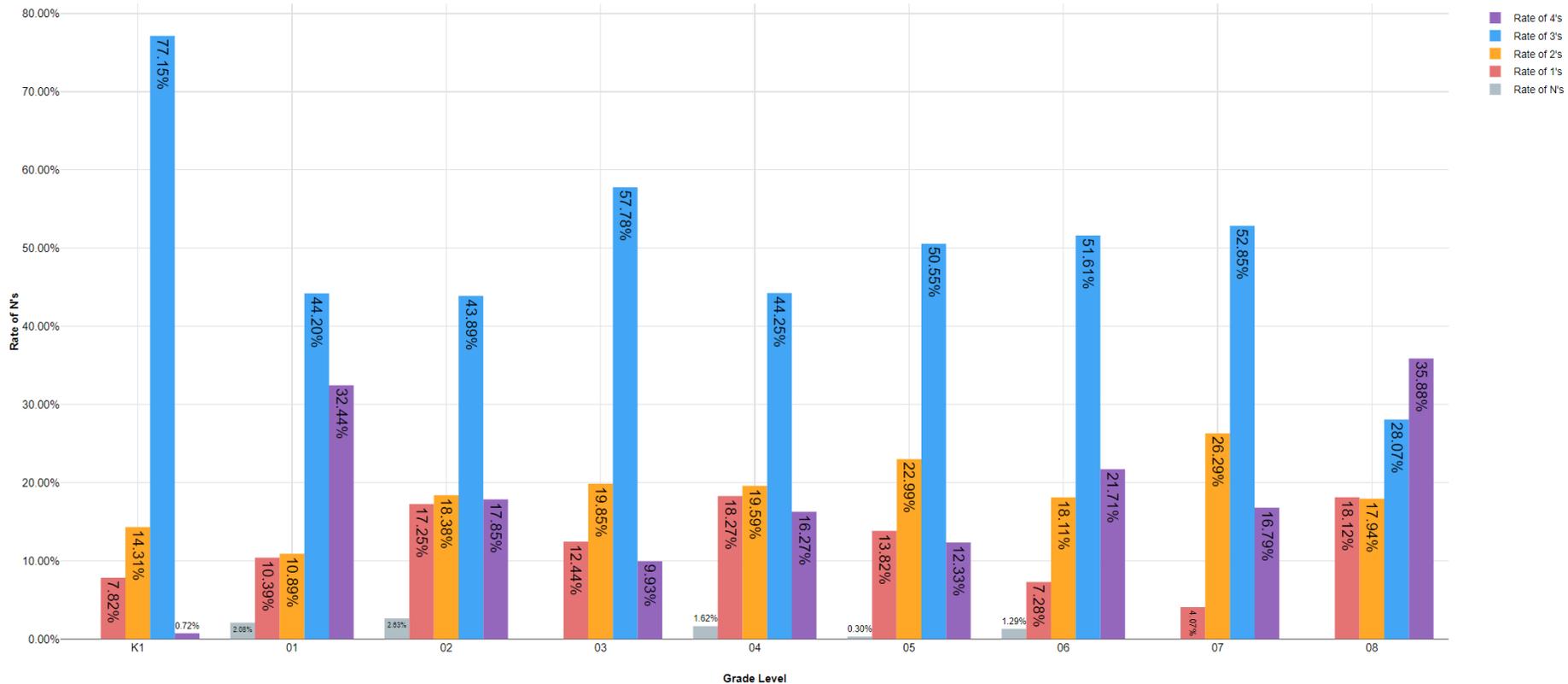
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Promise Standard Score by Grade



At/Above  
Standard (CY)  
68.32%

25

Below  
Standard (CY):  
31.68%



# Promise Standards: By Grade Level

Grade Level	At/Above Standard	Below Standard	# of Standards Assessed	# of Students
Kindergarten	77.87%	22.13%	9	346
1 <sup>st</sup> Grade	78.27%	21.73%	8	333
2 <sup>nd</sup> Grade	63.41%	36.59%	8	334
3 <sup>rd</sup> Grade	67.70%	32.30%	9	340
4 <sup>th</sup> Grade	61.25%	38.48%	10	371
5 <sup>th</sup> Grade	63.07%	36.93%	11	362

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### ACHIEVED THROUGH:

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- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

My professional learning community work results in improved student learning

All Responses



Disaggregated by *Building Level*

Elem



MS



HS



- Almost Never True
- Seldom True
- Sometimes True
- Often True
- Almost Always True

# Goal 1

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### ACHIEVED THROUGH:

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- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

Regular formative assessments are used to monitor student progress toward standards



Disaggregated by *Building Level*



28



- Almost Never True
- Seldom True
- Sometimes True
- Often True
- Almost Always True

# Goal 1

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# Goal 1

## Ambitious Learning for All

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### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

## ■ Questions?





Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: <ul style="list-style-type: none"> <li>Board review of K-5 promise standard attainment in math by standard (Winter and Spring).</li> <li>Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"</li> </ul>	December Business and June Study Meeting
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	<ul style="list-style-type: none"> <li>LETRS course completion data for staff</li> <li>DIBELS 2<sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30)</li> <li>Lectura 2<sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)</li> </ul>	June Business Meeting
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	<ul style="list-style-type: none"> <li>SchoolLinks access and utilization reporting</li> <li>Graduate survey that tracks post-secondary experiences over time</li> <li>Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."</li> </ul>	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	<ul style="list-style-type: none"> <li>Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses</li> <li>Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."</li> </ul>	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	<ul style="list-style-type: none"> <li>Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life."</li> <li>Monitor and report enrollment/participation data in financial literacy</li> <li>Monitor and report the number of students/credits earned through internships</li> </ul>	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.	Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	<ul style="list-style-type: none"> <li>WASA IPP Teacher Input Survey (Fall/Spring)</li> <li>OSPI Least Restrictive Environment (LRE) Report</li> <li>Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."</li> </ul>	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	<ul style="list-style-type: none"> <li>Semi-annual review of student discipline data with Board</li> <li>Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."</li> </ul>	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	<ul style="list-style-type: none"> <li>Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school."</li> <li>Attendance/participation at parent/family events</li> </ul>	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: <ul style="list-style-type: none"> <li>Number of volunteers who have created accounts</li> <li>Number of opportunities each school has listed</li> <li>Volunteer hours per school</li> <li>Volunteer feedback</li> </ul>	August Business Meeting





# Student Attendance/ Chronic Absenteeism Review

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MICHELLE CARPENTER, JENNY FOSTER, ADDISON FAIRBANK



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# What does the research say?

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When students miss out on instruction, they are much more likely to fall behind.

- Chronically absent students in preschool, kindergarten and first grade are much less likely to read at grade level by 3rd grade.
- Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers not to graduate.
- A student that is chronically absent in any two years between 8th and 12th grade has a > 50% chance of not finishing high school.

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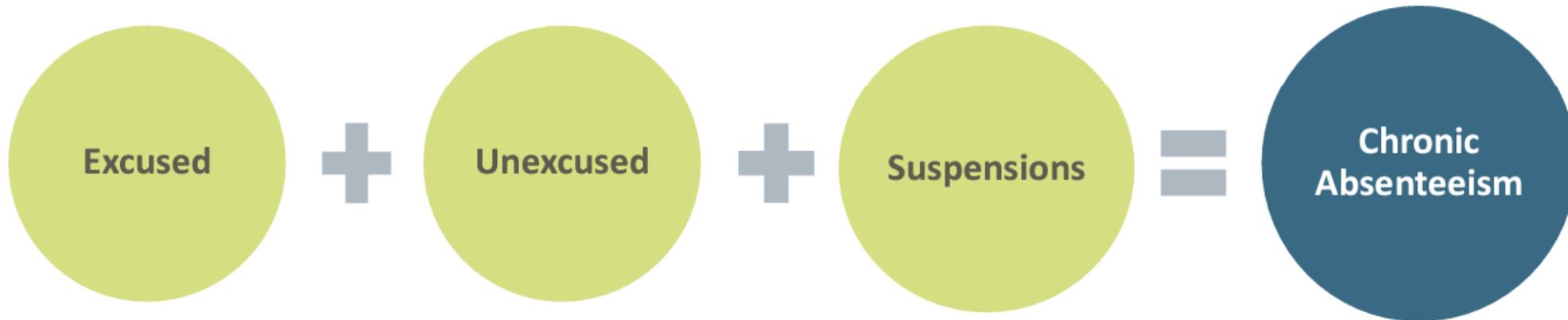
- Students have a much better chance of learning if they're in school.
- But attendance is not the goal in and of itself – engaged, safe, healthy and supported students are.
- It's an indicator that can draw our attention to our most vulnerable students and families, and can help target our efforts and resources more effectively.
- Chronic absenteeism has a disproportionate impact on low income students.
- Because of the challenges some students and families face, the challenge is not just to schools alone – it's all hands on deck.

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# What is Chronic Absenteeism?

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A student is considered chronically absent if they miss 10% or more of their school days for any reason: **excused, unexcused, and suspensions.**



*It is not the same as truancy, which only includes unexcused absences.*

# What Students Are Saying About Why School Absences Have ‘Exploded’

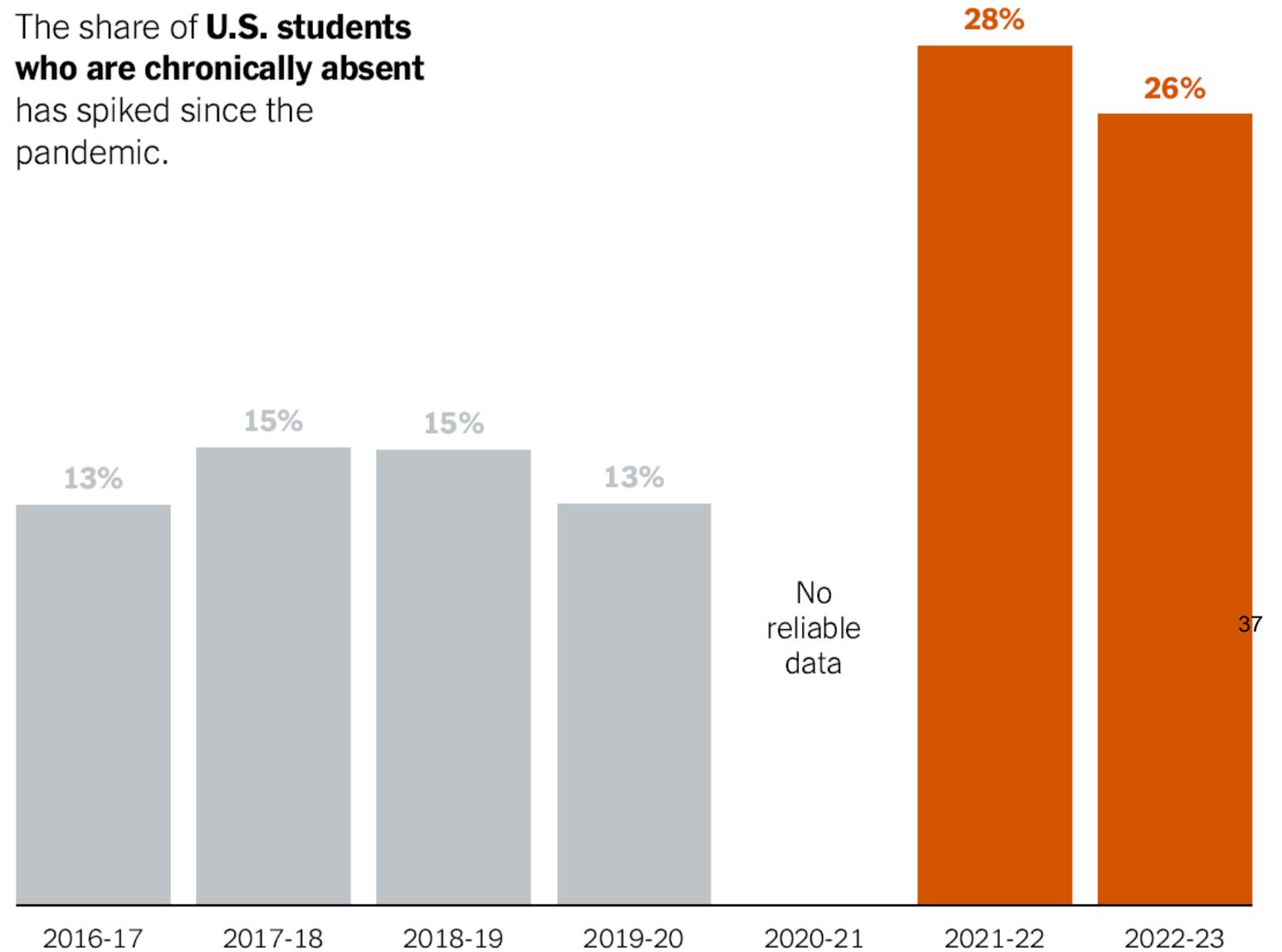
In “Why School Absences Have ‘Exploded’ Almost Everywhere,” Sarah Mervosh and Francesca Paris explain:

The trends suggest that something fundamental has shifted in American childhood and the culture of school, in ways that may be long lasting. What was once a deeply ingrained habit — wake up, catch the bus, report to class — is now something far more tenuous.

“Our relationship with school became optional,” said Katie Rosanbalm, a psychologist and associate research professor with the Center for Child and Family Policy at Duke University.

# A National Issue

The share of **U.S. students who are chronically absent** has spiked since the pandemic.



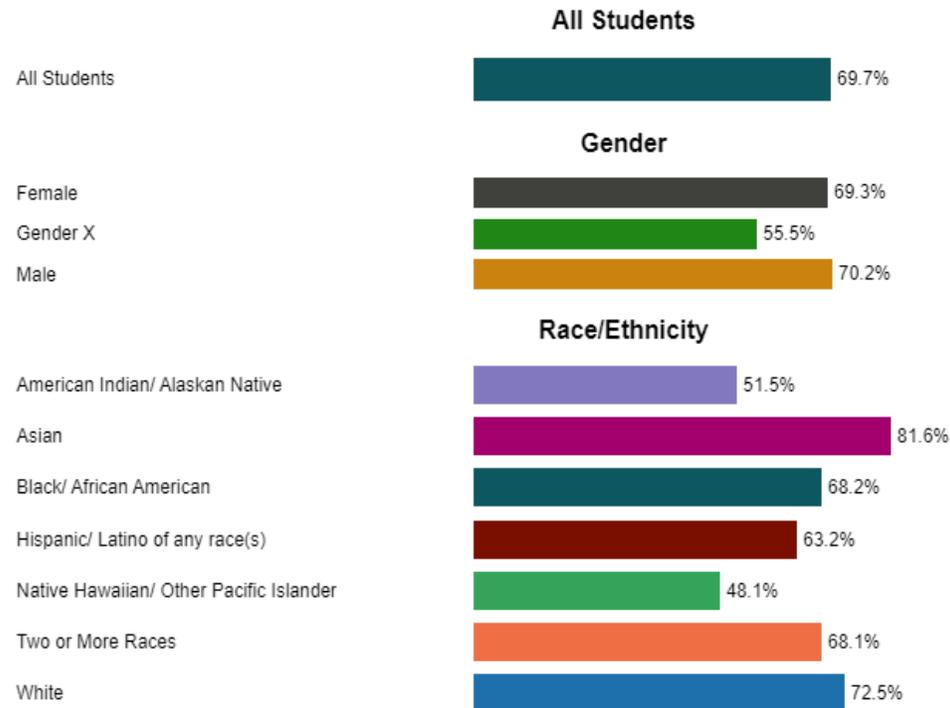
Source: Nat Malkus, American Enterprise Institute. Chronic absenteeism is defined as missing 10 percent of a school year.

# Data and Trends

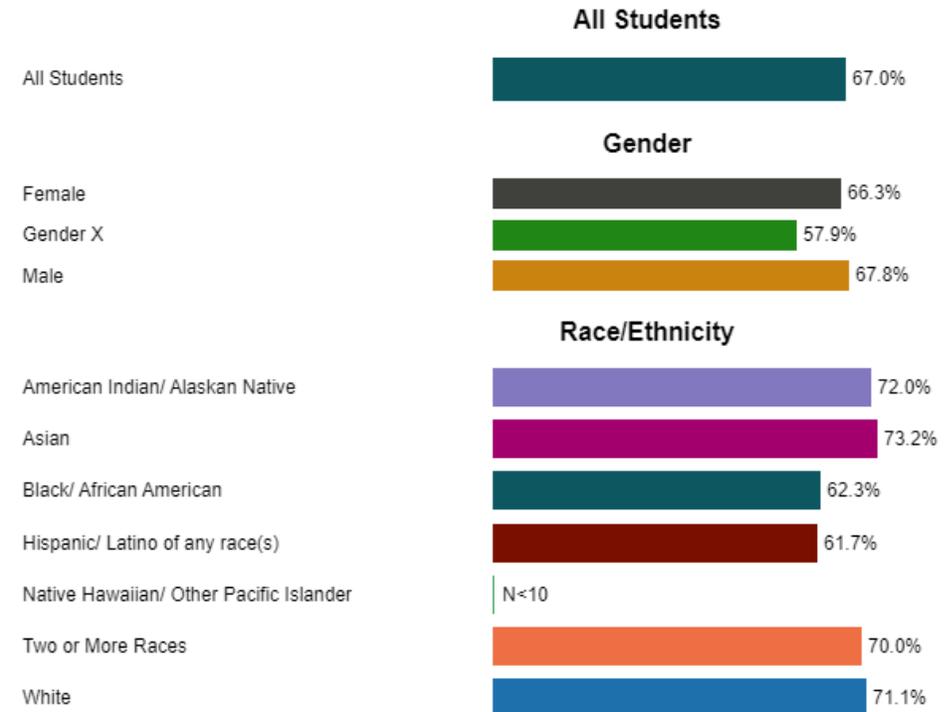
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# Percent of students who had fewer than two absences per month, on average (i.e. not chronically absent)

**Washington State**  
2022-23

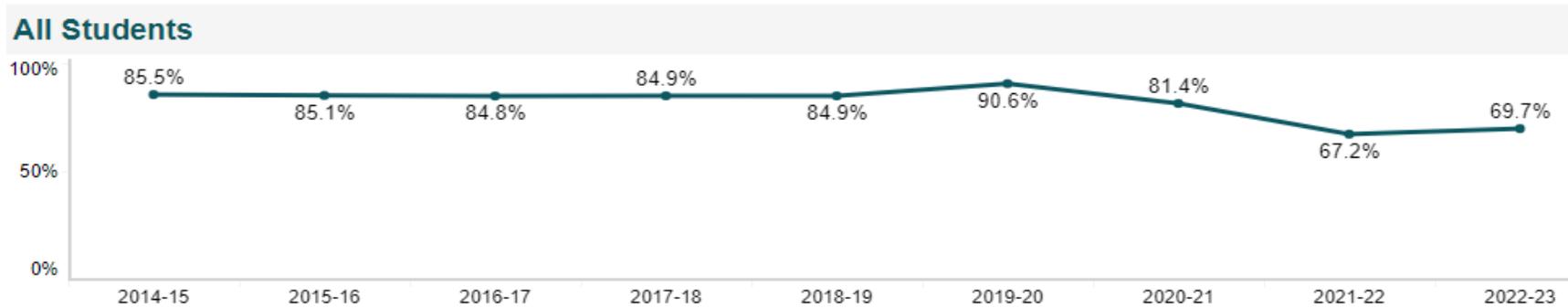


**Walla Walla Public Schools**  
2022-23

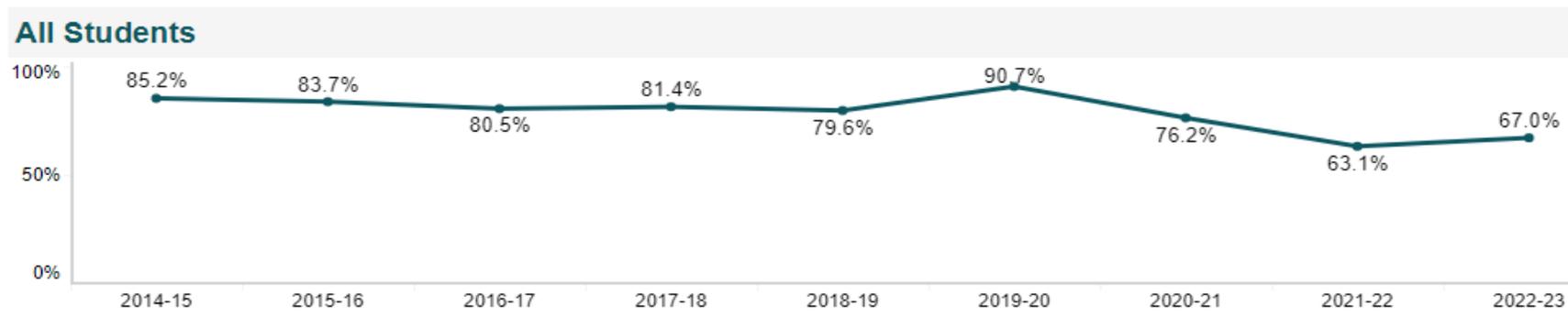


# Percent of students who had fewer than two absences per month, on average

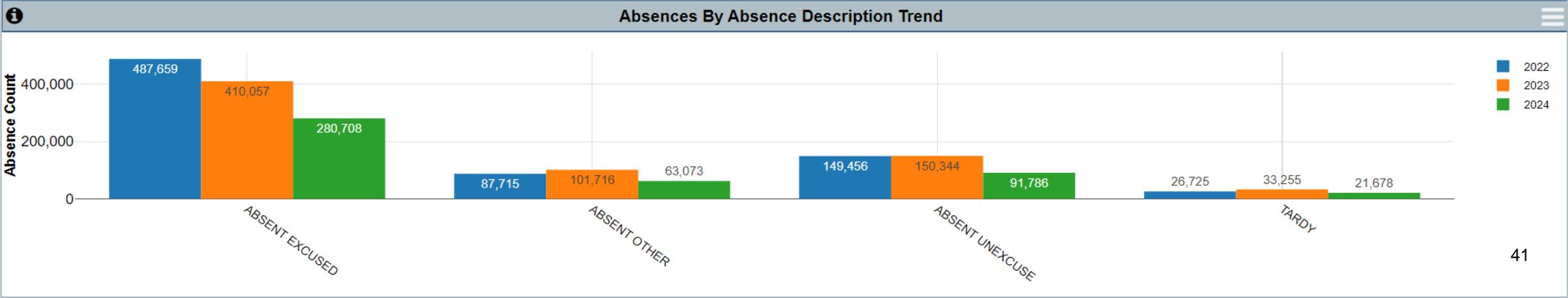
## Washington State



## Walla Walla Public Schools



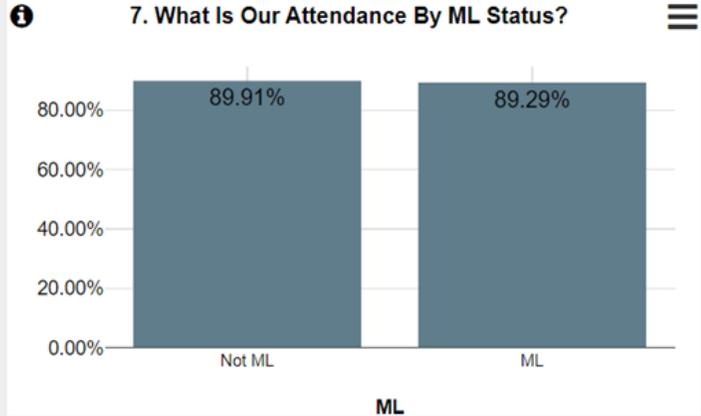
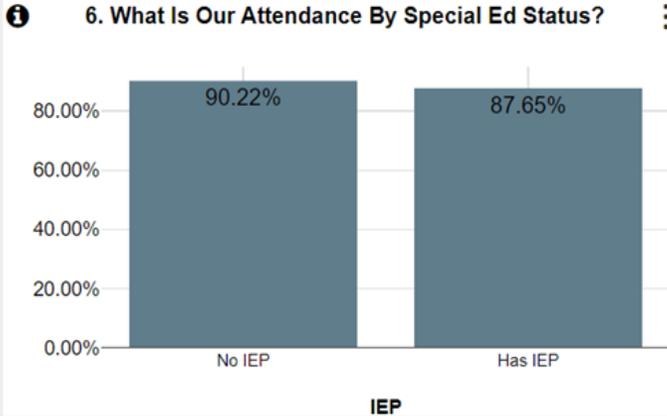
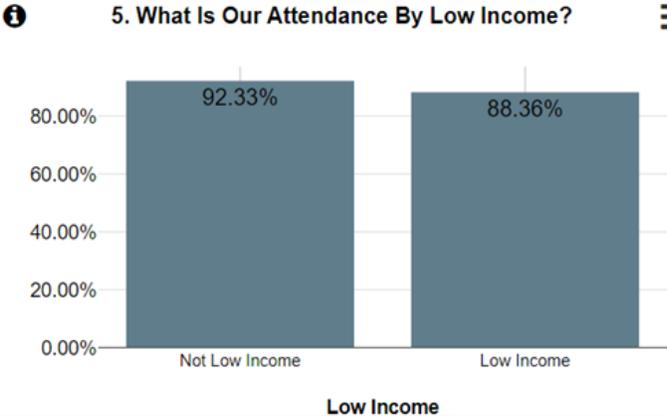
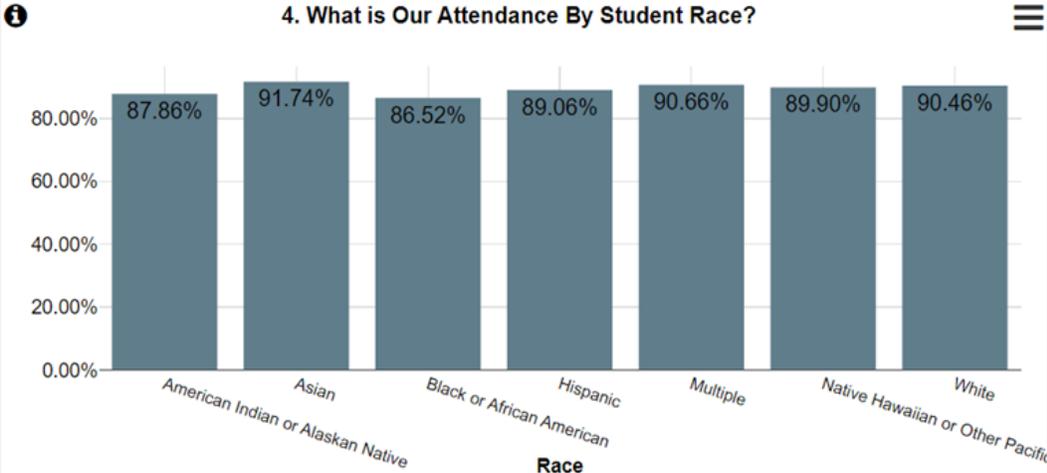
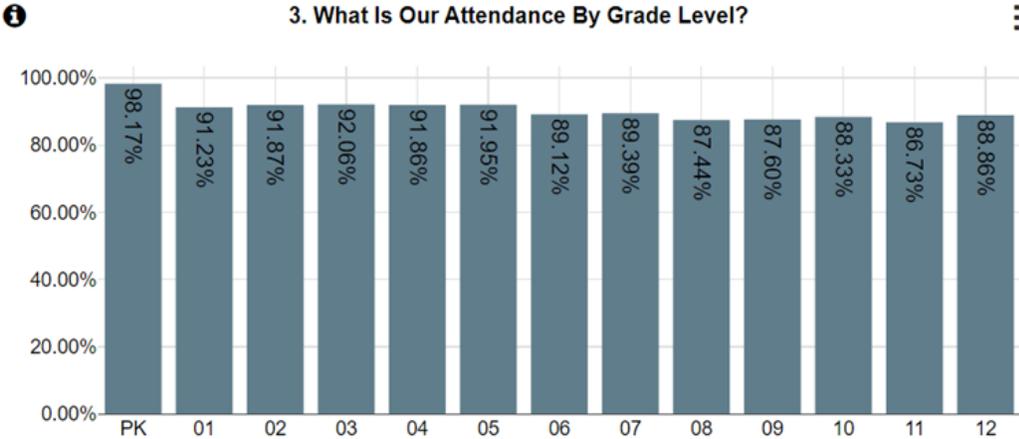
# WWPS Trends: Types of Absences



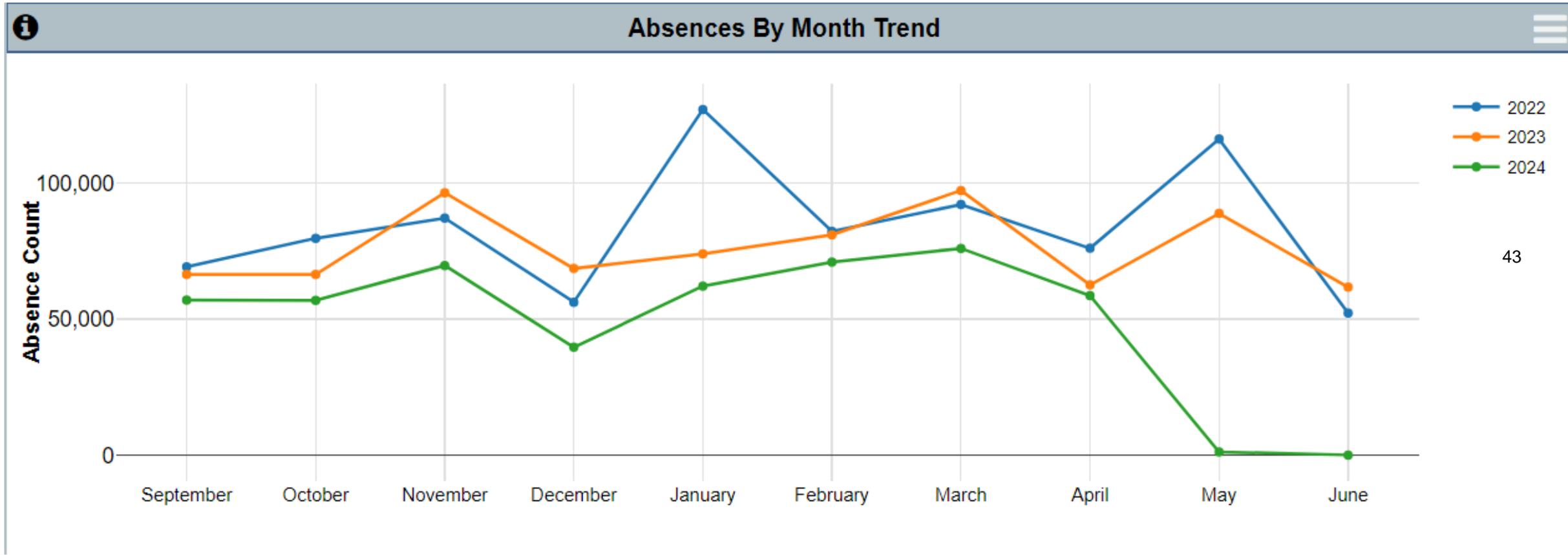
What Is The Average Attendance Rate?

# WWPS Current Attendance Data

**89.81%**



# WWPS Trends (Improving since 2022)



# Absence Equity Analysis (Race)

Attendance - Race Enrollment				Chronically Absent - Race			
	Race	Student Count	% of District		Race	Student Count	% of District
Total		5,581	100%	Total		2,020	100%
	American Indian or Alaskan Native	21	0.4%		American Indian or Alaskan Native	10	0.5%
	Asian	70	1.3%		Asian	12	0.6%
	Black or African American	55	1%		Black or African American	23	1.1%
	Hispanic	2,497	44.7%		Hispanic	998	49.4%
	Multiple	226	4%		Multiple	70	3.5%
	Native Hawaiian or Other Pacific Islander	10	0.2%		Native Hawaiian or Other Pacific Islander	6	0.3%
	White	2,702	48.4%		White	901	44.6%

# Absence Equity Analysis (Program)

Attendance - Low Income Enrollment				Chronically Absent - Low Income			
	Low Income	Student Count	% of District		Low Income	Student Count	% of District
Total		5,581	100%	Total		2,020	100%
Not Low Income		2,032	36.4%	Not Low Income		494	24.5%
Low Income		3,549	63.6%	Low Income		1,526	75.5%

Attendance - SwD Enrollment				Chronically Absent - SwD			
	Special Ed	Student Count	% of District		Special Ed	Student Count	% of District
Total		5,581	100%	Total		2,020	100%
No IEP		4,683	83.9%	No IEP		1,619	80.1%
Has IEP		898	16.1%	Has IEP		401	19.9%

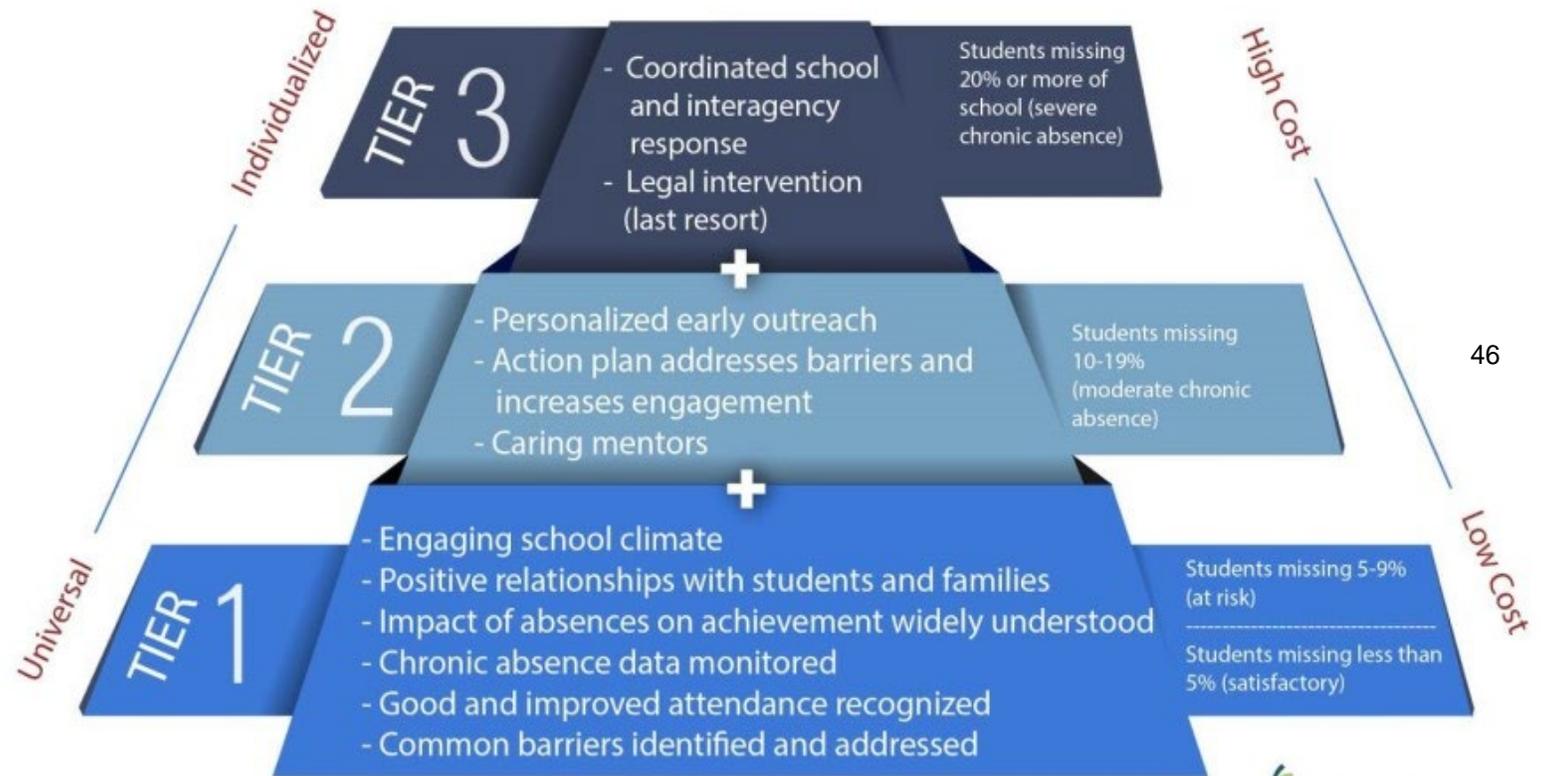
Attendance - ML Enrollment				Chronically Absent - ML Status			
	ML	Student Count	% of District		ML	Student Count	% of District
Total		5,581	100%	Total		2,020	100%
Not ML		4,714	84.5%	Not ML		1,688	83.6%
ML		867	15.5%	ML		332	16.4%

# What Works?



## Attendance Works

Advancing Student Success By Reducing Chronic Absence



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[www.attendanceworks.org](http://www.attendanceworks.org)



# What We're Doing to Help Improve Attendance

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- Focused point person at each level
  - (Addison Fairbank, Michelle Carpenter and Jenny Foster)
- Relationships matter.
  - Kid by kid and day by day. An absence is an absence and we want our students at school.
- Communities in Schools
  - Point person at each school
  - Community Engagement Board
- Celebrate successes
  - Sandwich boards at entrances, bulletin boards and announcements
  - Parent Square messages to share with school community
  - Individualized plans with incentives for grade levels, classes, families and students

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# Building Goals and Quarterly Tracking:

## 8.9% Decrease in Chronic Absenteeism

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	<b>22/23 SY</b>	<b>Goal</b>	<b>23/24 Q1</b>	<b>23/24 Q2</b>	<b>23/24 Q3</b>	<b>Improvement</b>
<b>WWCCF-TK</b>	52.0	51.0	37.0	37.0	38.0	14.0
<b>Berney</b>	39.0	38.0	27.6	30.5	31.0	8.0
<b>Edison</b>	40.0	39.0	19.0	24.9	23.0	17.0
<b>Prospect</b>	36.0	35.0	28.0	31.5	30.0	6.0
<b>Green Park</b>	41.0	40.0	26.0	33.9	35.0	6.0
<b>Sharpstein</b>	49.0	48.0	32.0	34.0	36.0	13.0
<b>Garrison</b>	45.0	44.0	30.0	36.1	41.0	4.0
<b>Pioneer</b>	44.0	43.0	30.0	35.4	37.0	7.0
<b>WAHI</b>	46.0	44.0	39.9	39.9	41.0	5.0
<b>Average</b>	<b>43.6</b>	<b>42.4</b>	<b>29.9</b>	<b>33.7</b>	<b>34.7</b>	<b>8.9</b>

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# Plans for Next School Year

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- CIS will have lead person for attendance
- Continued connections with families
- Access our local ESD and OSPI Attendance opportunities
- Intentional planning for monthly data tracking; Tier 1, 2 & 3 incentives and interventions; and, fostering a student culture to promote strong attendance
- Increase student, staff and parent awareness and engagement addressing root cause analysis for absenteeism

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# Questions

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