

**BOARD OF DIRECTORS**  
**Regular Study Meeting - 5:30 PM**  
**June 4, 2024**  
**364 S Park St**  
**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:** *Terri Trick*

**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. PUBLIC HEARING: NOTICE OF INTENT TO SELL SURPLUS PROPERTY**

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

**VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** (5:35 p.m.) *Ruth Ladderud*

1. Building Belonging Recognition: *Dr. Julie Perron*
  - *Kate Van Cleve & Students - Pioneer Middle School*
2. Recognition of High School State Champions: *Dr. Wade Smith*
  - *SEATech SkillsUSA*
  - *Wa-Hi FFA*
  - *Wa-Hi JROTC*
  - *Wa-Hi Track & Field*

**VII. STUDY ITEMS:** (6:00 p.m.) *Ruth Ladderud*

1. K-5 English Language Arts / Spanish Language Arts Curriculum Adoption  
Recommendation: *Christy Krutulis, Casey Monahan, Melissa Carter, Laura James, Staci Humphreys, Kelley Hubbard and Joyce Moreno*
2. Equity Policy and Initiative Planning and Discussion: *Ruth Ladderud and Ben Ibale*

**VIII. ADJOURNMENT:** (7:30 p.m.) *Ruth Ladderud*





# K-5 English/Spanish Language Arts Adoption Recommendations

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BOARD MEETING

June 4, 2024



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Why K-5 ELA/SLA Adoption?

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- Vision 2030 – Goal 1 – Ambitious Learning for All, achieved through;
  - Developing 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.”
  - Ensuring a Guaranteed and Viable Curriculum
    - “Promise standards are taught, assessed and met for every student.”
- Walla Walla reading data reveals a need to shift instructional practices to ensure all students become proficient readers
- Current materials are not aligned to current reading research
- ELA/SLA materials last adopted in 2016 and are no longer supported by the publisher

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# Policy 2020: Course Design, Selection and Adoption of Instructional Materials

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Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college, career, and civic readiness.

- The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:
  - Applicable state and federal laws;
  - Goals and/or learning standards of the district and state; and
  - Procedures monitored by the instructional materials committee.
- The board is responsible for the adoption of core materials used in the district.

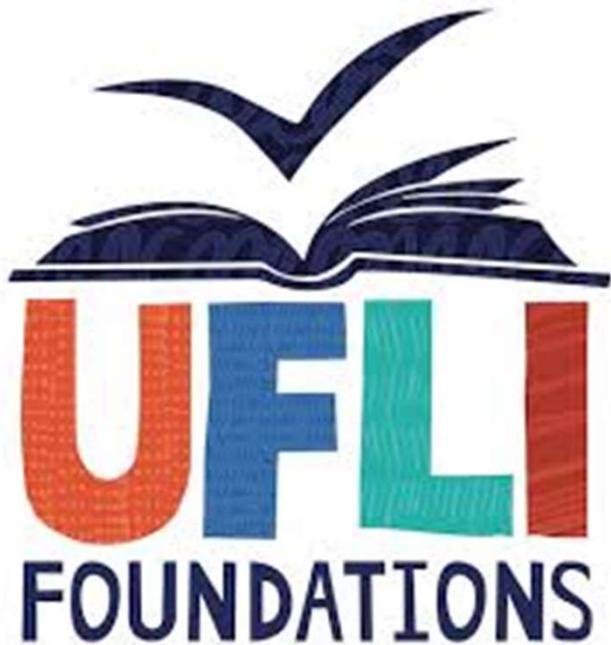
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# 13-Step Comprehensive and Inclusive Adoption Process

Step	Activity	Summary
1	Curriculum Identified for Possible Upgrade	Curriculum identified for upgrade/adoption based on WWPS Adoption Cycle (e.g. approximately every 6 years for most core curriculum), or other need triggers review (e.g. lagging student performance data, change in State/National standards)
2	Board Apprised of Adoption Process	School Board notified of year-long curriculum upgrade process, engagement activities and milestones
3	Preliminary Practitioner Input	Classroom teacher preliminary input sought (e.g. strengths/weaknesses of current materials, specific department/program needs, program alignment considerations)
4	Practitioner Materials Research Team Identified	Teachers/staff identified to serve on the practitioner team to explore material options, review state and district curricular standards, and evaluate preliminary teacher input
5	Publisher Engagement	Curriculum publishers engaged to present research-based materials to practitioner team for review and consideration
6	Curriculum Finalists Identified	Practitioner team narrows curriculum to finalists for deep review and consideration using "Indicators of Quality Rubric," among other factors
7	Possible Pilot	When appropriate, practitioner team may recommend piloting curriculum finalists in order to broaden teacher input and more deeply explore curriculum tools/resources
8	Draft Recommendation Identified	Practitioner team compares strengths/weaknesses and pilot experiences in order to identify up to two, top curriculum finalists
9	Parent/Stakeholder Review and Input	Families contacted via phone/text/email, invited to attend curriculum presentation event or to review/inspect materials under consideration at their own leisure. Additionally, ads are taken out in the newspaper as well as social media posts, advertising the same opportunity for community review. All input received is provided to the Instructional Materials Committee.
10	Final Recommendation to IMC	Following parent/stakeholder input, the Practitioner team endorses final recommendation based on parent/stakeholder input and prior findings
11	WWPS Instructional Materials Committee (IMC)	WWPS convenes comprehensive review committee (IMC) to deeply evaluate recommended curriculum and process utilized by the research team. The IMC consists of: 3 principals (1 elementary, 1 middle school, 1 high school) 7 teachers (2 elementary, 2 middle school, 2 high school, 1 special education), 1-3 students (as appropriate), CTE Director, Curriculum Coordinator, Bilingual Coordinator, Executive Director of Teaching and Learning, School Board Member (non-voting) Assistant Superintendent/Superintendent. Committee criteria can be found at: <a href="https://www.wwps.org/district/information/school-board/procedures/series-2000/5126-2020-course-design,-selection-and-adoption-of-instructional-materials">https://www.wwps.org/district/information/school-board/procedures/series-2000/5126-2020-course-design,-selection-and-adoption-of-instructional-materials</a>
12	Preliminary School Board Recommendation	If recommendation is approved by the IMC, the Teaching and Learning Department and key practitioner staff present recommendation to the School Board for review/consideration. Community comment/feedback welcomed at School Board meeting.
13	Final School Board Decision	After at least two weeks has elapsed, the School Board will consider final adoption. Additional community comment/feedback welcomed prior to Board decision.

# K-2 Word Reading

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University of Florida  
Literacy Institute

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# Process Overview

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## **2022- 2023 School Year**

- Some K-2 teachers and reading specialists at Prospect Point begin to supplement using UFLI

## **May 2023**

- Vision 2030 strategic planning committee recommends a large-scale pilot of UFLI

## **May-July 2023**

- Teachers volunteer for piloting team, materials ordered, training planned

## **August 2023**

- Full day training for all piloting teachers and district paraprofessionals

## **August - April**

- Piloting teachers use the materials for Word Reading instruction in their classrooms
- Monthly check in/professional learning sessions provided

## **April-June 2024**

- Selection of materials to recommend, community input, Instructional Materials Committee, final recommendation to Board of Directors

# Pilot Participants

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## **Berney (1st Grade)**

Jacqueline Fisbeck, Stacy Morrison

## **Green Park (2nd grade)**

Alyson Shuler, Deanna Real

## **Prospect Point (Kinder, 1st Grade, 2nd Grade)**

Suzann Kaup-Rose, Amber Ferraro, Amy Heinzman, Rebecca Wilson  
Karen Hanson, Rachael Pederson, Laura James, Staci Humphreys  
Heather Babbitt, Heather Hudec, Wendy Baldwin, Mark Paul

## **Sharpstein (1st Grade, 2nd grade, Special Education)**

Gina Ruvalcaba, Jesica Russell, Richele Locati  
Laura Berg, Rob Griffith, Lindsay York, Nicole Hyatt

# Teacher Feedback About UFLI

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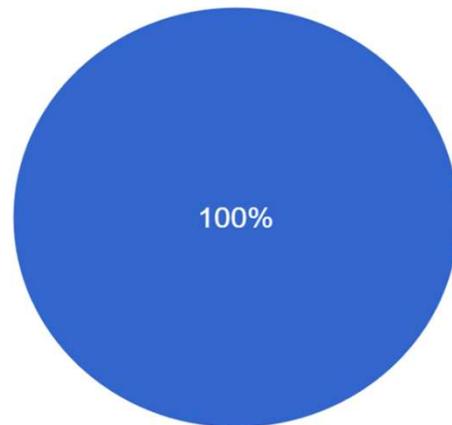
- I really love the structure and routine of the curriculum. It lends itself to use in all three tiers of instruction and follows a logical scope and sequence. I love it!
- I have been piloting UFLI this year and have seen amazing growth with all my students! It has been a game changer for both myself and my students. My students are becoming more proficient in learning to read as I have learned more about the science of reading.
- UFLI has been a game changer for my students and myself! My students are becoming more proficient in learning to read than they ever have in my teaching career. I like the direct and explicit instruction that it provides!
- All students can participate! UFLI is accessible to ALL. Lower readers are reading more complex stories because of the repeated exposure to the different graphemes. The intense phonemic awareness helps all students in writing and reading.
- We've seen shocking growth with the children's reading, spelling, self-esteem, and confidence this fall with using the UFLI reading program and interventions coupled with the Reading WIN systems we have in place. It's been a game changer which has spilled into other areas of kids' lives as well as other content areas.

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# Teacher Recommendation for UFLI

To what extent to you support the recommendation to adopt UFLI for K-2 foundational skills instruction

16 responses



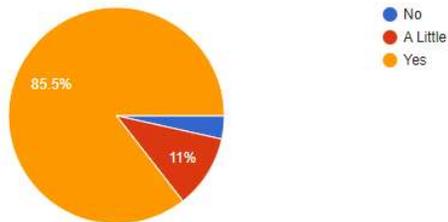
- I enthusiastically support this recommendation.
- I support the recommendation but have some reservations.
- I do not support this recommendation at this time.

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# Student Input

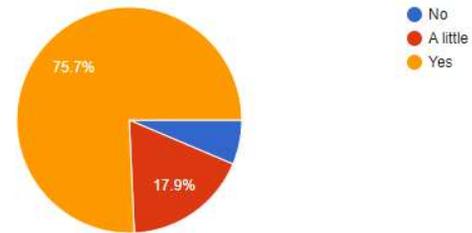
UFLI has helped me learn sounds and letters.

173 responses



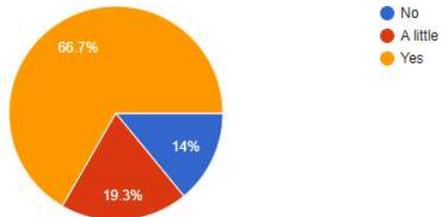
UFLI has helped me write and spell.

173 responses



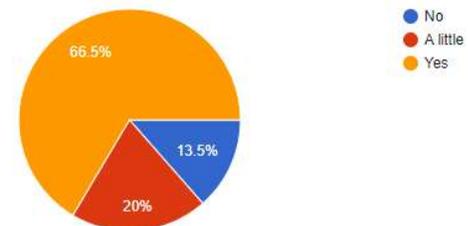
I enjoy reading the UFLI stories.

171 responses



I have fun learning with UFLI

170 responses



# K-5 ELA/SLA Core Materials

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# Process Overview

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## October 2023

- District teachers surveyed to identify their priorities in materials and a team of teachers gather to develop a materials evaluation rubric

## November 2023

- Publisher presentations from six publishers and materials review team evaluates materials

## December 2023

- Materials selected for pilot and piloting teams developed

## January 2024

- Pilot materials training and use of materials begins

## January-April 2024

- Materials pilot continues (12 week pilot)

## May-June 2024

- Selection of materials to recommend, community input, Instructional Materials Committee, final recommendation to Board of Directors

# Materials Selected to Pilot

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## ***English Language Arts***

- *HMH: Into Reading*
- *McGraw Hill: Wonders*

## ***Spanish Language Arts***

- *HMH: Arriba la Lectura and Into Reading*
- *Benchmark: Adelante and Advance*

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# Robust Number of Pilot Participants

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## ELA Pilot

### **Berney (K, 3, 5)**

April Brown, Katie Davenport, Kelley Hubbard  
Carrie Gonzales, Danielle VanDyke  
David Clearman, Ilana James, Jennifer Holbrook

### **Green Park (K, 2, 5)**

Alyson Shuler, Debbie Ambler, Deanna Real, Eva Katsel  
Jim Lux, Jose Maya, Sara Lamanna

### **Prospect Point (1, 2)**

Karen Hanson, Rachael Pederson, Laura James, Staci  
Humphreys, Heather Babbitt, Heather Hudec, Wendy  
Baldwin, Mark Paul, Denise Jausoro

### **Sharpstein (1, 5)**

Gina Ruvalcaba, Jessica Russell, Richele Locati  
Benjamin VanDonge, Justin James, Kate Keyes

## SLA Pilot

### **Edison (K, 1, 2, 3, 5)**

Andrea Valencia, Maria Espinosa Arteaga  
Brenda Berumen, Luz Phillips, Yolanda Maycumber, Joyce Moreno,  
Claudia Saldivar, Sofia Parsons, Nilda Williams, Siomara Hobbs  
Ashley Estrada, Jennifer Aceves, Jazmin Lopez, Cecilia Solis, Fabiola  
Ochoa

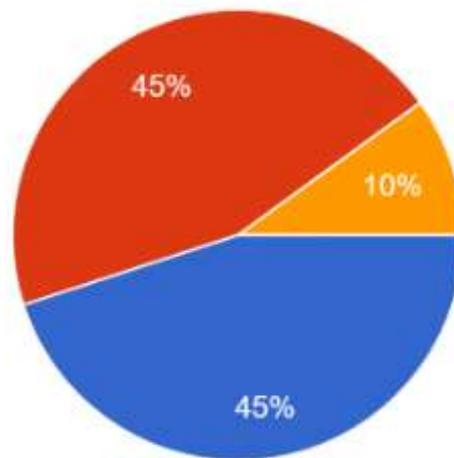
### **Green Park (K, 2, 4)**

Rosa Bahena-Flores, Melissa Lopez, Iris Salazar, Ruby Chavez Garcia,  
Gabriela Mora, Tanya Esquivel

# Pilot Feedback for SLA

From the list of pros and cons about Benchmark Adelante/Advance and HMH Arriba la lectura / Into Reading the piloting team recommends HMH Arriba la lectura/Into Reading for adoption.

20 responses



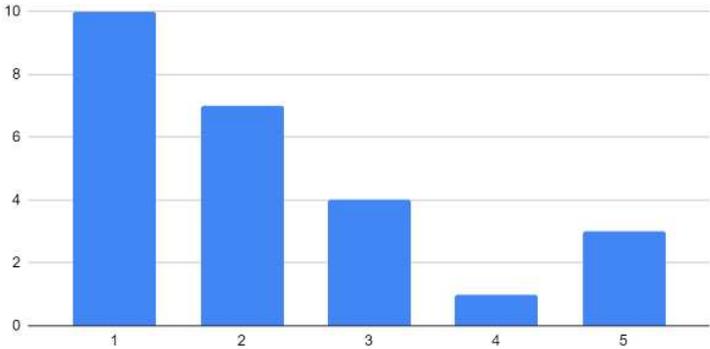
- I enthusiastically support this recommendation.
- I support the recommendation but have some reservations.
- I do not support this recommendation at this time.

# Pilot Feedback for ELA

Consensus Check - Into Reading

1. I fully support this recommendation.
2. I support the recommendation but have some reservations.
3. It will take me some time to come to support this recommendation but I am willing to move forward.
4. I am against this recommendation but will use the materials if adopted.
5. I do not support this recommendation and we must continue the adoption process.

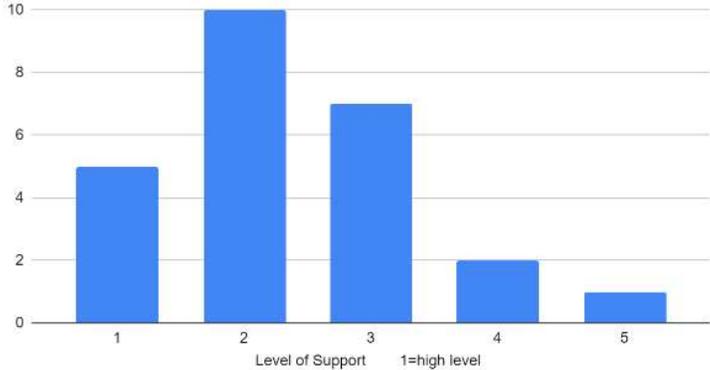
Into Reading



Consensus Check - Wonders

1. I fully support this recommendation.
2. I support the recommendation but have some reservations.
3. It will take me some time to come to support this recommendation but I am willing to move forward.
4. I am against this recommendation but will use the materials if adopted.
5. I do not support this recommendation and we must continue the adoption process.

Wonders

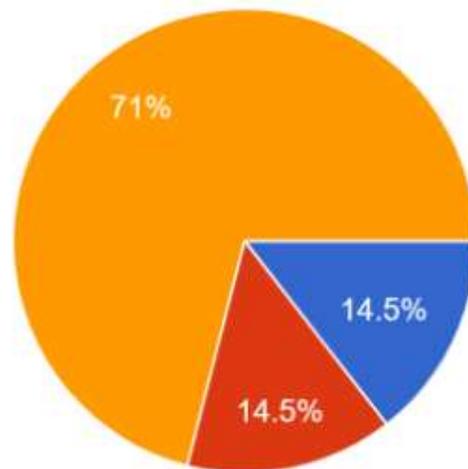


# Staff Input - K-5 all ELA Teachers

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Which of these options are you most in support of?

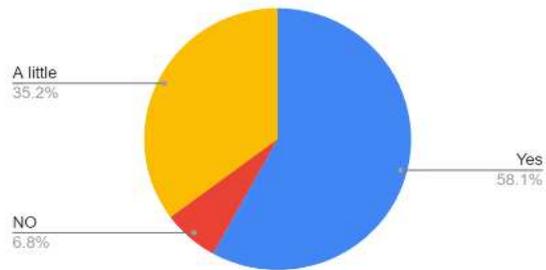
69 responses



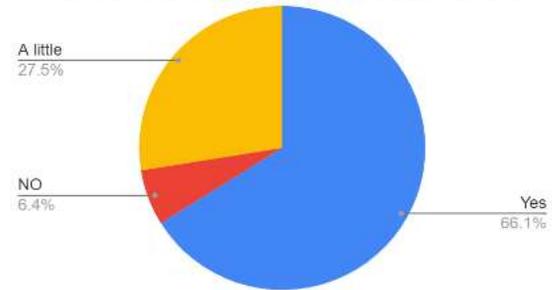
- Keep looking for materials and pilot new sets in 2024-25 for adoption for 2025-26 <sup>19</sup>
- Flip flop Into Reading and Wonders and continue piloting in 2024-25 for adoption for 2025-26
- Adopt Into Reading and implement in 2024-25

# Student Input

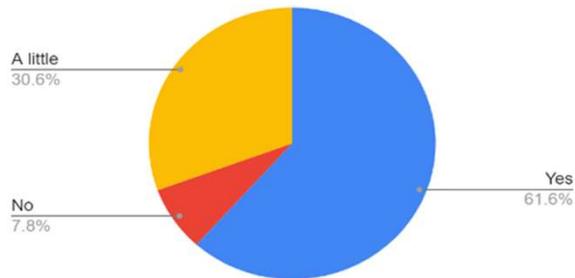
Did you enjoy the stories and texts we read? N=236



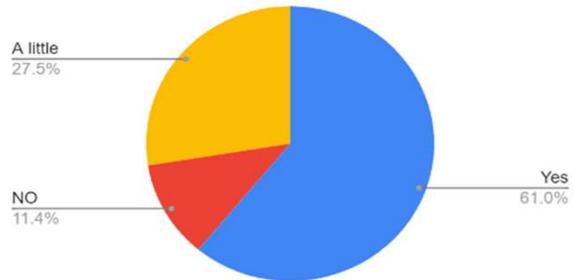
Did you learn a lot about the topics we read and talked about? N+236



Did you learn enough about the topics we read about to be able to write about them? N=232



Do you like the print materials you are using for reading like the books you write in and other print materials you use? N+236



# Community Feedback/Input Sought

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- Advertisement and outreach
  - ParentSquare
  - District Media
  - Newspaper Advertisement
- Materials were available to view in the district office or online and provide input
- A May 20<sup>th</sup> community meeting was held



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# Community Comments for Into Reading and Arriba la Lectura

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## UFLI Materials

- We did not have specific feedback about UFLI from parent/community members.

## HMH Materials

- “I love that there appears to be a diverse representation of cultures, peoples, and places in the texts. I also like that the text sets are multi-genre, emphasizing themes and knowledge through essential questions.”
- “Great option for K-5! I think students will appreciate new materials as they move up through the grades.”

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# Instructional Materials Committee (IMC)

*Purpose of IMC: Monitor the procedures used to evaluate and recommend core materials for School Board adoption*

- Committee includes teachers from all levels, building and district administrators
- Ensure the materials have been reviewed for the following and provide feedback on perceived strengths and weaknesses:
  - Research
  - Standards Alignment
  - Instructional Supports
  - Differentiation
  - Balanced Views
  - Format Considerations
  - Equitable Access
  - Stereotyping/Bias
  - Parent Input
  - Staff Input

# IMC Feedback for UFLI

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- This seems as though this is a common sense choice. Teachers seem very excited.
- Well done. I have spoken with participating teachers who have been happy with the thoroughness of the process.
- UFLI aligned to strategic planning goal. The process has been thorough and evidence based.
- This sounds exciting. Reading should be taught phonetically.
- The content of the UFLI materials is an exciting new addition to the K-2 reading curriculum. The high level of teacher buy in is awesome despite the complex instructional routines.
- The process was well carried out.
- Content fits K-2 needs and builds a great foundation. The process covered all of the steps and is complete and thoughtful.
- Online materials is adding resources all of the time – this is a good thing.

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# IMC Feedback for Into Reading and Arriba la Lectura

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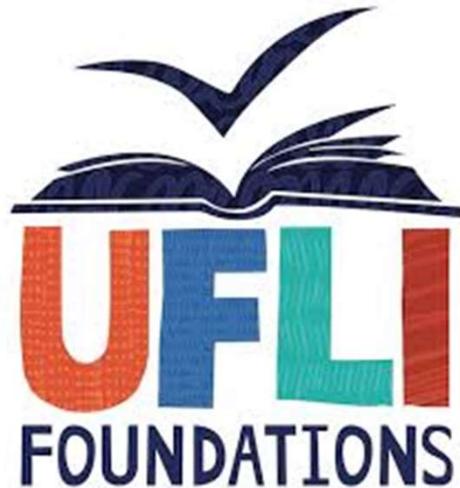
- Criteria are met for adoption. Protocols and review were transparent and thorough.
- This sounds exciting. The materials are equitable for dual and rich for a wide range of students.
- 12 week pilot- thoughtful adoption with lots of input from a wide variety of viewpoints.
- The PD needs to go beyond the first 2 years of implementation.
- AI giving feedback to students SBA style is neat.
- Materials meet the needs of diverse learners. Much to choose from for teaching and learning. Deep dive into materials and support of diverse opinions.
- The materials meet the criteria. The process was well conceived and executed.

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# Recommendation for Adoption

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Based on unanimously positive input from piloting teachers, strong support from students, no concerns from families and the Instructional Materials Committee, we are recommending the following materials for adoption to be used starting in the 2024-25 school year:



# Recommendation for Adoption

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Based on input from piloting teachers, strong support from students, families, and the Instructional Materials Committee, we are recommending the following materials for adoption to be used starting in the 2024-25 school year:



# Next Steps

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- Immediately order new materials following June 18 approval in order to provide teachers hard copies and online access as soon as possible.
- Professional learning in June and August.