

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
June 3, 2025
364 S Park St
Walla Walla, WA 99362

Watch Live: <https://wwps-org.zoom.us/j/97951263806>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 979 5126 3806

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.) *Derek Sarley*

II. FLAG SALUTE: *Eva Maxwell*

III. ROLL CALL:

- Derek Sarley, President
- Ruth Ladderud, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Terri Trick
- Eva Maxwell, Student Representative
- Ari Kim-Leavitt, Student Representative

IV. APPROVAL OF AGENDA: *Derek Sarley*

V. CONSENT AGENDA: *Derek Sarley*

1. Policy No. 1900 - Our Cultural Commitment 2

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS: (5:35 p.m.) *Derek Sarley*

1. Recognition of High School State Champions: *Dr. Wade Smith*
- *SEATech SkillsUSA*
 - *Wa-Hi Track & Field*

VII. STUDY ITEMS: (5:35 p.m.) *Derek Sarley*

1. Vision 2030: Goal #1, Strategy #1 - Collective Efficacy: *Christy Krutulis, Chris Gardea, and Team* 11
2. Budget Update: *Dr. Wade Smith and Janette Jeffris*

VIII. ADJOURNMENT: (6:30 p.m.) *Derek Sarley*

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OUR CULTURAL COMMITMENT

Equity in Walla Walla Public Schools begins by recognizing the diversity of our lived experiences and commits us to actions and attitudes that ensure a universal sense of belonging and the collective flourishing of our community.

We see you.

We value you.

We listen to you.

We believe in you.

You belong here.

The board is committed to identifying and addressing barriers and unhealthy cultures so that belonging, participation and achievement is maximized. Focusing our equity lens on belonging allows us to ensure a healthy district culture and student experience, with careful and deliberate consideration to individual dignity, needs and circumstances.

Because the board acts through its policies, it is important that board policies demonstrate its commitment to an environment that fosters cultural competency, diversity, equity, and inclusion. The board should also demonstrate various ways in which it recognizes and appreciates the diversity of our experiences. By demonstrating the above, the board reveals actions and attitudes through policy that fosters belonging and collective flourishing.

This policy, and each other policy it references, promotes an educational mission layered by a commitment to create an environment that fosters cultural competency, diversity, equity, and inclusion. The district will maintain on its website, in accessible language, a detailed overview of the consolidated requirements of these linked policies, and clear reporting mechanisms for perceived violations of practice.

Definitions

- “Cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- “Diversity” describes the presence of similarities and differences within a given setting, collective, or group based on multiple factors, including race and ethnicity, gender identity, sexual orientation, disability status, age, economic status, religion, geography, primary language, culture, and other characteristics and experiences.

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- “Equity” includes developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups.
- “Inclusion” describes intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access to engagement and participation in available activities and opportunities.

Curriculum

Policy and Procedure 2020 (Course Design, Selection and Adoption of Instructional Materials) addresses selecting instructional materials. Several aspects of Procedure 2020 ensure that the district selects instructional material that supports its commitment to equity and belonging.

In compliance with RCW 28A.345.130, the board, within available materials, adopts inclusive curricula and selects diverse, equitable, inclusive, and age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds; people with differing learning needs; people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010; and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board seeks curricula and instructional materials that are as culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

In selecting instructional materials, the district looks at the degree to which they are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.

Procedure 2020 also offers parents a process to challenge and complain about instructional materials.

Students with Disabilities

Policy and Procedure 2161 (Special Education and Related Services for Eligible Students) and Policy and Procedure 2162 (Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973) address various ways the district values and serves students with disabilities.

The board recognizes that students who qualify as disabled under its policies can improve their educational performance when they receive special education and related services tailored to fit their

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needs. Special education programs for eligible students are an integral part of the general educational programs of this district.

Likewise, the board recognizes students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) and is committed to identifying, evaluating, and providing those students with appropriate educational services. Section 504 is a federal civil rights law passed by Congress that protects the rights of individuals with disabilities in our schools.

Discrimination and Harassment

A significant part of the district's commitment to creating an environment that fosters cultural competency, diversity, equity, and inclusion is ensuring compliance with state and federal anti-discrimination laws. Accordingly, the board has several policies and procedures that prohibit discrimination and harassment of students and staff.

The following policies and procedures prohibit discrimination, harassment, intimidation, or bullying of students: Policy and Procedure 3205 (Sexual Harassment of Students Prohibited), Policy and Procedure 3207 (Prohibition of Harassment, Intimidation and Bullying of Students), Policy and Procedure 3210 (Nondiscrimination – Students), and Policy and Procedure 3211 (Gender-Inclusive Schools).

Many of these policies are accompanied by procedures that include complaint processes when people have reason to believe they have been discriminated against, harassed, intimidated, or bullied. These procedures play a crucial role in creating a sense of belonging and supporting the collective well-being of our community by ensuring there is a clear process for accountability.

The following policies and procedures prohibit the discrimination and sexual harassment of staff and provide complaint processes for staff to use when they believe they have been discriminated against or harassed: Policy and Procedure 5010 (Nondiscrimination and Affirmative Action) and Policy and Procedure 5011 (Sexual Harassment of Staff Prohibited).

In accordance with Procedure 3205 and Procedure 5011, the superintendent or designee will convene a committee to review the use and efficacy of Policy and Procedure 3205 and Policy and Procedure 5011. Based on the review, the superintendent or designee will prepare a report for the board.

In accordance with Policy 3207, the board may request an annual review of Policy and Procedure 3207. The board may also request that a task force be created to address any concerns or ongoing issues that policy and procedure are to address.

The board may also request a review of Policy and Procedure 3210 and Policy and Procedure 5010.

Student Discipline

Under Policy 3241 (Student Discipline), the board focuses on every student's educational achievement. The district holds high expectations for all students and strives to provide all students with the

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opportunity to achieve personal and academic success. The board intends that student discipline be implemented to support a positive school climate, maximize instructional time as appropriate, and increase equitable educational opportunities.

Thus, the district will observe students' fundamental rights and will administer discipline in a manner that does not unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.

Moreover, before administering an in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and its length are warranted.

In addition, the board embraces reengagement plans when required by Procedure 3241. The district must collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the district must consider the nature and circumstances of the incident that led to the student's suspension or expulsion and, as appropriate, the student's cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach.

Transitional Bilingual Instruction Program

The district provides a transitional bilingual program for children whose primary language is not English and whose English skills are sufficiently deficient or absent to impair learning. The program is described in Policy and Procedure 2110 (Transitional Bilingual Instruction Program).

As stated in that policy, the board is highly committed to ensuring an equal educational opportunity for every student, including children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The district's transitional bilingual instruction program is an example of actions and attitudes that foster a sense of belonging and the collective flourishing of our community by designing a program to enable students to achieve competency in English. The board of directors will annually approve the district's transitional bilingual instruction program.

To ensure accountability and in accordance with Procedure 2110, the superintendent or designee will annually report on the status of the district's transitional bilingual instruction program.

Language Access and Effective Communication

The board believes it is critical to address language barriers and is committed to improving meaningful, two-way communication and promoting access to district programs, services, and activities for students, their parents, and their families. The board recognizes that students whose family members are

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multilingual English learners are assets to the community. It is crucial that the district seeks to address language barriers and does so free of charge.

To assist with that, the board has adopted Policy 4218 (Language Access), accompanied by Procedure 4218. The policy and procedure describe the district's language access program for culturally responsive, systematic family engagement.

The district is committed to ensuring that any communications regarding district-sponsored programs, activities, meetings, and services are effectively communicated to individuals with disabilities, including those with impaired hearing, vision, or speech. Policy and Procedure 4217 (Effective Communication) describe how the district will effectively communicate.

The board may request information regarding the district's language access program and its efforts to effectively communicate with individuals with disabilities.

Family Engagement

Consistent with the district's Strategic Plan Goal #4, the district recognizes that family engagement helps students in Title I, Part A programs achieve academic standards. Thus, the board has adopted Policy 4130 (Title I, Part A – Family Engagement) to promote family engagement. In alignment with the district's commitment to equity and belonging, this policy acknowledges the diverse needs, voices, and experiences of families within our community. By actively involving families as partners in education, the district seeks to create a school climate where every family feels welcomed, respected, and empowered to support their child's learning and growth.

In accordance with Procedure 4130, the district will conduct an annual evaluation of the content and effectiveness of its policy and procedure.

Social-Emotional Climate

The district is committed to nurturing a positive social-emotional climate in its schools. Policy and Procedure 3112 (Social Emotional Climate) provide a framework for how the district will support and promote school and district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students. The board believes that every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high-quality relationships.

School Improvement Plans

As provided by Policy 2005 (School Improvement Plans), the board requires that each school develop and adopt a school improvement plan that is responsive to the unique needs of its student population. These plans serve as strategic frameworks to guide continuous improvement in academic outcomes, school climate, and overall student well-being.

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Each school improvement plan or process must address a range of elements, including key educational equity factors such as gender, race, ethnicity, culture, language, socioeconomic background, and physical and mental ability. By intentionally examining disparities in access, opportunity, and outcomes, schools are expected to identify and dismantle barriers that prevent all students from thriving.

The inclusion of these equity factors reflects the district's broader commitment to fostering inclusive learning environments where every student feels valued, supported, and empowered to succeed. Schools will use disaggregated data, stakeholder input, and evidence-based practices to inform their plans and ensure they are actively advancing educational justice. The board supports this work as foundational to building a more equitable, inclusive, and high-achieving district for all learners.

Mastery-Based Learning and Credit

Under various mastery-based learning policies and to ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate action to ensure equitable access to these crediting opportunities.

Academic Opportunities

The district will ensure that information about advanced placement and honors classes, highly capable programs, and other academic opportunities is equitably distributed to families from all backgrounds in languages they understand. The board endeavors to ensure that non-academic factors will not prevent students from accessing academic opportunities they would otherwise be eligible to participate in.

Non-curriculum related student groups

The board believes that student groups provide opportunities for students to connect with others who have similar interests and backgrounds, and also to meet people from different backgrounds.

The board supports Policy and Procedure 2153 (Non-Curriculum Related Student Groups), which lets students create groups that aren't part of their regular school classes.

Access to Extracurricular Activities

The board recognizes that participation in extracurricular activities is a vital part of a well-rounded educational experience and contributes significantly to students' academic success, social development, and sense of belonging. In alignment with the district's equity goals, efforts will be made to ensure that all students—regardless of socioeconomic status, transportation availability, family responsibilities, or other potential barriers—have equitable access to extracurricular opportunities.

When directed by the board, the district will initiate a systematic investigation into barriers that prevent students from participating in extracurricular programs. Examples of such barriers may include a lack of after-school transportation, program fees, scheduling conflicts, limited outreach to families, or inaccessible facilities. The superintendent will designate a qualified staff member to lead this research

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effort, which may include data collection, student and family surveys, focus groups, and consultation with school and community stakeholders.

Once the research is completed, the designated staff member will report the findings to the superintendent and work collaboratively to develop actionable, equity-driven solutions aimed at reducing or eliminating identified barriers. Solutions may include—but are not limited to—adjustments to transportation schedules, the implementation of fee waivers or subsidies, expanded program availability, and targeted outreach to historically underserved student groups.

The superintendent will then present both the findings and the proposed solutions to the board for review and discussion. This process ensures that decision-making around extracurricular programming is informed, transparent, and rooted in the district's commitment to access, inclusion, and student success for all.

Selection of Staff

As provided by Policy 5000 (Recruitment and Selection of Staff), the superintendent establishes necessary staff positions to provide the district's comprehensive program of education. The superintendent establishes the necessary skills, competencies, qualifications, education, experience, and past performance levels for each position, as it relates to the district's comprehensive program of education, and the goal of continued improvement in student learning. Selection of staff is based on which candidate is the most qualified for the position, and is made pursuant to the district's standard screening, interview, reference check process, and equity requirements.

The district will practice inclusive hiring practices and culturally responsive retention strategies that support and value diversity in its staff. Recruiting, screening, and interview teams will be trained in cultural competency to seek out diverse perspectives, experiences, and backgrounds that enrich the makeup of our staff and provide students with inspiring role models.

Board and Staff Training

The board embraces that each board member and district staff must receive training regarding cultural competency, diversity, equity, and inclusion.

The board also acknowledges and embraces that the Professional Education Standards Board (PESB) has developed cultural competency, diversity, equity, and inclusion (CCDEI) standards for educators.

The board is committed to following the CCDEI standards developed by the PESB within the district. Therefore, district staff are expected to adhere to those standards while carrying out their responsibilities as district employees.

The board may request the superintendent or designee to report on the district's efforts to train its staff regarding the CCDEI standards for educators and to implement those standards.

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Cultural Awareness and Recognition

We value the diversity of our community and recognize the importance of celebrating this diversity within the learning environment. The district will maintain a comprehensive listing of monthly Cultural Awareness and Recognitions on its website. The superintendent will encourage schools to include these events in assemblies, displays, announcements and other materials as warranted.

Students on the Board

The board seeks to maintain two student board representatives pursuant to Policy 1250 (Students on Governing Boards). Recognizing the impressive diversity of experience and background amongst the district's student body, the board will seek to select students who are able to represent such diversity of thought and perspective.

Envisioning the Future of the District

As described by Policy 1005 (Key Functions of the Board) the board, with participation by the community, shall envision the future of the district's educational program and formulate goals, define outcomes and set the course for the district. This will be done within the context of racial, ethnic, and religious diversity and with a commitment to education excellence and equity for all students.

Implementation and Annual Reporting Requirements

The superintendent is required to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually, the superintendent shall report to the School Board on the progress towards achieving the goals outlined in this policy. The report shall be based on annual goals set in partnership with the superintendent and the School Board.

Each year, an administrative committee comprising students, staff and parents will review this policy and may provide recommendations for improvement for board consideration.

Cross References:

Policy 1005 Key Functions of the Board

Policy 1250 Students on Governing Boards

Policy 2005 School Improvement Plans

Policy 2020 Course Design, Selection and Adoption of Instructional Materials

Policy 2110 Transitional Bilingual Instruction Program

Policy 2161 Special Education and Related Services for Eligible Students

Policy 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Policy 2401 Financial Education Mastery-Based Learning and Credit

Policy 2402 English Language Arts Mastery-Based Learning and Credit

Policy 2403 Math Mastery-Based Learning and Credit

Policy 2404 Science Mastery-Based Learning and Credit

Policy 2405 Social Studies Mastery-Based Learning and Credit

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Policy 2406 The Arts Mastery-Based Credit
Policy 2407 Health and Physical Education Mastery-Based Credit
Policy 2409 World Language Mastery-Based Credit
Policy 2153 Non-curriculum Related Student Groups
Policy 3112 Social Emotional Climate
Policy 3205 Sexual Harassment of Student Prohibited
Policy 3207 Prohibition of Harassment, Intimidation and Bullying of Students
Policy 3210 Nondiscrimination – Students
Policy 3211 Gender-Inclusive Schools
Policy 3241 Student Discipline
Policy 4130 Title I, Part A – Family Engagement
Policy 4217 Effective Communication
Policy 4218 Language Access Program
Policy 5000 Recruitment and Selection of Staff
Policy 5010 Nondiscrimination and Affirmative Action
Policy 5011 Sexual Harassment of Staff Prohibited

Legal References:

RCW 28A.343.100 Governance training program
RCW 28A.345.115 School director governance—Cultural competency, diversity, equity, and inclusion—Report
RCW 28A.345.120 School director governance—Cultural competency, diversity, equity, and inclusion—Trainings
RCW 28A.410.260 Washington professional educator standards board—Cultural competency, diversity, equity, and inclusion standards of practice
RCW 28A.410.265 Washington professional educator standards board—Certification—cultural competency, diversity, equity, and inclusion standards of practice
RCW 28A.415.443 Definitions
RCW 28A.415.445 Professional learning days—Mental health topics—cultural competency, diversity, equity, and inclusion

Second Reading/New Policy: May 20, 2025
(Proposed) Adopted: June 3, 2025



Developing Washington's Most Sought-After Graduates
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VISION 2030

GOAL #1: STRATEGY #1 COLLECTIVE EFFICACY

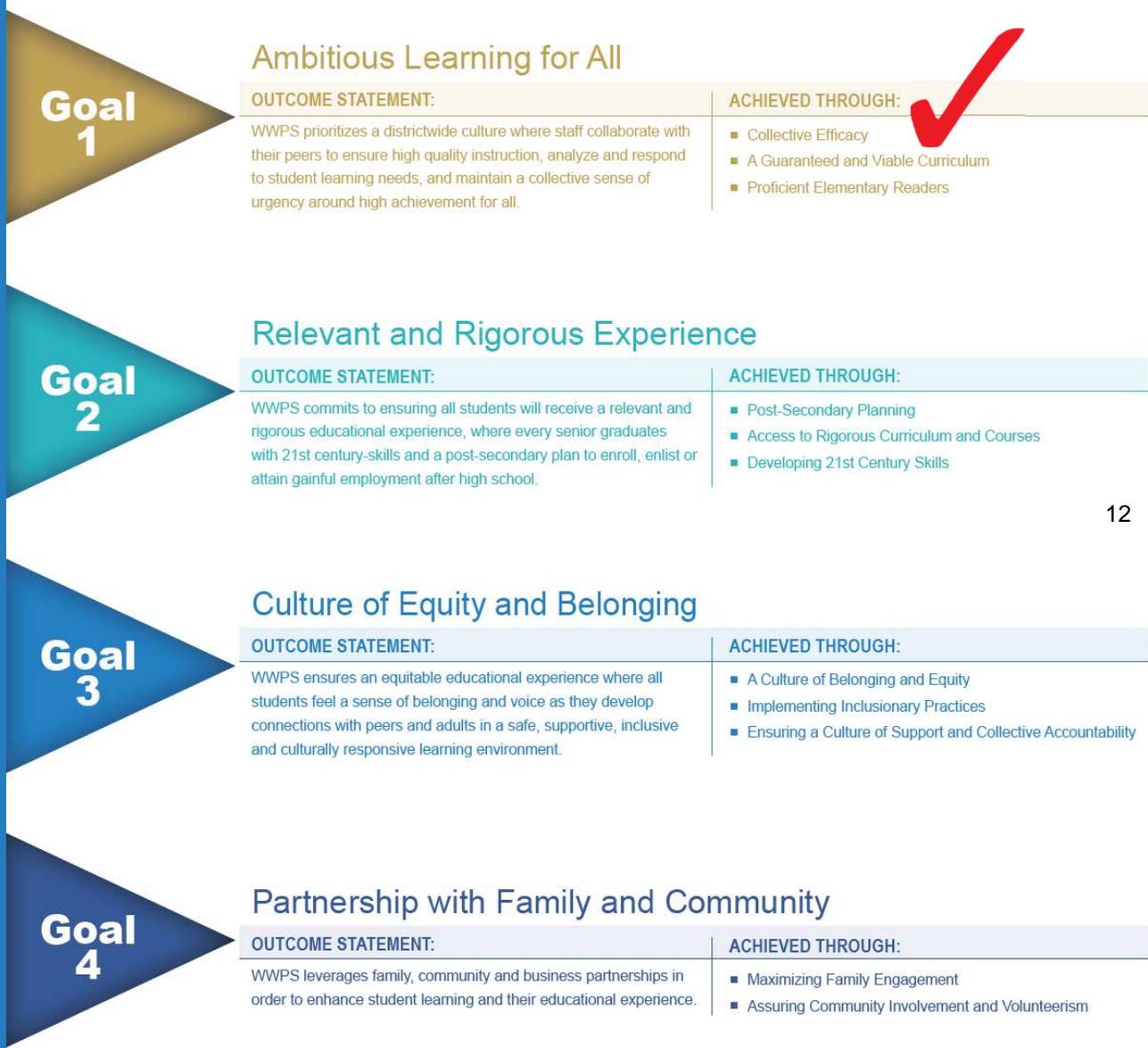
CHRISTY KRUTULIS, CHRIS GARDEA AND
REPRESENTATIVES FROM GREEN PARK, PIONEER AND WAHI



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

■ 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)

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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>Professional Learning Teams ✓</p> <p>Building Guiding Coalitions ✓</p> <p>Building Wide Interventions ✓</p>	<ul style="list-style-type: none"> -All teams will be trained and use the collaborative PLC Planner for PLC time/work -Planner includes expectations for collaboration for all WWPS teams -Teams will be given time in August to review and finalize Team Norms -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 -Review and refine if needed the GC Job Description, and ensure all Guiding Coalition Members understand their roles/expectations -Provide annual August training for all GC members, including training on crucial conversations (RESIST Protocol, Powerful Guiding Coalitions, RTI, etc.) -Implement a quarterly district-wide GC summit to foster collaboration and collective learning amongst GC members and principals -Prioritize GC member attendance at a PLC At Work/RTI conference -Build a shared understanding of how to provide interventions within the classroom through professional development (e.g. UDL training, book study, video series) -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) -GC team reviews data sheet and makes timely adjustments to building interventions -GC members attend an RTI at Work Conference 	 <p>Clearly outlined pyramid of interventions developed by every building. (Taking Action p.80)</p>
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"> -IT support for shared drive creation for PLC Planner and Promise Standard tracking -Sample data-tracking sheets -Resources to support fall and quarterly GC retreats -Ability to attend PLC/RTI Institutes and/or bring Solution Tree experts in to provide enhanced training/support 		
How will growth/success be measured, tracked and reported?	<p>EES Survey Results (monitor for improvement):</p> <ul style="list-style-type: none"> -My professional learning community work results in improved student learning -Regular formative assessments are used to monitor student progress toward standard 		

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■ Professional Learning Communities

■ What's working well?

- Sharing of students during WIN time at the elementary level is well established.
- WaHi's Blue Devil schedule supports WIN time and sharing of students within some teams.
- Secondary PLCs have a dedicated Wednesday each month to meet with their secondary content teams.

■ What's coming up?

- Continued refinement of data analysis to improve instruction.
- Collaborative planning and implementation of inclusionary practices.
- June review and updates for K-12 math promise standards and K-5 ELA proficiency maps.
- Administration of more Interim Assessment Blocks as units are being taught.

■ Challenges and/or roadblocks?

- Inconsistent engagement across teams in using data to drive instructional decisions.
- Ongoing need for double entry of K-5 math promise standards.
- Lack of K-12 ELA promise standard reporting, and limited ability to see analyze 6-12 math promise standards.

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- Voices from the field-WaHi
 - John Schumacher-Principal
 - Jacob Heezen-English teacher

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■ Building Guiding Coalitions

■ What's working well?

- GC members focused on learning about, and trying out, inclusionary practices this year.
- GC members more involved in building-wide decision making (shared-leadership).

■ What's coming up?

- GC members have identified 2-3 inclusionary practices for the first semester of the 25-26 school year that they will roll out with staff in August.
- GC members continuing to get support from Novak consultant.

■ Challenges and/or roadblocks?

- Lack of time for the whole staff to deeply understand inclusionary practices.
- Lack of time, and in some places lack of strong collaboration, for teams to design lessons together to lighten the load.

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Goal 1

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- Voices from the field–Pioneer
 - Kris Duncan-Principal
 - Rachel Geiter-GC member and science teacher
 - Lisa Franklin-Assistant Principal
 - Seth Ahrens-GC member and science teacher
 - John Avery-GC member and math teacher

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- Building Wide Interventions
 - What's working well?
 - WaHi built time into the day for students to receive additional support.
 - WIN time at the elementary level is built into the master schedule for sharing students.
 - What's coming up?
 - Utilizing elementary specialists who have extra planning time to support WIN times.
 - Continued refinement of intervention practices based on data.
 - Implementation of more inclusionary practices to reduce barriers to access content.
 - Challenges and/or roadblocks?
 - Finding enough time in the day for students who need Tier I, Tier II, and Tier III.
 - Secondary master scheduling that supports the sharing of students for differentiated interventions.
 - Staff scheduling of appointments for WaHi students to access support during Blue Devil time.

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- Voices from the field
 - Cesar Hernandez-Green Park Principal
 - Rebecah Boeckman-Green Park GC member and 3rd grade teacher
 - John Schumacher-WaHi Principal

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Goal 1

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- How will growth/success be measured, tracked and reported?
 - 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”

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Goal 1

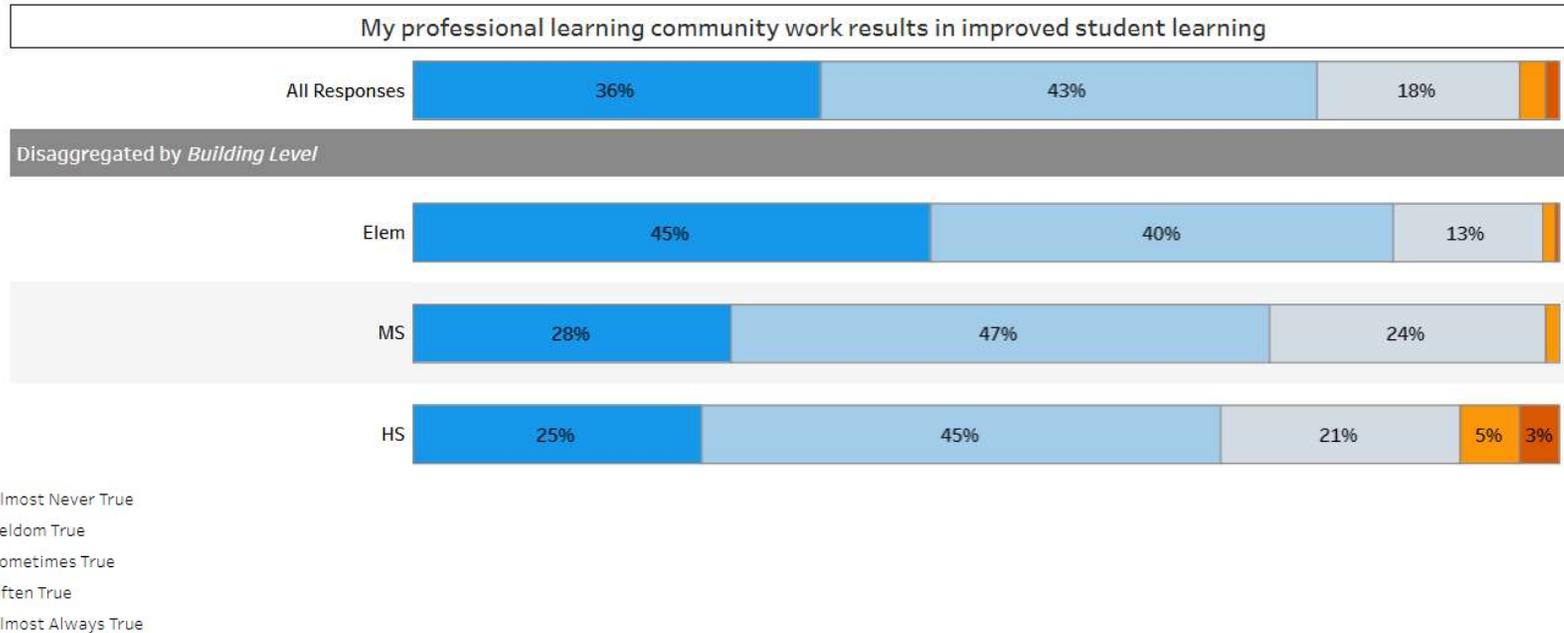
Ambitious Learning for All

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 1

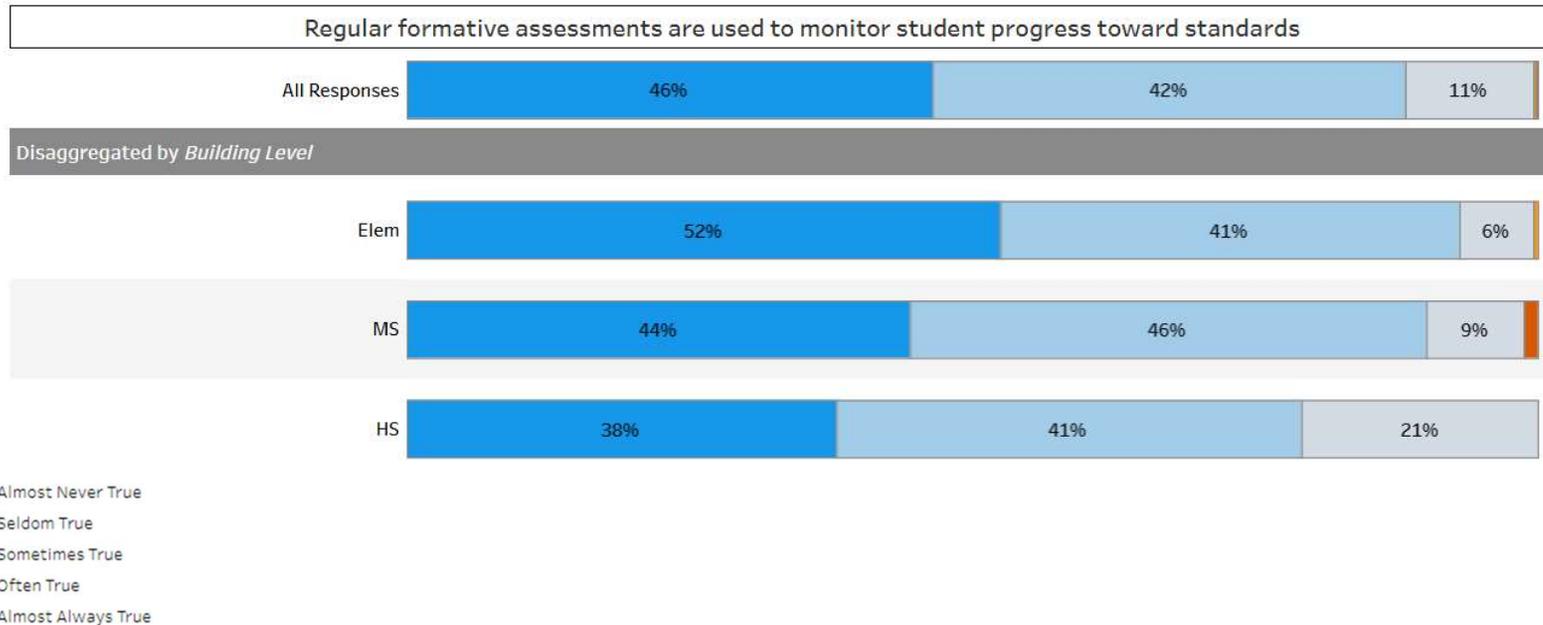
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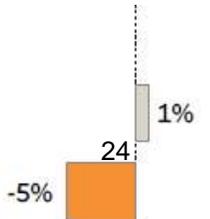
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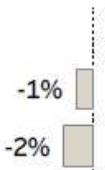
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My professional learning community work results in improved student learning



Regular formative assessments are used to monitor student progress toward standards



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■ 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: • 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 and June Business Meetings
	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 nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	November Study Meeting, February and July Business Meetings
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

