



VISION 2030

SCHOOL BOARD INITIATIVE PRESENTATIONS
STRATEGIES 3 & 5

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

Initiative Planning Development and Approval Timeline

		Plan Review and Board Approval Timeline
G o a l # 1	Strategy #1 - 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.	June 6
	Strategy #2 - Guaranteed and Viable Curriculum: Ensure district-wide Promise Standards are taught, assessed and met for every student.	August 15
	Strategy #3 - 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.	October 24
G o a l # 2	Strategy #4 - Post Secondary Plans: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	September 5
	Strategy #5 - 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.	October 24
	Strategy #6 - 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.	September 5
G o a l # 3	Strategy #7 - A Culture of Belonging and Equity: Continue to promote, prioritize and celebrate "We All Belong Here" strategies. Prioritize and promote the building of positive adult-student relationships and connection. Implement culturally responsive practices and curriculum.	August 15
	Strategy #8 - Implementing Inclusionary Practices: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.	June 6
	Strategy #9 - Ensuring a 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.	September 19
G o a l # 4	Strategy #10 -Maximizing Family and Community Involvement: Implement systems and opportunities to maximize family engagement with schools and each other. Increase two-way outreach, support and access to maximize family inclusion in their child's learning and post-secondary plans. Promote family involvement in after school activities/extra-curricular experiences.	September 19
	Strategy #11 - 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.	June 6

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ACHIEVED THROUGH:

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

- 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” (Vision 2030)



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ACHIEVED THROUGH:

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

■ Committee Makeup

- Shannon Hand, Michelle Carpenter, Jacqueline Fisbeck, Angie Pedroza, Melissa Carter, Araceli Garcia, Suzann Rose, Laura James, Staci Humphreys, Nicole Hyatt, Brent Cummings, Judith Allison, Barb Casey, Christy Krutulic, Julie Perron

■ Committee Process

- The team met multiple times in the spring of 2023 to work through a collaborative process to develop this plan. First, we imagined a future in our district with all K-2 students progressing towards fluency and then meeting fluency by the end of 2nd grade. Then we brainstormed the actions, personnel and resources that would help us reach that goal. Next we collaborated to identify what would need to happen to make the strategy statement come true. The team reacted to an initial draft of the Implementation Framework and Action Plan before we made revisions to create this proposed plan.



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Ambitious Learning for All

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ACHIEVED THROUGH:

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- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - By 2030, all students are reading at or above grade level in their language of instruction by the end of 2nd grade as a result of systematic and explicit structured literacy instruction. Students feel safe and confident in reading, writing and speaking as they build knowledge about the world.

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ACHIEVED THROUGH:

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- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Science of reading kickoff summit
 - LETRS training (volume 1 and 2) for teachers, administrators and Teaching and Learning staff
 - Develop sub-committee for Spanish literacy
 - Develop Literacy Framework for ELA and SLA
 - Core curriculum materials review, pilot for 2024-25 adoption (K-5: English/Spanish)
 - Instructional coaching for teachers and paras



Goal 1

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ACHIEVED THROUGH:

- Collective Efficacy
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- Proficient Elementary Readers

- What specific resources or supports are needed?
 - LETRS Volume 1 online modules
 - LETRS Volume 2 online modules
 - LETRS Training \$138K (paid for through multiple grants and funding streams)
 - District Literacy Specialist TOSA (identified and assigned)
 - Curriculum Materials Adoption
 - Release Days (\$27K) to review and pilot
 - Curriculum materials adoption (\$700K)



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ACHIEVED THROUGH:

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

- How will growth/success be measured, tracked and reported?
 - LETRS course completion data
 - DIBELS (English) 2nd Grade Composite - Spring target 60% for 23-24 based on fall data. Increases to 95% by 2030.
 - Lectura (Spanish) 2nd Grade Composite - Spring target 59% for 23-24 based on fall data. Increases to 95% by 2030.
 - Annual data report to school board (every June) with LETRS, DIBELS and Lectura performance data.



Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Ambitious Learning for All		Achieved Through: Proficient Elementary Readers		Committee Lead: Casey	
Strategy Statement: 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					
Committee Membership: Shannon Hand, Michelle Carpenter, Jacqueline Fisbeck, Angie Pedroza, Melissa Carter, Araceli Garcia, Suzann Rose, Laura James, Staci Humphreys, Nicole Hyatt, Brent Cummings, Judith Allison, Barb Casey, Christy Krutulis, Julie Perron					
Brief Description of Committee Work and Process: The team met three times in the spring of 2023 to work through a collaborative process to develop this plan. First, we imagined a future in our district with all K-2 students progressing towards fluency and then meeting fluency by the end of 2nd grade. Then we brainstormed the actions, personnel and resources that it would help us reach that goal. Next we collaborated to identify what would need to happen to make the strategy statement come true. The team reacted to an initial draft of the Implementation Framework and Action Plan before we made revisions to create this proposed plan.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? By 2030, all students are reading at or above grade level in their language of instruction by the end of 2nd grade as a result of systematic and explicit structured literacy instruction. Students feel safe and confident in reading, writing and speaking as they build knowledge about the world.					
	2023-24 School Year	2024-25 School Year	2025-26 School Year	2026-2030 School Years	
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ul style="list-style-type: none"> Science of reading kickoff summit Cohort 2 complete Volume 1 LETRS training Cohort 1 complete Volume 2 LETRS K-5 Admin and T&L staff completes LETRS admin training Develop sub-committee for Spanish literacy Develop Literacy Framework for ELA and SLA Core curriculum materials review, pilot for 2024-25 adoption (K-5: English/Spanish) Instructional coaching for teachers and paras 	<ul style="list-style-type: none"> Cohort 3 complete LETRS Volume 1 Cohort 2 complete Volume 2 LETRS training Curriculum materials implementation Training for paras Instructional coaching for teachers and paras 	<ul style="list-style-type: none"> Cohort 3 complete LETRS Volume 2 New K-2 teachers LETRS trained Instructional coaching for teachers and paras Common Proficiency Map development and unit plans 	<ul style="list-style-type: none"> New K-2 teachers LETRS Trained Instructional coaching for teachers and paras 	
Who are the key personnel, people who will help lead this work?	District Literacy Specialist (TOSA), Principals, District staff, LETRS facilitators (district staff)				
What specific resources or supports are needed to accomplish the actions?	LETRS Volume 1 online modules LETRS Volume 2 online modules Release Days Materials to review and pilot	LETRS Volume 1 online modules LETRS Volume 2 online modules Release Days Materials for implementation	LETRS Volume 2 online modules Release Days	LETRS online modules as needed for new teachers	
How will growth/success be measured, tracked and reported?	Measured/Tracked LETRS course completion data DIBELS 2 nd Grade Composite- Spring target 60% Lectura 2 nd Grade Composite - Spring target 59% Reported Annual data report to school board	Measured/Tracked LETRS course completion data DIBELS 2 nd Grade Composite - Spring target 67% Lectura 2 nd Grade Composite - Spring target 62% Reported Annual data report to school board	Measured/Tracked LETRS course completion data DIBELS 2 nd Grade Composite - Spring target 74% Lectura 2 nd Grade Composite - Spring target 68% Reported Annual data report to school board	Measured/Tracked LETRS course completion data 2026-27 DIBELS 2 nd Grade Composite - Spring target 84% Lectura 2 nd Grade Composite - Spring target 74% 2027-28 DIBELS 2 nd Grade Composite - Spring target 88% Lectura 2 nd Grade Composite - Spring target 80% 2028-29 DIBELS 2 nd Grade Composite - Spring target 92% Lectura 2 nd Grade Composite - Spring target 88% 2029-30 DIBELS 2 nd Grade Composite - Spring target 95% Lectura 2 nd Grade Composite - Spring target 95% Reported Annual data report to school board	
Estimated funding necessary	District Literacy Specialist - \$100,000 LETRS training \$138,000 Materials Pilot - \$27,000 Curriculum materials adoption \$700,000	District Literacy Specialist - \$100,000 LETRS training \$61,000 Curriculum Materials Training - \$80,000	District Literacy Specialist - \$100,000 LETRS training \$18,000	Cont'd Annually	

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ACHIEVED THROUGH:

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- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

■ Questions?



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

- 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” (Vision 2030).



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■ Committee Makeup

- Angie Gardea, Annie Yetmez, Beth Milligan, Carina Stillman, Carrie LaRoy, Casey Monahan, Christy Krutulic, Clayton Hudiburg, David Maxwell, Ilana James, Jerry Maher, Karen Ruzicka, Kate Van Cleve, Kris Duncan, Miki Joshua, Scott Kasenga, Shannon Harvey, Tom Porter, Yazmin Bahena

■ Committee Process

- The committee met numerous times since last spring. The committee reviewed current opportunities to access rigorous course work, and then compared the district's performance to that of the state on several measures. The committee worked in whole group and small group settings to finalize the plan proposed.



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ACHIEVED THROUGH:

- Post-Secondary Planning
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Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?

- Our vision is a partnership between families and the educational community where every student has equitable access to advanced learning and college level courses, relevant personalized pathways, and supportive environments that foster curiosity, growth and success for all.



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ACHIEVED THROUGH:

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Elementary
 - Explore best practices and models of inclusive academic acceleration in elementary schools and then provide professional learning on inclusive academic acceleration.
 - Share learnings about best practices and models with principals, staff, school board and community, with recommendations.
 - Support the implementation of best practices for inclusive academic acceleration.
 - Promote opportunities to extend learning with students and families.
 - Middle School
 - Define and provide training for embedded honors instruction and reporting practices.
 - Enhance communications of embedded honors with students and families.
 - Identify instructional resources and course structures to support rigorous experiences for students.
 - Promote opportunities to earn high school credit in middle school.
 - Communicate accelerated pathways options in mathematics.
 - High School
 - Promote awareness of career pathways.
 - Research core content electives offering college credit courses and increased rigor through student interest.
 - Promote college credit offerings to middle/high school staff, students and families.
 - Promote equity of access to rigorous coursework through registration process, social media and teacher invitations.
 - Expand CiHS and core elective course offerings and courses that offer industry certifications.



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ACHIEVED THROUGH:

- Post-Secondary Planning
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- What are embedded honors courses?
 - Classes consisting of a heterogeneous mix of students who are instructed in grade-level content/material while also being provided the support to scaffold and challenge their individual learning experience with an honors designation.
 - Students earn an honors designation by completing specific, pre-identified assignments/tasks that extend their learning within the core instructional materials/subject matter.
- What are the benefits of an embedded honors approach?
 - Removes barriers so ALL students have access to an honors/accelerated experience
 - Supported by research that shows the positive impact of mixed-ability grouping for both advanced and non-advanced learners
 - A best-practice model in support of inclusionary practices (e.g. choice board assignments)
 - Helps eliminate “tracking” of students that often locks students in on a specific path that is difficult to overcome as they progress into high school
 - Fosters a culture of high academic achievement for all students
 - Increases the level of discussion and inquiry in class – the level of rigorous thinking for all
 - Allows students and families a safe and supportive way to take risks and try a more challenging learning experience without fear of possibly having to change classes/schedules/teachers
 - Provides far greater flexibility in the master schedule
 - Supports in-building and cross-district collaboration around core and honors coursework



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ACHIEVED THROUGH:

- Post-Secondary Planning
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- What specific resources or supports are needed?
 - Personnel/Programs
 - District Office Staff, Certificated Teachers, Highly Capable Teachers, School Counselors, Career Information Center Secretary, CTE Advisory Committees, Communication Department
 - Resources
 - Release time and additional hours (\$15,000 stipends and \$20,000 green sheet)
 - Promotional materials
 - Curriculum materials
 - Consultation services (\$50,000 consulting contract)



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ACHIEVED THROUGH:

- Post-Secondary Planning
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- How will growth/success be measured, tracked and reported?
 - Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses (report annually to the board)
 - EES family survey analysis
 - My student is challenged with a rigorous course of study at this school
 - EES student survey analysis
 - Student placement in advanced classes is not influenced by race, gender or socio-economic levels



Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Relevant and Rigorous Experience		Achieved Through: Access to Rigorous Curriculum and Courses		Committee Lead: Chris Gardea		
Strategy Statements: 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.						
Committee Membership: Angie Gardea, Annie Yetmez, Beth Milligan, Carina Stillman, Carrie LaRoy, Casey Monahan, Christy Krutulis, Clayton Hudiburg, David Maxwell, Ilana James, Jerry Maher, Karen Ruzicka, Kate Van Cleve, Kris Duncan, Miki Joshua, Scott Kasenga, Shannon Harvey, Tom Porter, Yazmin Bahena						
Brief Description of Committee Work and Process: The committee met multiple times since last spring. The committee reviewed current opportunities to access rigorous course work, and then compared the district's performance to that of the state on several measures. The committee worked in a whole group and small groups to finalize the plan proposed.						
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? In 2030, our vision is a partnership between families and the educational community where every student has equitable access to advanced learning and college level courses, relevant personalized pathways, and supportive environments that foster curiosity, growth and success for all.						
	2023-24 School Year		2024-25 School Year		2025-26 School Year	
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<p><u>Elementary</u></p> <ul style="list-style-type: none"> -Explore best practices and models of inclusive academic acceleration in elementary schools. -Share learnings about best practices and models with principals, staff, school board, and community with recommendations. <p><u>Middle School</u></p> <ul style="list-style-type: none"> -Define and provide training for embedded honors instruction and reporting practices. -Identify instructional resources and course structures to support rigorous experiences for students. -Promote opportunities to earn high school credit in middle school. -Communicate accelerated pathways options in mathematics. <p><u>High School</u></p> <ul style="list-style-type: none"> -Promote awareness of career pathways. -Promote college credit offerings to middle/high school staff, students and families. -Promote equity of access to rigorous coursework through registration process, social media, and teacher invitations. 		<p><u>Elementary</u></p> <ul style="list-style-type: none"> -Provide professional learning on inclusive academic acceleration. -Support the implementation of best practices for inclusive academic acceleration. -Promote opportunities to extend learning with students and families. <p><u>Middle School</u></p> <ul style="list-style-type: none"> -Refine embedded honors instruction and reporting practices. -Enhance communications of embedded honors with students and families. -Leverage inclusionary practices to increase access to rigorous experiences in embedded honors. <p><u>High School</u></p> <ul style="list-style-type: none"> -Research core content electives offering college credit courses or increased rigor through student interest. -Research additional opportunities for industry certifications. -Promote equity of access to rigorous coursework through registration process, social media, and teacher invitations. 		<p><u>Elementary</u></p> <ul style="list-style-type: none"> -Provide coaching and support to classroom teachers to implement academic acceleration. <p><u>Middle School</u></p> <ul style="list-style-type: none"> -Provide support to embedded honors teachers to offer rigorous experiences for students. -Ongoing refinement and promotion of embedded honors and high school credit bearing courses. <p><u>High School</u></p> <ul style="list-style-type: none"> - Adjust current course offerings based on student interests. -Expand CIHS and core elective course offerings. -Expand courses that offer industry certifications. -Promote equity of access to rigorous coursework through registration process, social media, teacher invitations. 	<p><u>Elementary</u></p> <ul style="list-style-type: none"> -Ongoing coaching and support to classroom teachers to provide academic acceleration. <p><u>Middle School</u></p> <ul style="list-style-type: none"> -Ongoing support to embedded honors teachers to provide rigorous experiences. -Ongoing refinement and promotion of embedded honors and high school credit bearing courses. <p><u>High School</u></p> <ul style="list-style-type: none"> -Ongoing alignment and refinement of course offerings. -Promote equity of access to rigorous coursework through registration process, social media, teacher invitations.
Who are the key personnel, people who will help lead this work?	District Office Staff, Certificated Teachers, High Capable Teachers, School Counselors, Career Information Center Secretary, CTE Advisory Committees, Communication Department					
What specific resources or supports are needed to accomplish the above-described actions?	Release time, additional hours, promotional materials, curriculum materials, consultation services					
How will growth/success be measured, tracked and reported?	<p>Annually analyze enrollment for minority and historically underrepresented students in honors, AP, and college credit bearing courses (report annually to the board)</p> <p>EES family survey analysis</p> <ul style="list-style-type: none"> - My student is challenged with a rigorous course of study at this school <p>EES student survey analysis</p> <ul style="list-style-type: none"> -Student placement in advanced classes is not influenced by race, gender or socio-economic levels 					
Estimated funding necessary	\$15,000 stipends, \$20,000 green sheets, \$20,000 materials, \$50,000 consulting/coaching					

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OUTCOME STATEMENT:

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- Post-Secondary Planning
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■ Questions?

