



WALLA WALLA PUBLIC SCHOOLS
VISION
2030

Developing Washington's Most
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



VISION 2030

SCHOOL BOARD INITIATIVE PRESENTATIONS

STRATEGIES 1, 8 & 11



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Goals & Strategies

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

10 Committees Developed to Operationalize the Plan

Goal #1: Ambitious Learning for All - 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.

Yes I would like to be considered for this committee

Committee #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.

Committee #2 - Guaranteed and Viable Curriculum: Ensure district-wide Promise Standards are taught, assessed and met for every student.

Committee #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 native language by the end of 2nd grade.

Goal #2: Relevant and Rigorous Experience - WWPS commits to ensuring students will receive a relevant and rigorous educational experience, where senior graduates with 21st century-skills and a post-secondary plan to enroll or attain gainful employment after high school.

Yes I would like to be considered for this committee

Committee #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.

Committee #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.

Committee #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.

Goal #3: 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.

Yes I would like to be considered for this committee

Committee #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.

Committee #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.

Committee #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.

Goal #4: Partnerships with Family and Community - WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

Yes I would like to be considered for this committee

Committee #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. 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.

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 17
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.	August 15
	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 17
	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

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

■ Collective Efficacy

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

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

■ Committee Makeup

- Bailey Hayes, Christine Schumacher, Denise Jausoro, John Schumacher, Kim Doepker, Kelley Hubbard, Michelle Carpenter, Maria Garcia, Matthew Manley, Yazmin Bahena

■ Committee Process

- The committee met multiple times, both as a whole group and in specific subgroups to finalize the plan. Significant discussion stemming from numerous resources (e.g. books *Revisiting PLC's*, *Powerful Guiding Coalitions* and *Learning by Doing*), as well as individual teacher and administrator experiences, helped inform the plan. From the committee, three areas of emphasis were determined to be essential; ensuring structure and support for the individual grade/subject-alike professional learning teams (PLT's), that building guiding coalitions were trained, empowered and supported, and ensuring that each school developed building wide intervention plans where all staff come together to ensure mastery of promise standards.

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

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

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Professional Learning Teams
 - 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 and develop SMART Goals
 - Teams will use a data tracker (of their choice) for monitoring student learning
 - Shared drive created where PLC Planner's and data documents will be stored so that GC's, building leaders and other teams can access, review and support team progress

Walla Walla Public Schools Collaborative PLC Planner

SCHOOL: Enter Text

TEAM: Enter Text

<p>EXPECTATIONS FOR COLLABORATION</p> <p>Focus on answering the four questions</p> <ul style="list-style-type: none"> • What do we want all our students to learn? • How will we know that all our students have learned? • What will we do for students who did not learn it on the first try? • How will we extend the learning for those who have mastered it? <p>Evidence of monitoring student learning</p> <ul style="list-style-type: none"> • Have evidence of learning out at PLC team time (data, CFA's, SFA's, etc.) • Look at ongoing assessment processes • Use evidence of student learning to plan action steps <p>Leave with action steps</p> <ul style="list-style-type: none"> • What is next for our students (including interventions, extensions, and updating of lessons and assessments) 	<p>TEAM NORMS</p>
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2023-24 PLC DATES

Sept. 6, 2023	Sept. 13, 2023	Sept. 20, 2023	Sept. 27, 2023	
Oct. 4, 2023	Oct. 11, 2023	Oct. 18, 2023	Oct. 25, 2023	
Nov. 1, 2023	Nov. 8, 2023	Nov. 15, 2023	Nov. 29, 2023	
Dec. 6, 2023	Dec 13, 2023			
Jan. 3, 2024	Jan. 10, 2024	Jan. 17, 2024	Jan. 24, 2024	Jan 31, 2024
Feb. 7, 2024	Feb 14, 2024	Feb. 21, 2024	Feb. 28, 2024	
Mar. 6, 2024	March 13, 2024	March 20, 2024	March 27, 2024	
Apr. 10, 2024	Apr. 17, 2024	April 24, 2024		
May 1, 2024	May 8, 2024	May 15, 2024	May 22, 2024	May 29, 2024
June 5, 2024	June 12, 2024			

Walla Walla Public Schools Collaborative PLC Planner

SCHOOL: Enter Text

TEAM: Enter Text

DATE: September 6, 2023

MEMBERS PRESENT (check if present):

**You can copy and paste this to each date, add more rows as needed*

Enter Name	Enter Name
Enter Name	Enter Name
Enter Name	Enter Name

AGENDA/STUDENT EVIDENCE (Fill out prior to Wednesday's Meeting):

**List what evidence the team will be bringing or which of the four questions you are working on*

Enter Text

DATA TRACKER LINK

Link to your student data (TACA, Google Sheets, etc.)

PLC NOTES:

Question 1: What do we want all our students to learn?
Enter Text Here

Question 2: How will we know that all our students have learned?
Enter Text Here

Question 3: What will we do for students who did not learn it on the first try?
Enter Text Here

Question 4: How will we extend the learning for those who have mastered it?
Enter Text Here

Action Steps for Next PLC:
Enter Text Here

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Building Guiding Coalitions
 - 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 conferences

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Building Wide Interventions
 - Build a shared understanding of how to provide interventions within the classroom through professional development (e.g. UDL training, book study, video series)
 - Develop a shared promise data sheet that is viewable to all that outlines current levels of proficiency by student by Promise Standard (Committee #2)
 - GC team reviews Promise Standard data and makes timely adjustments to building interventions
 - Specific members attend RTI at Work Conferences

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

- What specific resources or supports are needed?
 - IT support for shared drive creation for PLC Planner and Promise Standard tracking
 - Resources to support fall and quarterly GC retreats (substitutes and/or green sheet time)
 - Resources for professional development
 - Ability to attend PLC/RTI Institutes and/or bring Solution Tree experts in to provide enhanced training/support

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

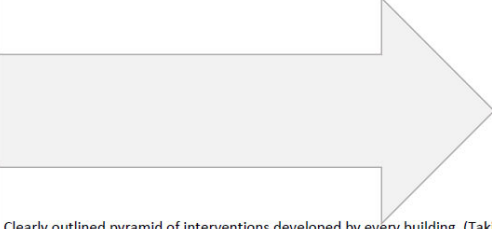
WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

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

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

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 and develop SMART Goals -Teams will use a data tracker (of their choice) for monitoring student learning -Shared drive created where PLC Planner's and data documents 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) -Develop a shared data sheet that is viewable to all 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) -Data sheet updated every 2 weeks, AND students tracking their own assessment data</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>Monitor for Improvement: Fall, Winter and Spring board review of promise standard attainment by student by promise standard 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 -Struggling students receive early intervention and remediation to acquire skills -We monitor the effectiveness of instructional interventions 		

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

■ Questions?

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

- 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” (Vision 2030)

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

■ Committee Makeup:

- Kris Bland, Marcia Fransden, Stephanie Huse, Christy Krutulic, Chris Gardea, Carrie LaRoy, Erin Doro, Elissa Tinder, Holly Anderson, Diana Evenson, Justin Vernon, Amy Kasenga, Amy Reed, Carina Stillman, Libby Thompson, Liza Jacobson

■ Committee Process:

- The committee met multiple times in Spring of 2023. Each meeting was facilitated with protocols to encourage collaboration and generation of ideas. Individual ideas were then broken into common themes around implementation, and identified for placement upon the Strategic Plan Implementation Framework. The common themes that emerged were establishing the “why” for UDL, professional development, and ongoing coaching and support.

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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - Successful, full implementation of Universal Design for Learning in 2030 will include all students in their general education classrooms in ways that are meaningful and engaging. Teachers and staff supporting these students will successfully identify barriers in the learning environment, and will have toolboxes of strategies that address and remove these barriers through the 3 core principles of UDL: Engagement, Representation, and Action & Expression.

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Establish awareness and understanding of the “WHY” of UDL by all staff who serve our students.
 - Professional development of all instructional staff and administrators.
 - Ongoing coaching & support of staff to implement UDL.
 - UDL practices modeled by all facilitators at all district supported PD opportunities.
 - Continued participation in the WASA Inclusionary Practices Project.

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

- What specific resources or supports are needed?
 - Partnership with Novak Consulting
 - Print resources (books for study)
 - Partnership with ESD 123
 - Access to online learning modules/layered PD options
 - Release time/paid time for instructional staff to engage in Professional Development.

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

- How will growth/success be measured, tracked and reported?
 - WASA IPP Teacher Input Survey (Fall/Spring)
 - OSPI LRE Report (report details % of students included in general education setting, tracked over time, and benchmarked against state)
 - EES Family Survey Data (Students with Disabilities):
 - “My student is challenged with a rigorous course of study at this school”
 - EES Student Data (Students with Disabilities):
 - “My teachers provide lessons and activities that challenge me to learn”
 - “My teachers expect all students to succeed, no matter who they are”

Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Culture of Equity and Belonging		Achieved Through: Implementing Inclusionary Practices			Committee Lead: Barb C
Strategy Statement: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.					
Committee Membership: Kris Bland, Marcia Fransden, Stephanie Huse, Christy Krutulis, Chris Gardea, Carrie LaRoy, Erin Doro, Elissa Tinder, Holly Anderson, Diana Evenson, Justin Vernon, Amy Kasenga, Amy Reed, Carina Stillman, Libby Thompson, Liza Jacobson					
Brief Description of Committee Work and Process: The committee met multiple times in Spring of 2023. Each meeting was facilitated with protocols to encourage collaboration and generation of ideas. Individual ideas were then broken into common themes around implementation, and identified for placement upon the Strategic Plan Implementation Framework. The common themes that emerged were establishing the "why" for UDL, professional development, and ongoing coaching and support.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Successful, full implementation of Universal Design for Learning in 2030 will include all students in their general education classrooms in ways that are meaningful and engaging. Teachers and staff supporting these students will successfully identify barriers in the learning environment, and will have toolboxes of strategies that support the 3 core principles of UDL to ensure those barriers are eliminated.					
	2023-24 School Year	2024-25 School Year	2025-26 School Year	2026-29 School Year	
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<p>Establishing awareness & understanding of the WHY for Universal Design for Learning</p> <p>Professional Development for early adopters and new educators through BEST program</p> <p>Professional Development for building administrators and district leaders PreK-12</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Continued participation in WASA Inclusionary Practices Project as an Installation District.</p>	<p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for building level Guiding Coalitions PreK-12</p> <p>Coaching model of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Continued participation in WASA Inclusionary Practices Project as an Initial Implementation District</p>	<p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for newcomers and voluntary staff.</p> <p>Building Guiding Coalitions support Professional Development in buildings PreK-12.</p> <p>Ongoing coaching of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p>	<p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for any newcomers.</p> <p>Ongoing coaching of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Full Implementation of Universal Design for Learning in 2030.</p>	
Who are the key personnel, people who will help lead this work?	<p>Principals/Directors</p> <p>District level departments</p> <p>WASA Inclusionary Practices Team</p> <p>Novak Consulting/ESD 123</p>	<p>Teacher Leaders from 23-24 SY</p> <p>Principals/Directors</p> <p>District level departments</p> <p>WASA Inclusionary Practices Team</p> <p>Novak Consulting/ESD 123</p>	<p>Guiding Coalitions</p> <p>Teacher Leaders</p> <p>District level departments</p>		
What specific resources or supports are needed to accomplish the above-described actions?	Partnership with Novak Consulting & ESD 123, Print resources (books for study), Access to online learning modules, Assistive Technology, Release time/Paid time/Staff incentives				
How will growth/success be measured, tracked and reported?	WASA IPP Teacher Input Survey (Fall/Spring), OSPI Least Restrictive Environment (LRE) Report, EES Student & Family Survey Data (Students with Disabilities): -My student is challenged with a rigorous course of study at this school. - My teachers provide lessons and activities that challenge me to learn - My teachers expect all students to success, no matter who they are				
Estimated funding necessary	<p><i>Grant Funding: Stronger Connections Grant applied for (150K) to support UDL Implementation. This is a 3 year grant. If awarded, we will receive or will otherwise need:</i></p> <p>\$100,000 Release time for early adopter groups engaged in PD.</p> <p>\$13,000 Online modules and books for learning.</p> <p>\$11,000 Partnership with Novak Consulting</p> <p>\$8000: Partnership with ESD</p>	<p>\$100,000: Release time for staff engaged in professional development.</p> <p>\$13,000 Online modules and books for learning.</p> <p>\$5500 Partnership with Novak Consulting</p> <p>\$5000: Partnership with ESD</p>	<p>Continued funding for release time</p> <p>Ongoing access to online learning modules and books to provide layered and accessible professional development that models UDL for staff.</p> <p>Focus on reducing dependency on Novak Consulting and ESD as we grow our own system within.</p>		



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

■ Questions?

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

- 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” (Vision 2030)

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

■ Committee Makeup:

- Wade Smith, Amy Kasanga, Andrew Sayers, Brent Cummings, Casey Richards, Chris Schumacher, Keith Ross, Ruby Romero, Rob Ahrens, Amity Priore, Becky Waggoner-Schwartz, Beth Swanson, Kim Doepker, Maria Garcia, Mindy Meyer, Paula Nichols, Pam Clayton, Ruben Alvarado, Shari Strickland, Victoria Lidzbarksi, Will Hammond, Yazmin Bahena, Matt Manley, Mark Higgins, Abby Juhasz, Sarah Bares, Cathy Gant, Stephanie Parry, Chris Leyendecker, Jacque Richerzhagen, Mayra Vargas Risriguez, Jodi Adams, Andrea Renholds, Danielle Fichera, Dulce Leon, Rachel Lindholm, Jaime Staples, Laura Billingsley, Laura Segovia

■ Committee Process:

- The committee met multiple times to review and analyze data gathered from parents/community during the strategic planning process. Additionally, individual interviews were held with all building sites as well as parent and PTO representatives. Based on overwhelming feedback, it was determined that the lack of a formal volunteer system (to advertise, recruit, train and coordinate volunteers) served to be the underlying barrier. Significant research and investigation was performed and Get Connected has been identified and procured to fill this critical and necessary function.

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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - Every school will leverage Get Connected to maximize volunteerism and community inclusion in their schools whereby stakeholders are informed of opportunities, encouraged to volunteer, are sought out based on their availability and interests, and supported along their volunteer journey as they engage with the district.

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

■ Summary of Get Connected?

- Each school site will have its own landing page that will show all the volunteer opportunities at each location including parent-to-parent, classroom, lunch, recess, evening, fundraisers and special events.
- The software is an easy way for volunteers to fill out a background verification and find and select different opportunities to volunteer in the school district.
- Get Connected Volunteer Software provides:
 - Website Landing Pages and a Mobile App - that will be used to list volunteer opportunities, sign-ups and volunteer check-ins.
 - Scheduling – fill every volunteer need with tools that manage one-time events, ongoing opportunities and recurring shifts.
 - Event Management – use custom landing pages for each school to promote cornerstone events, gather RSVP’s and get volunteer signups
 - Volunteer Profile – each volunteer will have a custom profile that displays skills, interests, individual impact and achievement. At this profile they will do the on-line background checks, read and sign the volunteer handbook, watch training videos and sign any confidentiality statements.
 - Volunteer Waivers – protect WWPS by collecting and storing digital waivers and e-signatures.
 - Volunteer Check-in – use a volunteer check-in kiosk at each school or they can use the mobile app.
 - Hours Tracking – accurately track volunteer hours with automated tools and pre-built reports.

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

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Implement Get Connected and online WATCH background checks
 - Summer 2023:
 - Input 2022-23 Volunteers into system to start their account.
 - Encourage through marketing parents and community members to register as a volunteer within the software system.
 - Train the volunteer program coordinator at each school how to build the opportunities and establish the process to receive the information.
 - Fall 2023:
 - Input volunteer opportunities for each school and include other volunteer organizations within the district such as Friends of Children of Walla Walla, Junior Achievement, and Whitman Reads.
 - Include as part of the Annual Checklist for parents.

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

- What specific resources or supports are needed?
 - Get Connected Volunteer Software (~\$5,500 annual subscription fee)
 - Training/support to implement the WATCH background system to an online system
 - A check-in kiosk (iPad) at each school's front desk
 - Development of a new Volunteer Handbook, training video, confidentiality statement and volunteer account processes

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

- How will growth/success be measured, tracked and reported?
 - Get Connected has a built-in reporting system which will allow the district to track and monitor:
 - How many volunteers have created accounts
 - How many opportunities each school has listed
 - How many volunteers each school has each month
 - Total volunteer hours by campus
 - Volunteer feedback

Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Partnerships with Family and Community	Achieved Through: Maximizing Family Engagement and Assuring Community Involvement and Volunteerism	Committee Lead: Dr. Wade Smith	
Strategy Statements: 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.			
Committee Membership: Wade Smith, Amy Kasanga, Andrew Sayers, Brent Cummings, Casey Richards, Chris Schumacher, Keith Ross, Ruby Romero, Rob Ahrens, Amity Priore, Becky Waggoner-Schwartz, Beth Swanson, Kim Doepker, Maria Garcia, Mindy Meyer, Paula Nichols, Pam Clayton, Ruben Alvarado, Shari Strickland, Victoria Lidzbarski, Will Hammond, Yazmin Bahena, Matt Manley, Mark Higgins, Abby Juhasz, Sarah Bares, Cathy Gant, Stephanie Parry, Chris Leyendecker, Jacque Richerzhagen, Mayra Vargas Risriguez, Jodi Adams, Andrea Renholds, Danielle Fichera, Dulce Leon, Rachel Lindholm, Jaime Staples, Laura Billingsley, Laura Segovia			
Brief Description of Committee Work and Process: The committee met multiple times to review and analyze data gathered from parents/community during the strategic planning process. Additionally, individual interviews were held with all building sites in addition to parent and PTO representatives. Based on overwhelming feedback, it was determined that the lack of a formal volunteer system (to advertise, recruit, train and coordinate volunteers) served to be the underlying barrier. Significant research and investigation was performed and Get Connected has been identified and procured to fill this critical and necessary function.			
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Every school will leverage Get Connected to maximize volunteerism and community inclusion in their schools whereby stakeholders are informed of opportunities, encouraged to volunteer, are sought out based on their availability and interests, and supported along their volunteer journey as they engage with the district.			
	2023-24 School Year	2024-25 School Year	2025-29 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ul style="list-style-type: none"> -Implement district-wide, cohesive volunteer management software and background check. -June 2023: Input 2022-23 Volunteers into system to start their account -June 2023: Encourage through marketing parents and community members to register as a volunteer within the software system. -Train the volunteer program coordinator at each school how to build the opportunities and establish the process to receive the information. -August 2023: Input volunteer opportunities for each school and include other volunteer organizations within the district such as Friends of Children, Junior Achievement, and Whitman Reads. -Include as part of the Annual Checklist for parents. 	<ul style="list-style-type: none"> -Continue outreach to staff so they use the volunteer portal for upcoming opportunities and parent-to-parent outreach. -Continue outreach and market to parents and community members to join the portal and sign up to volunteer. -Continue to partner with other volunteer organizations to enhance the opportunities at the schools. -Use this program to actively increase engagement with families and in the community. 	<ul style="list-style-type: none"> -Continue outreach to staff so they use the volunteer portal for upcoming opportunities and parent-to-parent outreach -Continue outreach and market to parents and community members to join the portal and sign up to volunteer. -Continue to partner with other volunteer organizations to enhance the opportunities at the schools. -Use this program to actively increase engagement with families and in the community.
Who are the key personnel, people who will help lead this work?	Lead at the district level and CIS and/or building lead		
What specific resources or supports are needed to accomplish the above-described actions?	<ul style="list-style-type: none"> -Get Connected Volunteer Software -Support to implement the WATCH background system to an online system. -The technology resources to upload and apply the software to the district site and landing pages to each school's site. -A check-in kiosk (iPad) at each school's front desk -Development of a new Volunteer Handbook, training video, confidentiality statement and volunteer account processes. 	<ul style="list-style-type: none"> -Continue to use the online WATCH program and the Get Connected Software for volunteer recruitment and implementation. -Consider expanding volunteer check-in to include name badges(with photos). -Consider adding a volunteer recognition outline that volunteers would receive identifying swag if a number of hours are dedicated to volunteering. Ex: Vests, t-shirt, hats 	<ul style="list-style-type: none"> -Continue to use the online WATCH program and the Get Connected Software for volunteer recruitment and implementation. -Expand volunteer recognition to include awards and/or an event. -Highlight and celebrate volunteers with photo name badges, volunteer vests and a recognition event.
How will growth/success be measured, tracked and reported?	<p>The system has a report system which will allow us to track and monitor:</p> <ul style="list-style-type: none"> -How many volunteers have created accounts, how many opportunities each school has listed, how many volunteers each school has each month, how many total volunteer hours and volunteer feedback. 		
Estimated funding necessary	<ol style="list-style-type: none"> 1. Get Connected subscription fee per year: \$6,650 for first year, \$5400 each year after. 2. 11 iPads - \$400 each. 	Annual Get Connected subscription fee	

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

■ Questions?

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 17
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.	August 15
	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 17
	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