



WELCOME

BIENVENIDOS



COMMUNITY STRATEGIC PLANNING SUMMIT
CUMBRE COMUNITARIA DE PLANIFICACIÓN ESTRATÉGICA



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Current Strategic Plan Sunsets this Year

El Actual Plan Estratégico Expira Este Año

- **Four Goals**
Cuatro Metas
- **High Quality Instruction**
Instrucción de Alta Calidad
- **Aligned and Coherent Systems**
Sistemas Alineados y Coherentes
- **Social and Emotional Needs**
Necesidades Sociales y Emocionales
- **Safe and Engaging Environment**
Ambiente Seguro e Interesante

ACCOUNTABILITY

Walla Walla Public Schools will use a variety of Key Student Success Indicators to measure progress as the district strives to reach its vision of "Developing Washington's Most Sought-After Graduates."



ALL LEVELS

- » Chronic Absenteeism
- » Student Engagement & Involvement
- » Safety & Health



ELEMENTARY & MIDDLE SCHOOL

- » 3rd-8th Grade Reading & Math
- » English Language Learners and Special Education Success



HIGH SCHOOL

- » 9th Grade Course Failure Rates
- » ACT Performance



HIGH SCHOOL COMPLETION

- » 4 and 5 Year Graduation Rates



COLLEGE

- » College Enrollment
- » College Remediation



CAREER

- » "Washington's Most Sought-After Graduates"

SNAPSHOT -Select Student Success Targets

| | |
|---|---|
| <p>READING AND MATH (3rd-8th grades)</p> <p>» TARGET GOAL: 2.5% improvement per year</p> | <p>4 AND 5 YEAR GRADUATION RATES</p> <p>» WWPS 4 year rate: 79.4% » STATE: 79.1%</p> <p>» TARGET 4 YEAR GOAL: 85% - by 2021-2022</p> <p>» WWPS 5 year rate: 83.5% » STATE: 81.9%</p> <p>» TARGET 5 YEAR GOAL: 90% - by 2021-2022</p> |
| <p>CHRONIC ABSENTEEISM</p> <p>» WWPS: 16.2% » STATE: 16.7%</p> <p>» TARGET GOAL: 10% - by 2021-2022</p> | <p>2 AND 4 YEAR COLLEGE ENROLLMENT</p> <p>» WWPS college attendance rate: 67% » STATE: 60%</p> <p>» MONITOR FOR CONTINUED IMPROVEMENT</p> |
| <p>ACT SCORES (composite scores)</p> <p>» WWPS: 19.9</p> <p>» TARGET GOAL: 22 - by 2021-2022</p> | <p>COLLEGE REMEDIATION RATES (Graduates enrolled in college who take a remediation course)</p> <p>» WWPS: 50% » STATE: 33%</p> <p>» MONITOR FOR CONTINUED IMPROVEMENT</p> |
| <p>9TH GRADE COURSE FAILURES</p> <p>» WWPS: 25.4% » STATE: 22.5%</p> <p>» TARGET GOAL: 15% - by 2021-2022</p> | |

SUCCESS INDICATORS



WALLA WALLA PUBLIC SCHOOLS
**STRATEGIC
PLANNING PROCESS**
2022-2023



What is going well and what can we do better?

¿Qué va bien y qué podemos hacer mejor?

Over 5,600 Total Engagements

Más de 5,600 compromisos totales

- 4 surveys
4 encuestas
- 21 focus groups
21 grupos focales
- Student Advisory committee
Comité asesor estudiantil
- 50 key communicator meetings
50 reuniones clave de comunicador
- Community Thought Exchanges
Intercambio de Pensamiento Comunitario



What's Going Well?

¿Que va bien?

1. Parents Commend the District's Efforts to Improve Access for Students (e.g. eliminating barriers, removing financial obstacles and fees, no-cost meals, providing school supplies)
2. Families Value the Variety of Program Offerings and Experiences Available for Students
3. Community & Parents Shared Praise for District Accomplishments, Specifically Around Bond and Facilities
4. Staff Report a Strong Commitment to the PLC Process and Collaborative Staff Culture
5. Faculty Report an Increased Sense of Belonging for Both Staff and Students
6. Students Report that Teachers and Staff are Caring, Supportive and Helpful
7. Students Value the Variety and Choices Available to Them
8. Students Report Enjoying Hands-on Learning Experiences When They are Made Available

1. Los padres elogian los esfuerzos del distrito para mejorar el acceso de los estudiantes (e.g. eliminando barreras, eliminación de obstáculos financieros y tarifas, comidas sin costo, proporcionar útiles escolares)
2. Las familias valoran la variedad de ofertas de programas y experiencias disponibles para los estudiantes
3. La comunidad y los padres compartieron elogios por los logros del distrito, específicamente acerca de los bonos y las instalaciones
4. El personal reporta un fuerte compromiso con el proceso de PLC y la cultura colaborativa del personal
5. La facultad reportan un mayor sentido de pertenencia tanto para el personal como para los estudiantes
6. Los estudiantes informan que los maestros y el personal son atentos, amables y útil
7. Los estudiantes valoran la variedad de opciones disponibles para ellos
8. Los estudiantes reportan que disfrutaron de experiencias prácticas de aprendizaje cuando están disponible



What Needs Refinement? ¿Lo que necesita refinamiento?

1. Parents & Students Desire More Opportunities Around Basic Life Skills/21st Century Skills
2. Parents Desire More Opportunities for Family Partnerships & Involvement
3. Parents & Students Share a Concern Around Access to Rigorous Programs for All Students
4. Faculty and Parents Desire More Systems to Address Student Behaviors and Ways to Support Accountability
5. Secondary Staff Identify a Need for More Systematic Interventions for Academic Support at Their Level
6. Students Report a Desire for More Social Opportunities to Engage With Their Peers Throughout the Day
7. Students Share a Common Concern About Needing More Support During Transition Years (e.g. elementary to middle school and middle school to high school)
8. Students Wish to Build and Improve Upon Student Voice Opportunities Already Established

1. Padres y estudiantes desean más oportunidades de habilidades básicas para la vida/habilidades del siglo XXI
2. Los padres desean más oportunidades para las asociaciones familiares y la participación
3. Los padres y los estudiantes comparten una preocupación sobre el acceso a programas rigurosos para todos los estudiantes
4. Los profesores y los padres desean más sistemas para abordar los comportamientos de los estudiantes y formas de apoyar la rendición de cuentas
5. Personal secundario identifica la necesidad de intervenciones más sistemáticas para el apoyo académico a su nivel
6. Los estudiantes reportan un deseo de más oportunidades sociales para interactuar con sus compañeros durante todo el día.
7. Los estudiantes comparten una preocupación común sobre la necesidad de más apoyo durante los años de transición (por ejemplo, primaria a secundaria y secundaria a secundaria)
8. Los estudiantes desean construir y mejorar las oportunidades de voz del estudiante ya establecidas



DRAFT

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where all instructional 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: | STRATEGIES: |
|--|---|
| <ul style="list-style-type: none">▪ Collective Teacher Efficacy | <ul style="list-style-type: none">• Ensure a productive climate of collaboration (PLC's) where staff analyze student data, are encouraged to take risks, learn from successes/failures and continue to refine instructional practices in order to maximize student learning |
| <ul style="list-style-type: none">▪ A Guaranteed and Viable Curriculum | <ul style="list-style-type: none">• Ensure district-wide Promise Standards are taught, assessed and met for every student• Ensure all WWPS students are fluent readers by the end of 2nd grade |
| <ul style="list-style-type: none">▪ A Shared Sense of Urgency | <ul style="list-style-type: none">• Through collective actions, behaviors and attitudes, promote a sense of organizational urgency that ensures high expectations of learning for all |

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: | STRATEGIES: |
|---|---|
| ■ Post-Secondary Plans | <ul style="list-style-type: none">• Enhance, refine and promote PK-12 pathways and opportunities• Develop student advocacy and ownership towards their post-secondary plans and aspirations |
| ■ Access to Rigorous Curriculum and Courses | <ul style="list-style-type: none">• 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• Increase the number of college credit bearing classes and industry certifications available |
| ■ Developing 21st Century Skills | <ul style="list-style-type: none">• Collaborate with industry and post-secondary partners to develop a PK-12 set of 21st Century Skill Promise Standards• Implement curriculum and/or courses to ensure 21st Century Skill attainment• Expand student internship opportunities and exposure through increased partnerships with business and industry |



Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

| ACHIEVED THROUGH: | STRATEGIES: |
|---|---|
| <ul style="list-style-type: none">■ A Culture of Belonging and Equity | <ul style="list-style-type: none">• 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 |
| <ul style="list-style-type: none">■ Elevating Student and Stakeholder Voice | <ul style="list-style-type: none">• Prioritize opportunities for student voice and agency• Stakeholder engagement intentionally sought when district decisions are contemplated |
| <ul style="list-style-type: none">■ Implementing Inclusionary Practices | <ul style="list-style-type: none">• Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students |
| <ul style="list-style-type: none">■ Ensuring a Culture of Support and Collective Accountability | <ul style="list-style-type: none">• Provide the training, support and structures for accountability to ensure all staff implement PBIS strategies and building-level behavior plans with fidelity to ensure a safe and supportive learning environment with consistent expectations for all• Continue to support social/emotional practices and strategies |

Goal 4

Partnership with Family and Community



OUTCOME STATEMENT:

WWPS leverages family, community and industry partnerships in order to support student learning, improve the educational experience and ensure post-secondary success.

ACHIEVED THROUGH:

- Maximizing Family Engagement

- Assuring Community Involvement and Volunteerism

STRATEGIES:

- Implement systems and opportunities to maximize family engagement
- 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

Rotating/Carousel Approach

Enfoque Giratorio/Carrusel

- Break into four groups

Dividir en cuatro grupos

- ~15 minutes per stations

~15 minutos por estación

- Staff will provide a brief overview of the goal and strategy

El personal proporcionará una breve visión general del objetivo y la estrategia

- Participants offer comments, suggestions or refinements and will be recorded by staff

Los participantes ofrecen comentarios, sugerencias o mejoras y serán grabados por el personal

- Rotate to the next station and repeat

Girar a la siguiente estación y repetir

