



# VISION 2030

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SCHOOL BOARD INITIATIVE PRESENTATIONS  
STRATEGIES 2 & 7

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

# 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.

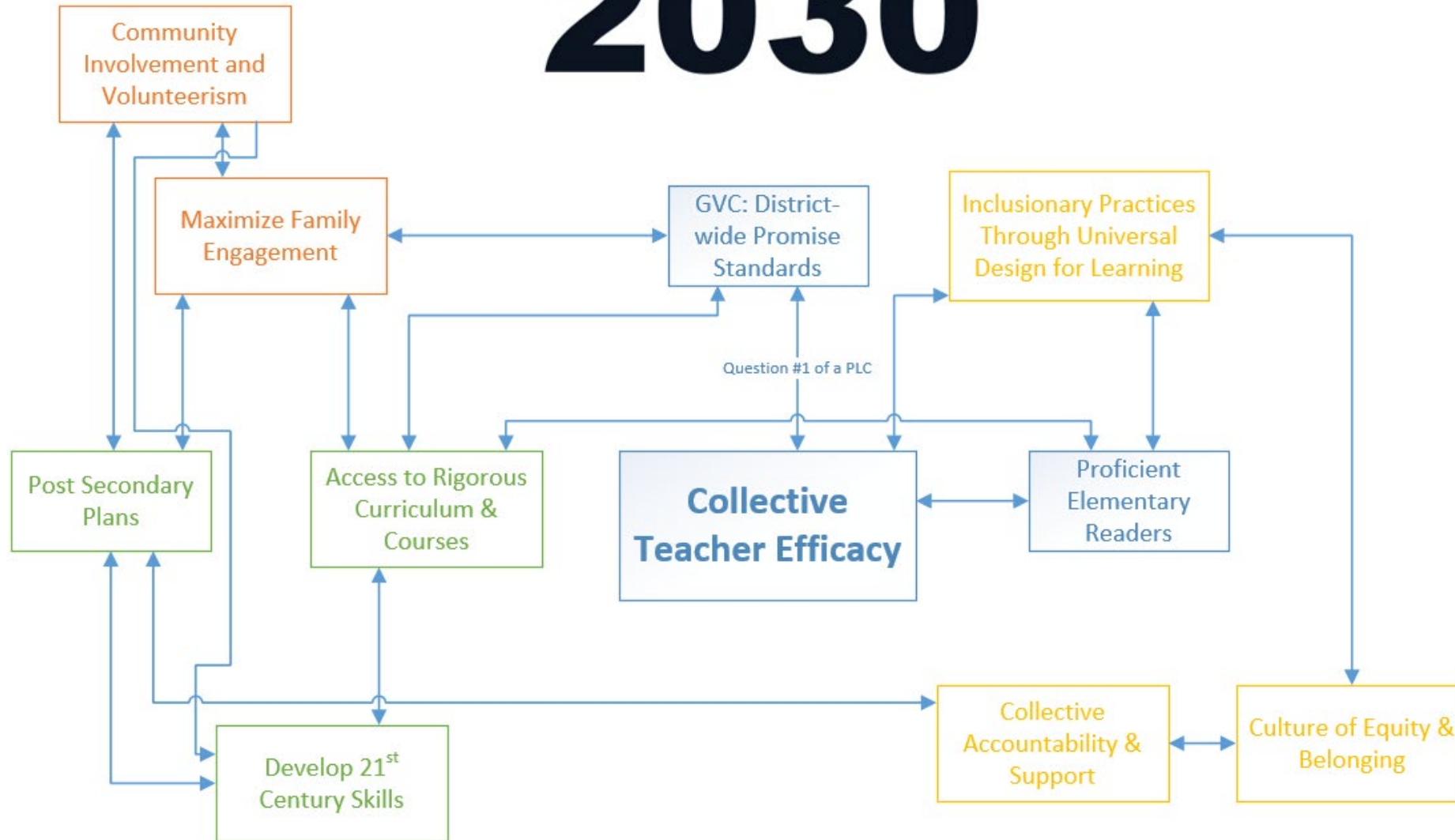
Committee #9 - Ensuring a Culture of Support and Collective Accountability: In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.

**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.

# VISION 2030



# 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.	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 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

- A Guaranteed and Viable Curriculum
  - “Ensure district-wide Promise Standards are taught, assessed and met for every student” (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

- Angela Bona, Casey Monahan, Clayton Hudiburg, Chris Schumacher, Donnetta Elsasser, Helen Cantero, Iris Salazar, Jazmin Lopez, John Schumacher, Michelle Carpenter, Seth Ahrens, Shannon Jones, Scott Kasenga, Stacey Klingenberg, Tracy Walmsley, Matt Manley

### ■ Committee Process

- Over the course of multiple meetings, the committee worked in small cross-level groups to develop guidance for the following:
  - How do we ensure district-wide promise standards are developed? How do we ensure district-wide promise standards are reviewed/revise?
  - How do we ensure district-wide promise standards are taught? How do we ensure district-wide promise standards are assessed? How do we ensure district-wide promise standards are met?
  - How do we ensure communication of student growth related to the promise standards with our colleagues, students and families?



# 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

## Guaranteed and Viable Curriculum

### What will a successful, full implementation of this strategy look like in 2030?

Our ultimate goal is that all students demonstrate proficiency on grade/subject promise standards. Full implementation will ensure all students, staff and families are aware of the significance of promise standards and serve as partners in the work to ensure mastery. This success will be facilitated by timely ongoing communication between teachers and students, and teachers and families, student by student and standard by standard.



# 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?
  - Skyward Promise Standard reporting feature developed and staff trained by late fall
  - Parents/students communicated with and trained on accessing Promise Standards through Skyward by late fall
  - Building administration and Guiding Coalitions trained in 5Lab Promise Standard tracking and analysis
  - Common assessments across schools with rubrics developed, shared and used
  - Identification of K-12 science promise standards (follows year of adoption and instruction)
  - Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions occur in a timely manner
  - Timely ongoing communication with families about student progress on promise standards via Skyward
  - Ensure new teachers have onboarding about promise standards from induction program and their teammates
  - Promise standards posted for students, in student friendly language, in each classroom in content areas where they are already identified
  - Beginning of year review of promise standards by teams
  - End of year review of promise standards - using data to determine possible revisions



# 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?
  - Curriculum Coordinator and team/content leads to lead identification and/or review of promise standards
  - Continue strong curriculum vetting process to ensure board-adopted core materials and then work with TL to find necessary supplemental materials to help fill any holes
  - Built in annual BOY time for job/course alike teams to come together to annually calibrate around promise standards
  - Built in annual EOY time for team leads to come together to revisit proficiency maps and unit plans and calibrate vertically



# 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?
  - Board review of PK-10 promise standard attainment in reading and math by standard (Fall, Winter and Spring).
    - Targets/benchmarks established after year 1
- Annual EES Survey (family): Monitor for Progress
  - “This school communicates with me about my student's progress”



# 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

**Class Grades**

Grades posted to the report card are in bold. Current grades are highlighted.

Class: YR

ATTENDANCE 3RD GRADE  
Period 1 (8:00 AM - 10:00 AM)

ELA - PROMISE STANDARDS

- RF.3.3: Know and apply grade level p...
- RF.3.4: Read with sufficient accuracy ...
- RL.3.2: Recount stories, including fab...
- RL.3.3: Describe characters in a story...
- RI.3.1: Ask and answer questions to ...
- RI.3.2: Determine the main idea of a t...
- W.3.2: Write informative/explanatory te...
- W.3.2.A: Introduce a topic and group r...
- W.3.2.C: Use linking words and phras...
- L.3.4: Determine or clarify the meanin...

MATH - PROMISE STANDARDS

- O.A.1: Interpret products of whole nu...
- O.A.2: Interpret whole-number quoti...
- O.A.6: Understand division as unkn...
- O.A.7: Fluently multiply and divide wi...
- N.B.T.A.2: Fluently add and subtract wit...
- N.F.A.1: Understand a fraction as the q...
- N.F.A.2: Understand a fraction as a nu...
- M.D.A.1: Tell and write time to the min...
- M.D.C.7.A: Find the area of rectangle ...



## Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Ambitious Learning for All	Achieved Through: A Guaranteed and Viable Curriculum	Committee Lead: Christy
Strategy Statement: Ensure district-wide Promise Standards are taught, assessed and met for every student		
Committee Membership: Angela Bona, Casey Monahan, Clayton Hudiburg, Chris Schumacher, Donnetta Elsasser, Helen Cantero, Iris Salazar, Jazmin Lopez, John Schumacher, Michelle Carpenter, Seth Ahrens, Shannon Jones, Scott Kasenga, Stacey Klingenberg, Tracy Walmsley, Matt Manley		
Brief Description of Committee Work and Process: Over the course of four meetings, the committee worked in small cross level groups to develop guidance for the following:		
<ul style="list-style-type: none"> <li>● How do we ensure district-wide promise standards are developed? How do we ensure district-wide promise standards are reviewed/revise?</li> <li>● How do we ensure district-wide promise standards are taught? How do we ensure district-wide promise standards are assessed? How do we ensure district-wide promise standards are met?</li> <li>● How do we ensure communication of student growth related to the promise standards with our colleagues, students and families?</li> </ul>		
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Our ultimate goal is that all students demonstrate proficiency on grade/subject promise standards. Full implementation will ensure all students, staff and families are aware of the significance of promise standards and serve as partners in the work to ensure mastery. This success will be facilitated by timely ongoing communication between teachers and students, and teachers and families, student by student and standard by standard.		
	2023-24 School Year	2024-29 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ul style="list-style-type: none"> <li>● Skyward Promise Standard reporting feature developed and staff trained by late fall</li> <li>● Parents/students communicated with and trained on accessing Promise Standards through Skyward by late fall</li> <li>● Building administration and Guiding Coalitions trained in 5Lab Promise Standard tracking and analysis</li> <li>● Common assessments across schools with rubrics developed, shared and used</li> <li>● Identification of K-12 science promise standards (follows year of adoption and instruction)</li> <li>● Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions occur in a timely manner</li> <li>● Timely ongoing communication with families about student progress on promise standards via Skyward</li> <li>● Ensure new teachers have onboarding about promise standards from induction program and their teammates</li> <li>● Promise standards posted for students, in student friendly language, in each classroom in content areas where they are already identified</li> <li>● Beginning of year review of promise standards by teams</li> <li>● End of year review of promise standards - using data to determine possible revisions</li> </ul>	<ul style="list-style-type: none"> <li>● Common assessments across schools with rubrics consistently shared and revised</li> <li>● Annual beginning and end of year review of identified promise standards, proficiency maps and unit plans</li> <li>● Ensure new teachers have onboarding about promise standards from induction program and their teammates</li> <li>● Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions happen in a timely manner</li> <li>● Students track their progress toward mastery of promise standards</li> <li>● Timely ongoing communication with families about student progress on promise standards via Skyward</li> <li>● Promise standards posted for students in each classroom</li> <li>● Identification of promise standards for new core curriculum following year 1 of implementation</li> </ul>
Who are the key personnel, people who will help lead this work?	<ul style="list-style-type: none"> <li>● Guiding Coalitions with support from principals, Teaching and Learning staff, Teacher leaders for content areas (at elementary 1 member of a collaborative team for ELA, another member for math), content TOSAs when staffing/funding is available</li> </ul>	
What specific resources or supports are needed to accomplish the above-described actions?	<ul style="list-style-type: none"> <li>● Curriculum Coordinator and team/content leads to lead identification and/or review of promise standards</li> <li>● Continue strong curriculum vetting process to ensure board-adopted core materials and then work with TL to find necessary supplemental materials to help fill any holes</li> <li>● Built in annual BOY time for job/course alike teams to come together to annually calibrate around promise standards</li> <li>● Built in annual EOY time for team leads to come together to revisit proficiency maps and unit plans and calibrate vertically</li> </ul>	
How will growth/success be measured, tracked and reported?	<b>Measured/Reported:</b> <ul style="list-style-type: none"> <li>● Board review of PK-10 promise standard attainment in reading and math by standard (Fall, Winter and Spring).</li> <li>● Annual EES Survey (family): Monitor for Progress: "This school communicates with me about my student's progress"</li> </ul>	
Estimated funding necessary	\$50K annually from Title/LAP funding.	



# 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

- 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 and implement culturally responsive practices and curriculum ” (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:

- Julie Perron, Amy Hartford, Amy Kasenga, Cesar Hernandez, Felipe Virrueta, Samantha Ruiz, Eva Maxwell, Carrie LaRoy, Claudia Salazar, Gonzalo Fernandez Pinillos, Justin Vernon, Kim Kelsay, Marilyn Melgoza, Erin Dorso, Yuri Can, Sadie Tonn, Stella Billingsley, Turner Van Slyke

### ■ Committee Process:

- The committee met multiple time in person in addition to collaborating and sharing information digitally. Our work has been with whole group, small group and partner work, focusing on the strategy statements and action plans associated with a Culture of Equity and Belonging.



# 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?
  - By 2030, a culture of equity and belonging will be understood and upheld by adults and students alike, with an intentional focus on “We All Belong Here” strategies and positive connections (adult to adult, adult to student and student to student), with culturally responsive experiences that recognize and respect the assets and strengths we bring with our lived experiences, culture, language, race and expressions of identity.



# 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?
  - Continue to promote and engage in Building Belonging Student Recognition. Add Building Belonging Staff and Community Recognition.
  - Develop and teach protocols for “Courageous Conversations” and “Upstander” Guidelines.
  - Expand (based on staff and student input and experiences) Building Belonging Scenarios for Table Top Activities that use the developed protocols.
  - Revise “Hotline” to be more inclusive-so that students can call the hotline, and also so that staff “point” people reflect our vision.
  - Increase Student Voice on EAC, curriculum adoption committees and ensure each school maintains a student advisory council.
  - School board researches, engages, develops and adopts a district Equity/Inclusivity policy (Year 2).
  - Develop custom survey question specifically focused on issues of equity and belonging for the EES survey.
  - Develop and deliver professional development and training for cultural competency, diversity, equity and inclusion (CCDEI) for all staff, aligned with state guidelines.



# 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?
  - Planning time for EESE task force and others
  - Substitutes for planning/release time
  - Support in the development of the CCDEI training modules
  - WSSDA/School Board leadership for board policy 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.

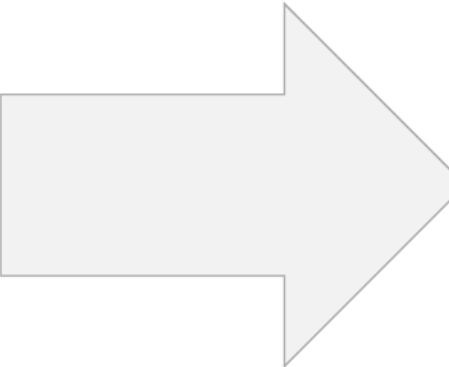

### ACHIEVED THROUGH:

- 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?
  - Annual EES Survey(student by race/ethnicity): Monitor for Progress:
    - Belonging and Identity question bank
    - "There's at least one adult in this school I can talk to if I have a problem"
  - Annual EES Survey (family by race/ethnicity): Monitor for Progress
    - "This school provides a caring/supportive environment for my student"
  - Annual EES Survey (staff): Monitor for Progress
    - Custom: "We are provided training to support culturally responsive practices and curriculum"



### Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Culture of Equity and Belonging		Achieved Through: A Culture of Equity and Belonging		Committee Lead: Julie Perron	
Goal #3 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.				
Strategy Statements: 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 Membership: Julie Perron, Amy Hartford, Amy Kasenga, Cesar Hernandez, Felipe Virrueta, Samantha Ruiz, Eva Maxwell, Carrie LaRoy, Claudia Salazar, Gonzalo Fernandez Pinillos, Justin Vernon, Kim Kelsay, Marilyn Melgoza, Erin Dorso, Yuri Can, Sadie Tonn, Stella Billingsley, Turner Van Slyke					
Brief Description of Committee Work and Process: The committee met multiple time in person in addition to collaborating and sharing information digitally. Our work has been with whole group, small group and partner work, focusing on the strategy statements and action plans associated with a Culture of Equity and Belonging.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? By 2030, a culture of equity and belonging will be understood and upheld by adults and students alike, with an intentional focus on "We All Belong Here" strategies and positive connections (adult to adult, adult to student and student to student), with culturally responsive experiences that recognize and respect the assets and strengths we bring with our lived experiences, culture, language, race and expressions of identity.					
	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?	<p>Continue to promote and engage in Building Belonging Student Recognition. Add Building Belonging Staff and Community Recognition.</p> <p>Develop and teach protocols for "Courageous Conversations" and "Upstander" Guidelines.</p> <p>Expand (based on staff and student input and experiences) Building Belonging Scenarios for Table Top Activities that use the developed protocols.</p> <p>Revise "Hotline" to be more inclusive-so that students can call the hotline, and also so that staff "point" people reflect our vision.</p> <p>Increase Student Voice on EAC, curriculum adoption committees and ensure each school maintains a student advisory council.</p> <p>Develop custom survey questions specifically focused on issues of equity and belonging for the EES survey.</p> <p>Develop and deliver professional development and training for cultural competency, diversity, equity and inclusion (CCDEI) for all staff, aligned with state guidelines.</p>		<p>Continue to promote and engage in Building Belonging Student, Staff and Community recognition.</p> <p>Refresh Protocols for "Courageous Conversations" and "Upstander" Guidelines based on student and staff data.</p> <p>Annually refresh Building Belonging Scenarios and how to "table top" with protocols.</p> <p>Re-introduce "hotline" concept to be more inclusive, and promote belonging and inclusive practices.</p> <p>Continue leveraging Student Voice.</p> <p>Monitor survey response for improvement.</p> <p>Provide professional development and training for CCDEI for all new staff.</p> <p>School Board researches, engages and develops Equity/Inclusion policy for adoption.</p>		
Who are the key personnel, people who will help lead this work?	EESE Task Force, Equity and Access Committee (EAC), Student Representatives and Principals				
What specific resources or supports are needed to accomplish the above-described actions?	Planning time for EESE task force and others, substitutes for planning time, development of the CCDEI training modules				
How will growth/success be measured, tracked and reported?	<p>Annual EES Survey(student by race/ethnicity): Monitor for Progress:                      Belonging and Identity question bank                      "There's at least one adult in this school I can talk to if I have a problem"                      Annual EES Survey (family by race/ethnicity): Monitor for Progress                      "This school provides a caring/supportive environment for my student"                      Annual EES Survey (staff): Monitor for Progress                      Custom: "We are provided training to support culturally responsive practices and curriculum"</p>				
Estimated funding necessar	Planning time and substitute costs when necessary				

# 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?



# 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.	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 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