



VISION 2030

SCHOOL BOARD INITIATIVE PRESENTATIONS
STRATEGIES 9 & 10

WALLA WALLA PUBLIC SCHOOLS

VISION
2030

Developing Washington's Most
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Goals & Strategies

MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

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

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

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

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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

ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

Goal 4

Partnership with Family and Community

OUTCOME STATEMENT:

WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

Initiative Planning Development and Approval Timeline

		Plan Review and Board Approval Timeline
G o a l # 1	Strategy #1 - Collective Efficacy: Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/failures and continue to refine professional practices in order to maximize student learning.	June 6
	Strategy #2 - Guaranteed and Viable Curriculum: Ensure district-wide Promise Standards are taught, assessed and met for every student.	August 15
	Strategy #3 - Proficient Elementary Readers: Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	October 24
G o a l # 2	Strategy #4 - Post Secondary Plans: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	September 5
	Strategy #5 - Access to Rigorous Curriculum and Courses: Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	October 24
	Strategy #6 - Developing 21st Century Skills: Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	September 5
G o a l # 3	Strategy #7 - A Culture of Belonging and Equity: Continue to promote, prioritize and celebrate "We All Belong Here" strategies. Prioritize and promote the building of positive adult-student relationships and connection. Implement culturally responsive practices and curriculum.	August 15
	Strategy #8 - Implementing Inclusionary Practices: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.	June 6
	Strategy #9 - Ensuring a Culture of Support and Collective Accountability: In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	September 19
G o a l # 4	Strategy #10 -Maximizing Family and Community Involvement: Implement systems and opportunities to maximize family engagement with schools and each other. Increase two-way outreach, support and access to maximize family inclusion in their child's learning and post-secondary plans. Promote family involvement in after school activities/extra-curricular experiences.	September 19
	Strategy #11 - Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	June 6

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
 - “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” (Vision 2030).



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ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

■ Committee Makeup:

- Chris Gardea, Christy Krutulis, Barb Casey, Alex Esparza, Amira Wissenfels-Cross, Amy Ford, Barb Casey, Cesar Hernandez, Chris Gardea, Claudia Salazar, Fiona Vrapu, Hailey Thrall, Jennifer Matson, Dr. Julie Perron, Justin Vernon, Karly Saldana Diaz, Kevin De Santiago Cisneros, Kris Bland, Lisa Franklin, Liza Jacobson, Morgan Perron

■ Committee Process:

- The committee met several times during the spring and into fall, before and after school. The committee worked in whole group and small groups, discussing and sharing ideas and recommendations around building level expectations and data, in addition to strategies to build collective efficacy, with an emphasis on training and professional development needs and collaboration. We shared out notes at each meeting to allow for input and feedback.



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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, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.



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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?

■ Building Teams

- Establish building level teams to assist staff in a continual process of developing and maintaining a positive school environment where students behave responsibly.
- Review/define Major/Minor behavioral infractions
- Teach common expectations
- Develop systems to reinforce expected behaviors
- Building teams work with classroom teachers on implementation of best practices, trauma informed practices, and K-12 Social-Emotional Learning lessons



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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?
 - Data Review and Collection
 - Expand data entry into Skyward to include Minor infractions
 - Develop common protocols to review Major/Minor data
 - Meet quarterly with building level teams to review data and share best practices
 - Research and pilot data tracking systems for students on individualized plans



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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?
 - Professional Learning
 - Implementation training for Building Teams on Positive Behavioral Intervention and Supports with ongoing individual consultation
 - Trauma-Informed Restorative Practices
 - Training for secretaries and administrators with student discipline data entries in Skyward
 - Training for Building Teams to use Forecast5 Guided Analysis Discipline reports



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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?
 - Stipends for Building SEL Teams (~\$50,000)
 - Consulting services for PBIS
 - Trauma-Informed Restorative Practices
 - Green Sheet or release time for training and support for Building Social-Emotional Learning Teams



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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?

- Semi-annual review of student discipline data with Board
- Annual EES Survey(student) - Monitor for Progress:
 - "All students are held to the same behavior rules and expectations"
- Annual EES Survey (family)
 - "My student feels safe at school"
- Annual EES Survey (staff)
 - "Staff members enforce consistent behavior expectations and consequences in their classrooms"



Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Culture of Equity and Belonging	Achieved Through: Ensuring a Culture of Support and Collective Accountability	Committee Lead: Chris, Christy, Julie P, Barb C	
Strategy Statement: 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.			
Committee Membership: Alex Esparza, Amira Wissenfels-Cross, Amy Ford, Barb Casey, Cesar Hernandez, Chris Gardea, Claudia Salazar, Fiona Vrap, Hailey Thrall, Jennifer Matson, Dr. Julie Perron, Justin Vernon, Karly Saldana Diaz, Kevin De Santiago Cisneros, Kris Bland, Lisa Franklin, Liza Jacobson, Morgan Perron			
Brief Description of Committee Work and Process: The committee met several times during the spring, before and after school. The committee worked in whole group and small groups, discussing and sharing ideas and recommendations around building level expectations and data, in addition to strategies to build collective efficacy, with an emphasis on training and professional development needs and collaboration. We shared out notes at each meeting to allow for input and feedback.			
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? By 2030, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.			
	Themes	2023-24 School Year	2024-25 School Year and Beyond
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<p>Building Teams</p> <ul style="list-style-type: none"> -Establish building level teams to assist staff in a continual process of developing and maintaining a positive school environment where students behave responsibly. -Review/define major/minor behavioral infractions -Teach common expectations -Develop systems to reinforce expected behaviors -Building teams work with classroom teachers on implementation of best practices, trauma informed practices, and K-12 Social-Emotional Learning lessons <p>Data Collection and Review</p> <ul style="list-style-type: none"> -Expand data entry into Skyward to include Minor infractions -Develop common protocols to review Major/Minor data -Meet quarterly with building level teams to review data and share best practices -Research and pilot data tracking systems for students on individualized plans <p>Professional Learning</p> <ul style="list-style-type: none"> -Implementation training for Building Teams on Positive Behavioral Intervention and Supports with ongoing individual consultation -Trauma-Informed Restorative Practices -Training for secretaries and administrators with student discipline data entries in Skyward -Training for Building Teams to use Forecast5 Guided Analysis Discipline reports 		<ul style="list-style-type: none"> -Implementation of recommended data tracking system for students on individualized plans. -Training on data tracking system for students on individualized plans -Professional Learning responsive to data, building teams, and needs of teachers. -Develop/maintain repository of best practices for students on individualized plans that can be shared cross-district.
Who are the key personnel, people who will help lead this work?	Principals and Assistant Principals, Counselors, Building level Social-Emotional Learning teams, building secretaries, and District Social-Emotional Learning Teams		
What specific resources or supports are needed to accomplish the above-described actions?	Consulting services for PBIS, Trauma-Informed Restorative Practices, Green Sheet or release time for training and support for Building Social-Emotional Learning Teams.		
How will growth/success be measured, tracked and reported?	Develop, monitor and evaluate the effectiveness of building-level PBIS plans <ul style="list-style-type: none"> -Semi-annual review of student discipline data with Board EES student survey analysis <ul style="list-style-type: none"> - All students are held to the same behavior rules and expectations EES staff survey analysis <ul style="list-style-type: none"> - Staff members enforce consistent behavior expectations and consequences in their classrooms EES family survey analysis <ul style="list-style-type: none"> - My student feels safe at school 		
Estimated funding necessary	~ \$50,000 per year for stipends for Building SEL Teams, ~\$2,500 for additional hours, ~\$20,000 contracted services		

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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

- Maximizing Family Engagement
 - “Implement systems and opportunities to maximize family engagement with schools and each other.
 - Promote family involvement in after school activities/extra-curricular experiences.” (Vision 2030)

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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, Dr. 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, Abby Juhasz, Jacque Richerzhagin, 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. Additionally, individual interviews with parents and group parent meetings were held to elicit feedback and input towards the needs and strategies developed.



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?
 - Through specific strategies and outreach, the district will engage and partner with parents/guardians in order to build strong relationships that will serve to maximize the school experience for every family.



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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?
 1. Procure 3rd party consultant to perform a parent engagement audit for the school district beginning in November with 3 engagement goals: Communication, Connection and The Plan by end of school year. First tasks could include: Get staff perspective, CIS advocate perspective, and meet with a parent advisory team/focus group at each school to discuss how they want to be communicated and connected with in their schools/district
 2. Explore and find a way to display all the district wide family engagement opportunities in one location using a simple format
 3. Assist in organizing and promoting monthly family/principal meetings and partner with CIS and parents to determine topics
 4. Develop and finish individual school/parent compacts highlighting parent driven family engagement and leadership opportunities
 5. Research and identify a 'parent to parent' support program at each school
 6. Create/support specific family events geared for each school twice a year that centers around fun, learning and family. Ex: Reptile Man, Science Nights, Cinco de Mayo, Art Nights
 7. 100% transition to ParentSquare, with support for teachers, by developing a bank of communication templates
 8. Identify a Website Manager to manage all 13 websites. This person will update all sites so they are similar in form/function and geared towards parent/family usability. They will keep websites current and consistent, update events calendar, etc. Consider exploring social media possibilities.
 9. Help schools identify frequently missed opportunities to reach families and close the gap of information Ex: sporting events, concerts



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ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

- What specific resources or supports are needed?
 - Funding for a Family Engagement Consultant: est. \$20,000
 - Funding for website management/maintenance contract: est. \$30,000
 - CIS Support
 - Continued staff/parent training on ParentSquare



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Partnership with Family and Community

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

- How will growth/success be measured, tracked and reported?
 - EES family survey analysis (monitor for improvement):
 - “I feel welcome at this school”
 - EES student survey analysis (monitor for improvement):
 - “ My parents/family feel welcome to visit this school”
 - EES staff survey analysis (monitor for improvement):
 - “This school encourages parent involvement in their child’s learning”
 - Increase in attendance/participation at parent/family events



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: Beth Swanson and Pam Clayton	
Strategy Statements: Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.			
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, Dr. 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, Abby Juhasz, Jacque Richerzhagin, 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. Additionally, individual interviews with parents and group parent meetings were held to elicit feedback and input towards the needs and strategies developed.			
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Through specific strategies and outreach, the district will engage and partner with parents/guardians in order to build strong relationships that will serve to maximize the school experience for every family.			
	2023-24 School Year	2024-25 School Year	2025-30 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ol style="list-style-type: none"> Procure 3rd party consultant to perform a parent engagement audit for the school district beginning in November with 3 engagement goals: Communication, Connection and The Plan by end of school year. First tasks could include: <ol style="list-style-type: none"> Get staff perspective CIS advocate perspective Meet with a parent advisory team/focus group at each school to discuss how they want to be communicated and connected with in their schools/district Explore and find a way to display all the district wide family engagement opportunities in one location using a simple format Assist in organizing and promoting monthly family/principal meetings and partner with CIS and parents to determine topics Develop and finish individual school/parent compacts highlighting parent driven family engagement and leadership opportunities Research and identify a 'parent to parent' support program at each school Create/support specific family events geared for each school twice a year that centers around fun, learning and family. Ex: Reptile Man, Science Nights, Cinco de Mayo, Art Nights 100% transition to ParentSquare for core communication, with support for teachers by developing a bank of communication templates Identify a Website Manager to manage all 13 websites. This person will update all sites so they are similar in form/function and geared towards parent/family usability. They will keep websites current and consistent, update events calendar, etc. Considering exploring social media possibilities. Help schools identify frequently missed opportunities to reach families and close the gap of information Ex: sporting events, concerts 	<ol style="list-style-type: none"> Implement the Family Engagement Plan developed from the research, including parent-parent support and staff development/ training. Implement new websites Tie in an 'at home' education opportunity with family engagement events (not homework). Ex: take home science explorations to do at home after a science night family event at school. Continue planning and organizing at each school: <ol style="list-style-type: none"> Principal meetings focused on sharing resources and support for families Family Engagement Events twice a year Parent to Parent connection/support and resources Continue building and collaborating with Parent Advisory Teams at each school Develop mechanisms/systems for parents to document concerns and for concerns to be addressed Continue to convene an annual meeting for parents to learn about their school's participation in Title 1, Part A. 	<ol style="list-style-type: none"> Develop processes to enable families to share information with schools about background culture, talents and goals Continue expanding the use of ParentSquare/VIP at all levels of the district to provide timely and useful information and opportunities for parents Provide teacher and staff training on ParentSquare/VIP; incorporate into teacher induction for new hires Scheduled communication with parents using ParentSquare/VIP at a minimum of monthly Promote mechanisms for parents to document concerns and for concerns to be addressed Continue professional development around respectful parent engagement techniques, strategies and protocols to implement best practices for promoting open communication
Who are the key personnel, people who will help lead this work?	Pam Clayton, Beth Swanson, CIS Personnel, Principals		
What specific resources or supports are needed to accomplish the above-described actions?	Family Engagement Consultant, School Website Manager to create, update and maintain all school websites and explore social media possibilities		
How will growth/success be measured, tracked and reported?	<p>EES family survey analysis (monitor for improvement): "I feel welcome at this school"</p> <p>EES student survey analysis (monitor for improvement): "My parents/family feel welcome to visit this school"</p> <p>EES staff survey analysis (monitor for improvement): "This school encourages parent involvement in their child's learning"</p> <p>Increase in attendance/participation at parent/family events</p>		
Estimated funding necessary	Funding for a Family Engagement Consultant beginning November 2023 to End of School Year: \$20,000, Funding for website management/maintenance contract: \$30,000		

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■ Questions?



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		Plan Review and Board Approval Timeline
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	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