



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

Vision: Developing Washington's Most Sought-after Graduates

DRAFT 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.

DRAFT Beliefs

We believe:

- that diversity is our strength
- in challenging and supporting all students
- that quality instruction is critical to student success
- in elevating student voice and agency
- in investing in staff to ensure excellence
- in maximizing the impact of our resources
- in collaborative and transparent operation
- in the importance of family and community

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	Strategies	Administrative and/or Department Lead	Committee Membership Should Include	Think About	Possible Success Indicators to Consider
A. Collective Efficacy	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Wade 	<ul style="list-style-type: none"> GC teacher reps from every level Other teachers John S Michelle Carpenter Bailey Hayes Maria Garcia 	<ul style="list-style-type: none"> 5 year plan to continue training and support of the PLC at Work and RTI at Work framework How to support new admin and new teacher teams 	<ul style="list-style-type: none"> EES staff survey analysis - My professional learning community work results in improved student learning - Regular formative assessments are used to monitor student progress toward standards - I vs They Gap: I am vs my colleagues are willing to be held accountable for student learning - Staff share a high sense of urgency around the need to improve
B. A Guaranteed and Viable Curriculum	<ul style="list-style-type: none"> Ensure district-wide Promise Standards are taught, assessed and met for every student 	<ul style="list-style-type: none"> Christy 	<ul style="list-style-type: none"> Teacher reps from every level(ele, ms, hs) and core content where promise standards are being developed district-wide (e.g. math, ELA, science, SS) T and L staff Michelle Carpenter Scott K John S 	<ul style="list-style-type: none"> 5 year plan outlining which district-wide core promise standards are developed and/or reviewed How do we communicate to students/families what they are, how they are assessed, and if they are being met? Possible standards-based report card outlining promise standards proficiency? 	<ul style="list-style-type: none"> Standards based grading rollout? SBA Achievement 3-12? Course passing rates 6-12?
C. Proficient Elementary Readers	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Casey M 	<ul style="list-style-type: none"> Teachers from primary across multiple campuses Julie P Outside SOR literacy expert? Dyslexia specialist? LETRS trained staff Be sure to include dual and traditional staff Brent C Michelle Carpenter 	<ul style="list-style-type: none"> Science of reading (OSPI releasing more info soon) LETRS training for all primary teachers Dyslexia implications, training and identification Which tool to measure and track progress (e.g. DIBELS8?) How do we assess Spanish Fluency and English fluency as L1 Spanish speakers will demonstrate Spanish fluency by end of 2nd before transitioning to English 	<ul style="list-style-type: none"> Dibels8? Spanish proficiency measurement (e.g. Lectura?)

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	Administrative and/or Department Lead(s)	Committee Membership Should Include	Think About	Possible Success Indicators to Consider
A. 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 	<ul style="list-style-type: none"> Chris G 	<ul style="list-style-type: none"> Staff from 6-12 including sped rep. Students from 6-12 CTE Teachers Counselors Parents Mark H Jerry M Keith R Pam J Carina S Marci K Kim D Lisa F SAC Students: Hailey Thrall, Erin Iverson, Eva Maxwell, Miki Joshua, Jackson Adams and Eli Kemple 	<ul style="list-style-type: none"> Full integration of a 6-12 plan with SchoolLinks How does a formal advisory possibly work into this? Training on School Links for counselors, staff, students and parents? How and when to leverage School Links Leveraging job/career exploration as a tool to motivate student agency 	<ul style="list-style-type: none"> School Links access/utilization reporting Senior culminating presentation that includes their post-secondary goals, experiences and steps they have taken to prepare them for their future Graduate survey that tracks post-secondary experiences over time 8th grade culminating presentation summarizing their middle school progress, preliminary post-secondary interests and high school goals EES student survey analysis <ul style="list-style-type: none"> - Adults in this school help me plan and set goals for my future EES family survey analysis <ul style="list-style-type: none"> - This school is doing a good job of preparing my student for a successful future Graduation rates Senior exit survey
B. 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, 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 	<ul style="list-style-type: none"> Chris G 	<ul style="list-style-type: none"> Casey M Counselors Teachers from 6-12 Tom P Shannon Harvey Parents Carina S Jerry M Scott K Kris SAC Students: Stella Billingsley, Erin Iverson, Turner Van Slyke, Miki Joshua, Jaelyn Klebe and Jackson Adams 	<ul style="list-style-type: none"> How this really “begins” in upper elementary and early middle school (where placement greatly influences what they will be able to access in high school) Leveraging the integrated honors approach at middle school Enhance CIHS and other college-bearing courses that do not require prerequisites 	<ul style="list-style-type: none"> Track and report annually on college credits and certificates earned by high school students, broken down by subgroup factors Increase enrollment for minority and historically underrepresented students in honors, AP, and college credit bearing courses EES family survey analysis <ul style="list-style-type: none"> - Student placement in advanced classes is not influenced by race, gender or socio-economic levels - My student is challenged with a rigorous course of study at this school EES student survey analysis <ul style="list-style-type: none"> - All students have access to rigorous courses and supports - Student placement in advanced classes is not influenced by race, gender or socio-economic levels
C. Developing 21st Century Skills	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Jerry M and Jennifer M co-lead 	<ul style="list-style-type: none"> CTE staff SEL staff K-12 teacher reps Parent, industry and higher ed (CC, Whitman, WWU reps) Marci K Rob A Rick P Maria Garcia 	<ul style="list-style-type: none"> Consider required fin literacy course at HS like most tri cities schools. What year? Maybe this could be combined with School Links advisory and support? How does our current SEL program address the standards? Think about themes/promise standards by grade level (e.g. at 8th grade we focus on grit. We teach it utilizing this and we assess it utilizing that) 	<ul style="list-style-type: none"> Development of 21st Century PK-12 Promise Standards and accompanying curriculum/courses/deliverables to ensure they are taught/learned Annual review of internship data, metrics and opportunities EES family survey analysis <ul style="list-style-type: none"> - This school is doing a good job of preparing my student for a successful future

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	Strategies	Administrative and/or Department Lead(s)	Committee Membership Should Include	Think About	Possible Success Indicators to Consider
A. 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 and curriculum 	<ul style="list-style-type: none"> • Julie P 	<ul style="list-style-type: none"> • E and A committee members • EESE committee members Amy Kasenga • Various staff • Culturally responsive expert/consultant? • Student reps from SAC and both middle school advisory committees • SAC Students: Stella Billingsley, Erin Iverson, Eva Maxwell, Turner Van Slyke, Karly Saldana, Jaelyn Klebe, Jackson Adams and Amiria Cross • Casey M • Claudia S 	<ul style="list-style-type: none"> • Ways to promote/recognize staff “building belonging: actions • DON work moves forward and implementation • Training to support culturally responsive teacher practices 	<ul style="list-style-type: none"> • EES student survey analysis <ul style="list-style-type: none"> - This school has effective equity practices for all - There's at least one adult in this school I can talk to if I have a problem • EES family survey analysis <ul style="list-style-type: none"> - This school provides a caring/supportive environment for my student - This school has a welcoming environment that embraces the diversity of race, ethnicity, religion, gender, and sexual orientations • EES staff survey analysis <ul style="list-style-type: none"> - This school has effective equity practices for all - Students believe the adults in this school genuinely care about them • Student attendance by grade/building reported quarterly • Student participation data in athletics, activities and clubs reported annually
B. 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"> • Barb C 	<ul style="list-style-type: none"> • Sped staff <ul style="list-style-type: none"> • Diana Evenson • Holly Anderson • Liza Jacobson (Para, PP)? • IPP teacher and admin participants • Parents (Sped) • K-12 gen ed staff • Carina S • Lisa F. • Justin Vernon • Amy Kasenga • Libby T 	<ul style="list-style-type: none"> • Finalize 5 year plan for WASA/OSPI IPP and UDL work 	<ul style="list-style-type: none"> • Inclusionary Practices staff survey and evaluation report • OSPI Least Restrictive Environment Report • EES family survey data (students with disabilities) • - My (special education) student is challenged with a rigorous course of study at this school • SPED performance on iReady and SBA • EES Student Data (Special Education) <ul style="list-style-type: none"> -My teachers provide lessons and activities that challenge me to learn -My teachers expect all students to success, no matter who they are
C. Ensuring a Culture of Support and Collective Accountability	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Julie P & Barb C 	<ul style="list-style-type: none"> • SEL teachers • District SEL Team • Counselors • K-12 teachers • SAC students: Morgan Perron, Fiona Vrap, Hailey Thrall, Karly Saldana, Amiria Cross • Claudia S • Lisa F. • Amy Ford • Justin Vernon • Cesar Hernandez 	<ul style="list-style-type: none"> • Tight PBIS alignment/expectations across grade spans (ele, ms, hs). This allows us to then communicate to all parents (what’s expected of ele, ms and hs students) • Intentional teaching of behavior expectations • PBIS team per school? • Aligned tracking of behavior (minor vs major) • Single system to log behavior 	<ul style="list-style-type: none"> • Develop, monitor and evaluate the effectiveness of building-level PBIS plans and expectations and discipline data semi-annually • EES student survey analysis <ul style="list-style-type: none"> - I feel safe at the school - All students are held to the same behavior rules and expectations - The rules against bullying are enforced by all adults in this school • EES staff survey analysis <ul style="list-style-type: none"> - Students understand the expectations of this school - Staff members enforce consistent behavior expectations and consequences in their classrooms - Staff enforce the bullying/harassment policy of this school • EES family survey analysis <ul style="list-style-type: none"> - My student feels safe at school

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	Strategies	Administrative and/or Department Lead(s)	Committee Membership Should Include	Think About	Possible Success Indicators to Consider
<p>A. Maximizing Family Engagement</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Wade 	<ul style="list-style-type: none"> Beth S Pam C Parent Reps CIS Reps K-12 faculty Nana (Paula Nichols–Michelle’s mom) Current volunteers Retiree org members Shari S Mark H Keith R Ahrens R Mindy M Kim Brent C Maria G Equity and Dual Rep- Amy Kasenga 	<ul style="list-style-type: none"> Identify and implement volunteer platform Training and support for parent/volunteers Developing a culture where involvement is expected, not just hoped for Parent/School compacts Clear and consistent communication platforms and mechanisms PK-12 parent involvement platform/guide Linking parents to student learning/promise standards Revitalizing PTO’s/PTA’s Best practices (e.g. Virginia Beach Schools) 	<ul style="list-style-type: none"> Volunteer platform statistics EES student survey analysis <ul style="list-style-type: none"> - This school communicates with my family about how I am doing - My parents/family feel welcome to visit this school EES family survey analysis <ul style="list-style-type: none"> - I am encouraged to collaborate with my student's teachers about my student's learning - This school tells me how I can help my student with homework - I feel welcome at this school EES staff survey analysis <ul style="list-style-type: none"> - This school encourages parent involvement in their child’s learning Monitor and report family SchoolLinks engagement and involvement in their student’s 6-12 SchoolLinks progress Review family attendance and feedback following school engagement activities
<p>B. Assuring Community Involvement and Volunteerism</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Combine with above committee 			