



BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
March 5, 2024
364 S Park St
Walla Walla, WA 99362

IMPORTANT MEETING NOTICE: Pursuant to Board Policy 1400, written public comment for this meeting will be accepted until 12:00 noon the day of the meeting. Comments are to be submitted to sgolden@wwps.org or Susie Golden, 364 S. Park Street, Walla Walla, WA 99362. Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent’s office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.

Spanish Agenda / Agenda Española: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. CALL TO ORDER: (5:30 p.m.) *Ruth Ladderud*

II. FLAG SALUTE: *Kathy Mulkerin*

III. ROLL CALL:

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Hailey Thrall, Student Board Representative

IV. APPROVAL OF AGENDA: *Ruth Ladderud*

V. CONSENT AGENDA: *Ruth Ladderud*

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|----------------------------------------------------------|----|
| 1. Personnel Report | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. Non-Athletic Extra & Co-Curricular Contracts | 5 |
| 4. March 5 Accounts Payable and February Payroll | 6 |
| 5. Superintendent's Evaluation | 7 |
| 6. Superintendent's Contract Renewal | 8 |
| 7. Regular Business Meeting Minutes of February 20, 2024 | 9 |
| 8. Special Meeting Minutes of February 20, 2024 | 11 |
| 9. Special Meeting Minutes of February 27, 2024 | 12 |
| 10. Special Meeting Minutes of February 29, 2024 | |

VI. STUDY ITEMS: (5:35 p.m.) *Ruth Ladderud*

1. Vision 2030: Goal #3, Strategy #9 - Culture of Support and Collective Accountability. Semi-annual Review of Student Discipline Data: <i>Multiple staff members.</i>	14
2. Vision 2030: Goal #3, Strategy #7 - Culture of Equity and Belonging. Equity Policy Discussion: <i>Ruth Ladderud</i>	31
VII. ADJOURNMENT: (7:00 p.m.) <i>Ruth Ladderud</i>	



PERSONNEL REPORT

March 5, 2024 – Board Meeting

Date: February 29, 2024

EMPLOYMENT

Administrative: Sarah Glover, Principal (2024-25), Berney Elementary School

Classified: Stefanie Creighton, Health Room Assistant, Prospect Point Elementary School
Yanira Sanchez, Bilingual Assistant Secretary, Berney Elementary School

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Certificated: Julie Hill, Second Grade Teacher, Sharpstein Elementary School, 17 years
Was on a leave of absence for the 2023-24 school year
Taylor Hunt, Math and STEM Teacher, Walla Walla High School, 3 years
Laurie Schuetze, Special Education Teacher, Sharpstein Elementary School, 7 years

Classified: Laura Bryant, Para-Educator, Sharpstein Elementary School, 1.5 years
Margaret "Maggie" Miller, Assistant Secretary, Walla Walla High School, 2 months
Leticia Segovia, Head Start Bilingual Family Advocate, WWCCF, 5.5 years
Andrew Wilson, Bilingual Assistant Secretary, Lincoln High School, 2 months

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Jeffrey Bartlow	Pioneer Middle School	Head Tennis
Reggie Byrd	Garrison Middle School	Head Softball 7th Grade
Amber Davin	Garrison Middle School	Head Tennis 7th Grade
To Be Determined	Garrison Middle School	Head Baseball 8th Grade
To Be Determined	Garrison Middle School	Head Baseball 7th Grade
To Be Determined	Garrison Middle School	Head Track
To Be Determined	Garrison Middle School	Track Assistant
Kyle Eggers	Pioneer Middle School	Track Assistant
Gonzalo Fernandez Pinillos	Garrison Middle School	Head Tennis 8th Grade
Nate Ferraro	Garrison Middle School	Head Softball 8th Grade
Ruben Garanzuay	Garrison Middle School	Track Assistant
Stephanie Gomsrud	Pioneer Middle School	Track Assistant
Spencer Hessler	Pioneer Middle School	Head Track
Amy Hisaw	Walla Walla High School	Assistant Track
Daniel Mears	Pioneer Middle School	Head Baseball 8th Grade
Matt Scheck	Pioneer Middle School	Head Baseball 7th Grade
Gary Schneidmiller	Pioneer Middle School	Head Softball 8th Grade
Jennifer Thiel	Pioneer Middle School	Head Softball 7th Grade
Felipe Virrueta	Pioneer Middle School	Tennis Assistant

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Seth Ahrens	PI	Guiding Coalition Team
Sydney Wallingford	GA	Drama Assistant Director

WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 5th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
3/5/2024	232038	Through	232164	\$ 485,751.23
3/5/2024	232400309	Wire Transfer	232400337	\$ 4,904.98

		Capital Projects		
3/5/2024	230045	Through	230051	\$ 2,706,305.61
		Wire Transfer		

		ASB		
3/5/2024	230153	Through	230161	\$ 9,019.77
		Wire Transfer		

		Transportation Vehicle		
		Through		
		Wire Transfer		

		Payroll		
2/29/2024	231992	Through	232037	\$ 2,143,311.71
2/29/2024	1400001	Wire Transfer	1401083	\$ 3,244,801.95
2/29/2024	NA	Payroll Taxes	NA	\$ 1,073,809.17

TOTAL:	\$	9,667,904.42
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SCHOOL BOARD PRESIDENT:

SECRETARY OF THE BOARD:

Ruth Ladderud

Dr. Wade Smith, Superintendent



Superintendent's Evaluation **March 5, 2024**

It is the responsibility of the board to conduct an annual performance evaluation of the superintendent of the district. The following summarizes the evaluation of Dr. Wade Smith, Superintendent of Walla Walla Public Schools, for the period of March 2023 through February 2024. Performance parameters consisted of professional standards established by the American Association of School Administrators with the National School Board Administration as well as goals set locally by the Walla Walla Public School Board.

Over the evaluation time period, Dr. Smith received outstanding ratings in policy and governance as well as communications and community. We recognized his extensive outreach to the community through a wide variety of practices, including individual and group meetings, radio, print, email and social media. He has established many relationships outside the district that further the district's vision of developing Washington's Most Sought-After Graduates.

Dr. Smith's budget management skills continue to be noted as outstanding. The district has greatly benefitted from his expertise and has kept our district on solid financial footing.

In the areas of instructional leadership, human resources, and labor relations, Dr. Smith received an assessment of good. As lead-learner for administrative professional development, he researches and leads training and meetings.

During the evaluation time period, the board tasked Dr. Smith with finalizing and implementing Vision 2030, the new strategic plan. We appreciate that he was able to include extensive stakeholder input that he pulled together to create a strategic plan that will guide the future of the district. A part of this plan the board is eager to address this year is the need for an equity/inclusion/antiracism policy.

An additional goal the board set for the superintendent centered around levy planning, coordination and outreach. The strong community support passing both the district's EP&O renewal and athletic & activity capital levy demonstrates Dr. Smith's strong skills in leadership, oversight and outreach in this area.

Vision 2030's Goal #1 is intentionally ambitious learning for all. With that in mind, the board set a goal for Dr. Smith to demonstrate higher levels of achievement in both math and reading, as evidenced by growth on the iReady diagnostic tests. These goals were met and we anticipate building on this success.

We look forward to leveraging Dr. Smith's many skills as together we guide the district in honoring the mission of "partnering with family and communities to ensure a culture of equity and belonging where every student achieves ambitious levels of learning through relevant and rigorous educational experiences."

Ruth Ladderud, School Board President



~ Annual Renewal of Superintendent's Contract ~

1. This annual amendment (the "Amendment") to renew the SUPERINTENDENT'S CONTRACT is made this 5th day of March, 2024, by and between Walla Walla School District and Dr. Wade Smith, parties to the SUPERINTENDENT'S CONTRACT, dated March 15, 2016 (the "Contract"), including previous amendment renewals.
2. The first unnumbered paragraph of the Contract shall be revised as follows (additions indicated by underlining and deletions indicated by strikethroughs):

...in accordance with its action as found in the minutes of the meeting on March 4, 2024 ~~March 7, 2023~~, does employ Dr. Wade Smith as Superintendent of Schools for a three (3) year period commencing July 1, 2024 ~~2023~~ and continuing through June 30, 2027 ~~2026~~.

3. Paragraph 13.H duties to include Capital Levy Management.

ALL OTHER TERMS AND CONDITIONS OF THE ORIGINAL PERSONAL SERVICES CONTRACT AND AMENDMENTS AGREED UPON HERETOFORE OF SUPERINTENDENT REMAIN IN FULL FORCE AND EFFECT.

The parties hereto have executed this Amendment the day and year first above written.

Ruth Ladderud, President
Board of Directors

Dr. Wade Smith, Superintendent

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
February 20, 2024
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS

Ruth Ladderud, President
Terri Trick, Vice President
Alayna Brinton
Kathy Mulkerin
Derek Sarley
Eva Maxwell, Student Board
Representative
Hailey Thrall, Student Board
Representative

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Chris Gardea, Assistant Superintendent
Janette Jeffris, Director of Fiscal Services
Christy Krutulis, Executive Director of Teaching & Learning
Dr. Julie Perron, Director of Equity & Dual Programs

AUDIENCE

Including board members, administrators and guests, approximately 40 were in attendance.

I. CALL TO ORDER

The meeting was called to order in the administration building Anne Golden Boardroom at 5:30 p.m. by President Ruth Ladderud.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Director Alayna Brinton.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Motion by Derek Sarley and seconded by Alayna Brinton to approve the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Motion by Terri Trick and seconded by Derek Sarley to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) February 20 accounts payable; 5) January financial report; and 6) regular study meeting minutes of February 6, 2024. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Building Belonging Recognition: Director of Equity and Dual Programs Dr. Julie Perron presented a Building Belonging award to Sadie Hartelius and the Berney Student Leadership Team. Dr. Perron noted this award was established to recognize staff and/or students who demonstrate a commitment in building a sense of belonging.

Education Support Professionals Week, March 11-15, 2024: Dr. Smith honored Education Support Professionals by reading a proclamation from Governor Jay Inslee declaring the week of March 11-15 as Education Support Professionals Week. He and the board of directors thanked the local Public School Employees of Washington for their dedication and outstanding contributions to Walla Walla Public Schools.

VII. CITIZENS' COMMENTS

Public comment was received by one individual.

VIII. REPORTS

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting thanks to the community for supporting both the Replacement Educational Programs & Operations Levy and Capital Levy; attendance at a Professional Learning Communities conference, a legislative update, February is Black History Month, and upcoming travel for an Educational Roundtable event.

Superintendent's Report: Superintendent Dr. Wade Smith thanked community members for their support of both Levies, reported on the Berney principal interview process and invited families and community members to attend the principal candidate meet and greet the following evening. Dr. Smith also noted February enrollment is 5382 FTE.

Monthly Financial Dashboard Report: Director of Fiscal Services Janette Jeffris provided a review of revenues, expenditures and ending fund balance.

Elementary ELA/SLA Adoption Update: Executive Director of Teaching & Learning Christy Krutulis and Curriculum Coordinator Casey Monahan provided an update on the English Language Arts and Spanish Language Arts curriculum adoption process.

Fall to Winter iReady Data Review: Dr. Smith, Assistant Superintendent Chris Gardea and Executive Director of Teaching & Learning Christy Krutulis provided a review of iReady fall to winter data. The district met growth goals for reading and math improvement.

Policies First Reading: President Ladderud presented the following policies for first reading:

- 1210 Annual Organizational Meeting
- 1220 Board Officers and Duties of Board Members
- 1620 The Board Superintendent Relationship

X. ACTION ITEMS

XI. ADJOURNMENT

President Ladderud declared the meeting adjourned at 6:52 p.m.

Minutes to be presented for board approval on March 5, 2024.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board
- Susie Golden, Recorder

Ruth Ladderud
School Board President

**BOARD OF DIRECTORS
Special Meeting – 7:00 p.m.
February 20, 2024
WWPS Administration Building / 364 S. Park Street**

The Board of Directors met in executive session on February 20 at 7:00 p.m. to review the performance of a public employee. All board members were present. The executive session concluded at 7:27 p.m. and was not open to the public.

Minutes to be presented for board approval on March 5, 2024.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board

Ruth Ladderud
School Board President

**BOARD OF DIRECTORS
Special Meeting – 4:00 p.m.
February 27, 2024
525 Campus Loop, Walla Walla, WA**

The Board of Directors met in executive session on February 27 at 4:00 p.m. to review the performance of a public employee. All board members were present. The executive session concluded at 7:00 p.m. and was not open to the public.

Minutes to be presented for board approval on March 5, 2024.

APPROVED:

Ruth Ladderud
School Board President

BOARD OF DIRECTORS
Special Meeting – 7:00 p.m.
February 29, 2024
828 S 1st Ave, Walla Walla, WA

The Board of Directors met in executive session on February 29 at 7:00 p.m. to review the performance of a public employee. All board members were present. The executive session concluded at 8:10 p.m. and was not open to the public.

Minutes to be presented for board approval on March 5, 2024.

APPROVED:

Ruth Ladderud
School Board President



VISION 2030

CULTURE OF SUPPORT AND COLLECTIVE
ACCOUNTABILITY

14

WALLA WALLA PUBLIC SCHOOLS

VISION
2030

Developing Washington's Most
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington

DR. WADE SMITH, CHRISTY KRUTULIS, CHRIS GARDEA,
MICHELLE CARPENTER, JOHN SCHUMACHER, KIM
DOEPKER, JUSTIN VERNON, ALYSSA CONTRERAS, BRIAN
CASEY



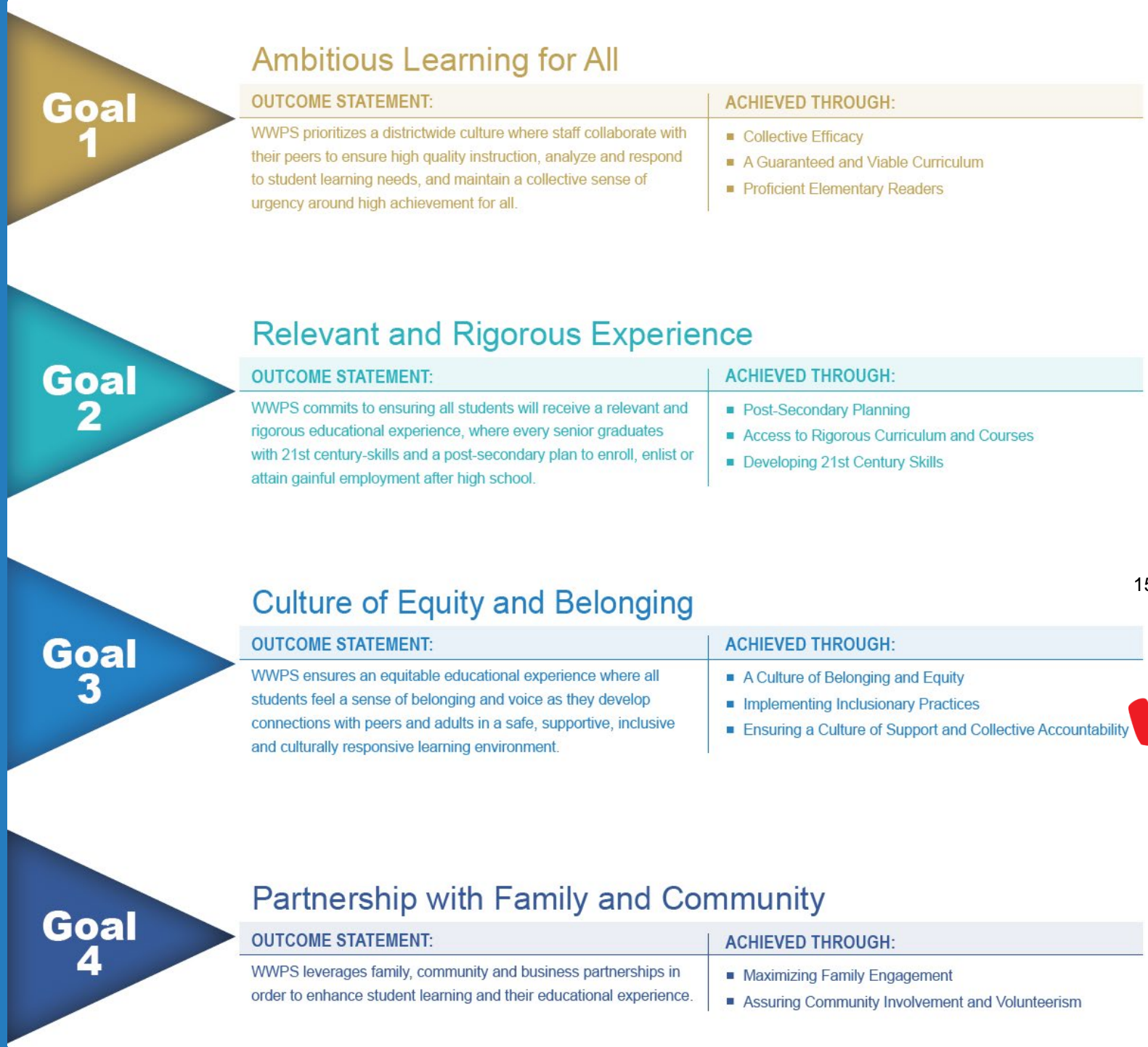
Walla Walla Public Schools

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	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	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.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: ● Board review of K-5 promise standard attainment in math by standard (Winter and Spring). ● Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December Business and June Study Meeting
	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.	● LETRS course completion data for staff ● DIBELS 2 nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) ● Lectura 2 nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	June Business Meeting
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	● SchoolLinks access and utilization reporting ● Graduate survey that tracks post-secondary experiences over time ● Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	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.	● Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses ● Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	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.	● Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." ● Monitor and report enrollment/participation data in financial literacy ● Monitor and report the number of students/credits earned through internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A 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.	● Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	● WASA IPP Teacher Input Survey (Fall/Spring) ● OSPI Least Restrictive Environment (LRE) Report ● Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	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.	● 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." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	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.	● Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." ● Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: ● Number of volunteers who have created accounts ● Number of opportunities each school has listed ● Volunteer hours per school ● Volunteer feedback	August Business Meeting



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 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” (Vision 2030).

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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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.

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 themes/strategies are we focusing on to achieve the Vision 2030 stretch goal?
 - Building Level Teams
 - Data Review and Collection
 - Professional Learning

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		

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

Building Level Teams

- All sites now have an SEL team – 41 staff district wide
 - Job description created and reviewed
 - Meet twice a month – review data and develop plans based on data
- Reviewed Major/Minor infractions
- Common expectations taught at beginning of the year, and revisited throughout the year.

21



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

Building Level Teams

- What's working well?
 - Teams working with staff to define/teach common expectations
 - Systems to positively reinforce expected behaviors
- What's coming up?
 - Action plans on Tiered Fidelity Inventory
 - Developing promising practices for Tier 2
- Challenges and/or roadblocks?
 - Data collection – process, access, and navigation
 - Implementation of proven practices – training

22

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

Data Collection and Review

- What have we already accomplished this year?
 - Aligned & calibrated Skyward entry with staff
 - Synthesized Major/Minor data for building teams
 - Note: Snow day interrupted data analysis protocol

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

Data Collection and Review

- What's working well?
 - Consistent entry into Skyward
 - Accurate Five Lab data
- What's coming up?
 - PD with SEL Teams on 3/26 to look at data
 - Encouraging teams to consistently review and respond to data
- Challenges and/or roadblocks?
 - Finding a data tracking system for students on specific behavior plans

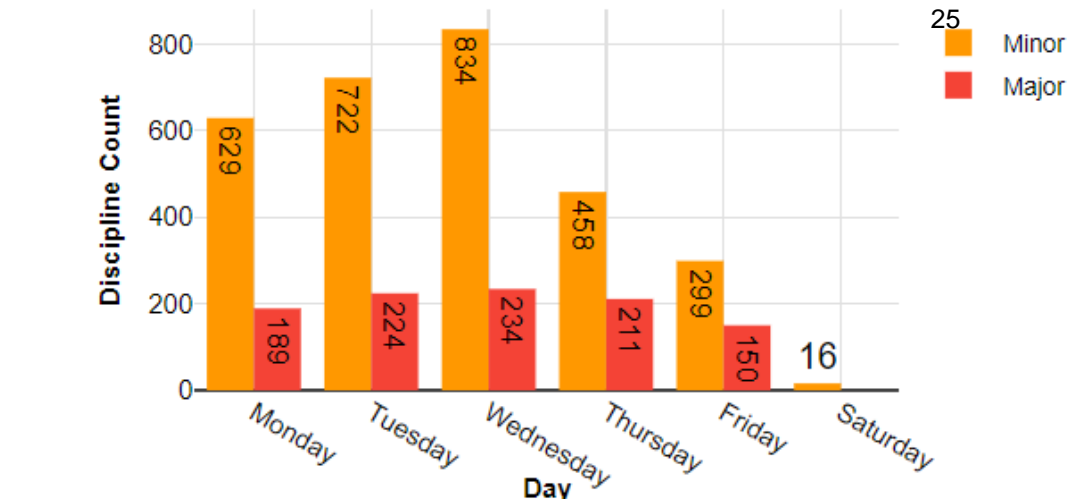
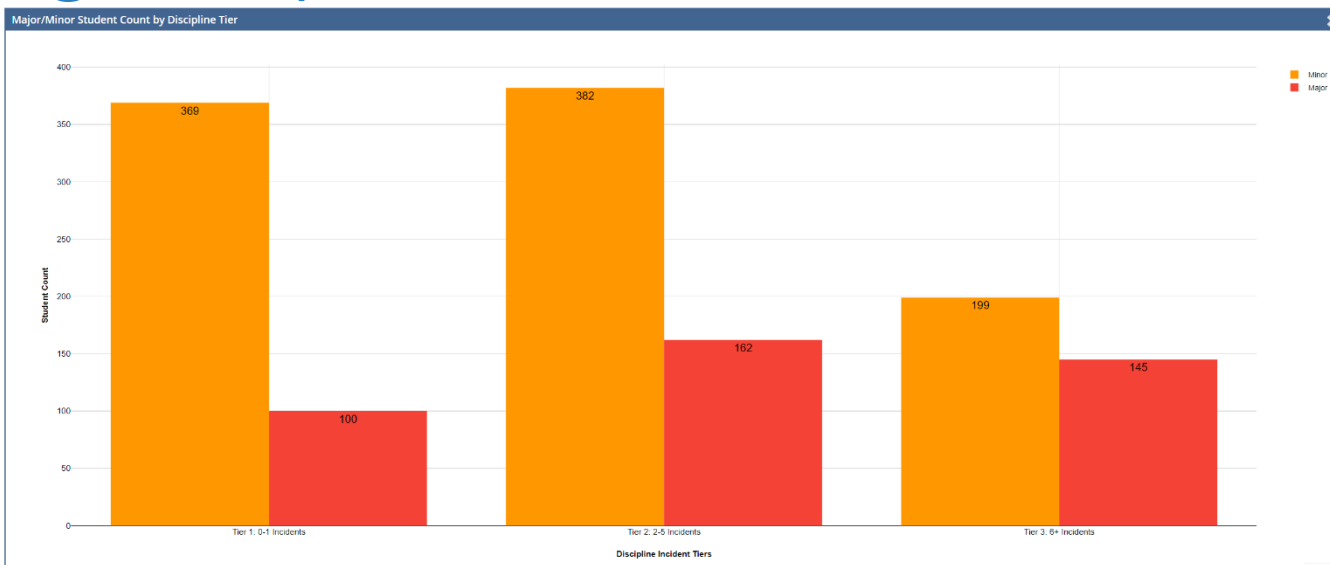
24

5Lab Data Examples

- Now that we have alignment between schools and systems we can accurately track, analyze and respond
- Allows us to deeply analyze data by various factors (e.g. race/ethnicity, income, EL, SPED, gender)

Filters

- Ethnicity
- Gender
- Grade Level
- Low Income
- Major/Minor
- ML
- PY Risk Level
- Race



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

Professional Learning

- What have we already accomplished this year?
 - One release day with consultant for SEL teams
 - Individual building support with consultant
 - Training for secretaries and admin regarding data entry

26

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Professional Learning

- What's working well?
 - Gaining additional strategies and resources for responding to Tier II behaviors
 - Sharing of ideas across buildings as we learn from one another
- What's coming up?
 - Day 2 with consultant focused on Tier II and Tier III strategies, and using Forecast5 data to determine next steps
 - Trauma-Informed Restorative Practices training and consultation
- Challenges and/or roadblocks?
 - Ensuring Tier I practices are systematic and building-wide
 - Time for building teams to share learning and train colleagues to establish building-wide understanding and collective responsibility

27



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How is Growth/Success Measured, Tracked and Reported?

■ Quantitative Measurement:

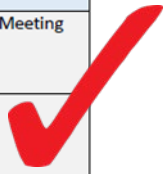
- Semi-annual review of student discipline data with Board
 - Beginning Fall 2024, we will review Sem. 2 data. Spring 2025 will review Sem. 1 data.
 - This will occur yearly.

■ Qualitative Review:

- Annual EES Survey administered in February
 - Student response: “All students are held to the same behavior rules and expectations.”
 - Staff response: “Staff members enforce consistent behavior expectations and consequences in their classrooms.”
 - Family response: “My student feels safe at school.”



Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	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.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: <ul style="list-style-type: none"> Board review of K-5 promise standard attainment in math by standard (Winter and Spring). Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress" 	December Business and June Study Meeting
	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.	<ul style="list-style-type: none"> LETRS course completion data for staff DIBELS 2nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) Lectura 2nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30) 	June Business Meeting
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	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"> SchoolLinks access and utilization reporting Graduate survey that tracks post-secondary experiences over time Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school." 	April Business Meeting
	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.	<ul style="list-style-type: none"> Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels." 	October Study Meeting
	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.	<ul style="list-style-type: none"> Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." Monitor and report enrollment/participation data in financial literacy Monitor and report the number of students/credits earned through internships 	September Business Meeting
Goal #3: Culture of Equity and Belonging	A 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.	Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	<ul style="list-style-type: none"> WASA IPP Teacher Input Survey (Fall/Spring) OSPI Least Restrictive Environment (LRE) Report Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn." 	March Business
	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.	<ul style="list-style-type: none"> 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." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school." 	September and March Study Meetings
Goal #4: Partnerships with Family and Community	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.	<ul style="list-style-type: none"> Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." Attendance/participation at parent/family events 	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: <ul style="list-style-type: none"> Number of volunteers who have created accounts Number of opportunities each school has listed Volunteer hours per school Volunteer feedback 	August Business Meeting



Goal 3

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ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
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Questions?





Culture of Equity and Belonging Policy Discussion

Question #1:

Vision 2030 Strategic Plan Goal #3 states the following deliverable is scheduled for the 2024-25 school year:

“School Board researches, engages and develops Equity/Inclusion policy for adoption.”

Does the board wish to accelerate this activity into the 2023-24 school year?

Question #2:

If so, how does the board wish to “research, engage and develop an Equity/Inclusion policy?”

Possible approaches for board discussion and consensus:

1. The board assumes the responsibility as an entire body and includes the work within existing or additional board meetings as necessary.
2. The board directs the Administrative Policy Committee to research and propose draft language.
3. The board requests the administration work with an existing group/committee to research and propose draft language for further review and board consideration (e.g. Equity and Access Committee).
4. The board requests the administration develop a specific committee (e.g. committee charge, membership, deliverables, considerations) to research and propose draft language for further review and board consideration.
5. Other approach?

To assist in the work, the board may wish to contract with an outside facilitator to assist any of the above approaches. Is this something the board wishes to consider?

Question #3:

As the board considers the important topic of anti-racism, how does the board see this work moving forward? For example, does the board;

1. Wish to consider a separate anti-racism policy,
2. Wish to intentionally include anti-racism tenants in the equity policy under consideration; or
3. Another approach?