

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
October 6, 2026
364 S Park St
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 en Español: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. CALL TO ORDER: (5:30 p.m.) *Alayna Brinton*

II. FLAG SALUTE: Lucy Anderton

III. ROLL CALL:

- Alayna Brinton, President
- Kathy Mulkerin, Vice President
- Elizabeth Alonso-Barrientos
- Ruth Ladderud
- Derek Sarley
- Abril Salazar, Student Representative
- Lucy Anderton, Student Representative

IV. APPROVAL OF AGENDA: *Alayna Brinton*

V. STUDY ITEMS: (5:35 p.m.) *Alayna Brinton*

1. Elementary Literacy Update: *Elementary Principals*

VI. ADJOURNMENT: (7:00 p.m.) *Alayna Brinton*

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Elementary Literacy Update²

Board of Directors Study Session
October 6, 2026



Objectives

- Review of VISION 2030 and 2026-27 Board Goals
- High level overview of DIBELS/Lectura
- Review 2nd grade end of year (EOY) data trend
- Learn how each elementary building is responding to this year's fall data with the intent of accelerating closing the gap for students not yet at BOY grade level benchmarks

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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

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

- 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” (Vision 2030)

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Steps toward VISION 2030 Goals

Measured/Tracked

LETRS course completion data

2026-27

DIBELS 2nd Grade Composite - Spring target 84%

Lectura 2nd Grade Composite - Spring target 74%

2027-28

DIBELS 2nd Grade Composite - Spring target 88%

Lectura 2nd Grade Composite - Spring target 80%

2028-29

DIBELS 2nd Grade Composite - Spring target 92%

Lectura 2nd Grade Composite - Spring target 88%

2029-30

DIBELS 2nd Grade Composite - Spring target 95%

Lectura 2nd Grade Composite - Spring target 95%



2026-27 Board Goal #1

Increased Student Learning and Performance

Ensuring high levels of learning for all students is the School Board's core mission. To that end, for the 2026-27 school year, the Board's focus will be on early grade literacy as measured by DIBELS and Lectura with the goal to meet 70% proficiency in second grade.

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What is DIBELS?

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are fluency measures that detect risk and monitor the development of early literacy and early reading skills.
- The measures are consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills.

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Composite vs. Measure Scores

DIBELS is comprised of:

- Letter Naming Fluency (LNF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
- Word Reading Fluency (WRF)
- Oral Reading Fluency (ORF)
- Comprehension (MAZE)

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
LNF	LNF				
PSF	PSF				
NWF	NWF	NWF	NWF		
WRF	WRF	WRF	WRF		
	ORF	ORF	ORF	ORF	ORF
		MAZE	MAZE	MAZE	MAZE
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

DIBLES Benchmark Goals

There are different benchmark/cut scores for each benchmark period.

Oral Reading Fluency (ORF) Words Correct

Support	Kinder Beg	Kinder Mid	Kinder End	First Beg	First Mid	First End	Second Beg	Second Mid	Second End	Third Beg	Third Mid	Third End
Blue – Core Support				35+	57+	76+	85+	117+	128+	105+	141+	136+
Green – Core Support				10 - 34	21 - 56	39 - 75	49 - 84	78 - 116	94 - 127	73 - 104	105 - 140	114 ¹⁰ - 135
Yellow – Strategic Support				5 - 9	10 - 20	26 - 38	29 - 48	59 - 77	77 - 93	55 - 72	85 - 104	96 - 113
Red – Intensive Support				0 - 4	0 - 9	0 - 25	0 - 28	0 - 58	0 - 76	0 - 54	0 - 84	0 - 95

Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)

Support	Kinder Beg	Kinder Mid	Kinder End	First Beg	First Mid	First End
Blue – Core Support	20+	36+	49+	47+	78+	87+
Green – Core Support	9 - 19	25 - 35	31 - 48	30 - 46	52 - 77	55 - 86
Yellow – Strategic Support	4 - 8	16 - 24	24 - 30	25 - 29	41 - 51	45 - 54
Red – Intensive Support	0 - 3	0 - 15	0 - 23	0 - 24	0 - 40	0 - 44



What is Lectura?

- An authentic Spanish assessment built specifically for bilingual students learning to read.
- Lectura is a universal screener for K–6 built on modern Spanish literacy research. It helps educators accelerate reading growth for Spanish-speaking students by delivering complete parity between English and Spanish reading assessments.

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Composite vs. Measure Scores

Lectura is comprised of:

- **Fluidez en Nombrar Letras (FNL):** Letter Naming Fluency (Grades K–1).
- **Fluidez en la Segmentación de Sílabas (FSS) / Fonemas (FSF):** Syllable and Phoneme Segmentation Fluency measuring phonological awareness (Grades K–1).
- **Fluidez en los Sonidos de las Letras (FSL):** Letter Sound Fluency evaluating alphabetic principle and phonics (Grades K–3).
- **Fluidez en las Palabras (FEP):** Word Reading Fluency of common high-frequency sight words (Grades K–3).
- **Fluidez en la Lectura Oral (FLO):** Oral Reading Fluency measuring reading rate and accuracy via text passages (Grades 1–6).

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Lectura Benchmark Goals

	Kindergarten			Grade 1			Grade 2		
	B	M	E	B	M	E	B	M	E

Syllable Reading: Fluidez en los sonidos de sílabas (LSS)

Blue - Core Support	6+	20+	33+	32+	42+	52+
Green - Core Support	5 2	19 8	32 19	31 14	41 25	51 36
Yellow - Strategic Support	1 0	7 6	18 12	13 11	24 21	35 30
Red - Intensive Support	NA	5 0	11 0	10 0	20 0	29 0

Word Reading: Fluidez en la lectura de palabras (FEP)

Blue - Core Support	4+	16+	29+	24+	37+	47+	35+	46+	54+
Green - Core Support	3 2	15 5	28 11	23 8	36 18	46 28	34 15	45 22	53 28
Yellow - Strategic Support	1 0	4	10 6	7 6	17 12	27 21	14 10	21 16	27 21
Red - Intensive Support	NA	3 0	5 0	5 0	11 0	20 0	9 0	15 0	20 0

Lectura Benchmark Goals

	Kindergarten			Grade 1			Grade 2		
	B	M	E	B	M	E	B	M	E

Letter Sounds: Fluidez en los sonidos de las letras (FSL)

Blue - Core Support	21+	34+	44+	40+	47+	53+	
Green - Core Support	20 6	33 22	43 30	39 26	46 36	52 42	
Yellow - Strategic Support	5 4	21 16	29 25	25 22	35 31	41 38	
Red - Intensive Support	3 0	15 0	24 0	21 0	30 0	37 0	

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Amplify Education-the company mCLASS-the product

The Amplify logo, featuring the word "Amplify." in white serif font on an orange square background.

Allows for:

- 3x a year Benchmark assessment
- Monitoring student data overtime
- Progress monitoring tools and data collection for
 - Students “Well Below” (2+ grade levels) = Every 2 weeks
 - Students “Below” (1 grade level) = Every 4 weeks
 - Students “At” or “Above” = Benchmark (3x year)
- In the moment scoring

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3 YEAR OVERVIEW

Spring 2026 DIBELS/Lectura Data

2nd Grade -3 Year Overview

DIBELS

Grade 2	Composite Score	23-24 EOY					
		23-24 EOY	27%	13%	26%	34%	227
		24-25 EOY	26%	13%	29%	32%	218
		25-26 EOY	30%	14%	27%	29%	213

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Lectura

Grade 2	Composite Score	23-24 EOY					
		23-24 EOY	45%	9%	31%	15%	123
		24-25 EOY	16%	16%	51%	17%	115
		25-26 EOY	20%	15%	42%	23%	128



K-5 Reading Focus for 2026-27

- Reading goals embedded in all elementary school improvement plans (SIPs)
- Professional learning for elementary principal
 - Monthly Science of Reading sessions with Melissa leading
 - Instructional Leadership Academy (ILA) with University of Washington
- Professional learning for teachers
 - K-2 LETRS training, SPED LETRS training, adding 3-5 LETRS training
 - K-5 Dual Science of Reading training
 - HMH/Arriba la Lectura support

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How each building
is responding to
their data and
board goals related
to literacy



Berney

By Spring 2027, students receiving special education services will demonstrate measurable growth in ELA, reducing the performance gap between students with disabilities and all students on the SBA ELA assessment by at least 5 percentage points.

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Berney Fall 2026



Population	Measure	Levels	Students
Population selected	Composite Score	BOY 34% 19% 31% 16%	<u>262</u>
By grade By class By teacher			
Population ▴▾	Measure	Well below ▴▾ Below ▴▾ At ▴▾ Above ▴▾	Students ▴▾
Grade K	Composite Score	BOY 58% 12% 18% 12%	<u>33</u>
Grade 1	Composite Score	BOY 24% 32% 32% 12%	<u>34</u>
Grade 2	Composite Score	BOY 29% 15% 29% 27%	<u>34</u>
Grade 3	Composite Score	BOY 37% 9% 34% 20%	<u>59</u>
Grade 4	Composite Score	BOY 29% 24% 40% 7%	<u>55</u>
Grade 5	Composite Score	BOY 32% 23% 26% 19%	<u>47</u>

Berney Fall Kickstart



Systems & Structure

- **Refine MTSS Implementation:** Align building-wide WIN (What I Need) time and maintain Kindergarten model.
- **Data Transparency:** Utilize Data Wall with all staff and Guiding Coalition.
- **Ongoing Reviews:** Hold Guiding Coalition literacy and data reviews every 6 weeks, using *Leveled Reading*, *Leveled Lives* by Timothy Shanahan to explore new approaches to reading instruction.

Instruction & Engagement

Strengthen Tier I: Focus core classroom practices on foundational literacy skills.

Targeted PD: Deliver professional development focused on increasing student engagement.

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Edison

By Spring 2027, at least 70% of students completing Grade 2 will score At or Above Grade Level on the mCLASS Lectura Composite Score. In addition, the percentage of Grade 2 students scoring Well Below Grade Level will decrease by at least 30% from the BOY baseline.

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Edison Fall 2026



Lectura

Population	Measure	Levels	Students
Population selected	Composite Score	BOY	463
By grade By class By teacher			
Population ▾	Measure	Well below ▾ Below ▾ At ▾ Above ▾	Students ▾
Grade K	Composite Score	BOY	85
Grade 1	Composite Score	BOY	84
Grade 2	Composite Score	BOY	75
Grade 3	Composite Score	BOY	79
Grade 4	Composite Score	BOY	67
Grade 5	Composite Score	BOY	73

DIBELS

Population	Measure	Levels	Students
Population selected	Composite Score	BOY	219
By grade By class By teacher			
Population ▾	Measure	Well below ▾ Below ▾ At ▾ Above ▾	Students ▾
Grade 3	Composite Score	BOY	79
Grade 4	Composite Score	BOY	67
Grade 5	Composite Score	BOY	73



Edison

- Strong Start in the Early Years
- Navigating the 3–5 Shift to English
- Digging Into the Numbers & Aligning Resources

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Green Park

By Spring 2027, students receiving special education services will demonstrate measurable growth in ELA, reducing the performance gap between students with disabilities and all students on the SBA ELA assessment by at least 8 percentage points, closing the gap from 28% to 20%.

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Green Park Fall 2026

Lectura

Population	Measure	Levels		Students
Population selected	Composite Score	BOY	48% 10% 35% 7%	<u>252</u>
By grade	By class	By teacher		
Population	Measure		Well below Below At Above	Students
Grade K	Composite Score	BOY	51% 19% 30%	<u>43</u>
Grade 1	Composite Score	BOY	36% 15% 40% 9%	<u>47</u>
Grade 2	Composite Score	BOY	40% 5% 47% 8%	<u>38</u>
Grade 3	Composite Score	BOY	30% 9% 50% 11%	<u>46</u>
Grade 4	Composite Score	BOY	61% 12% 22% 5%	<u>41</u>
Grade 5	Composite Score	BOY	78% 14% 8%	<u>37</u>



DIBELS

Population	Measure	Levels		Students
Population selected	Composite Score	BOY	36% 21% 25% 18%	<u>368</u>
By grade	By class	By teacher		
Population	Measure		Well below Below At Above	Students
Grade K	Composite Score	BOY	69% 18% 10%	27 <u>39</u>
Grade 1	Composite Score	BOY	43% 11% 26% 20%	<u>35</u>
Grade 2	Composite Score	BOY	40% 9% 28% 23%	<u>43</u>
Grade 3	Composite Score	BOY	39% 13% 26% 22%	<u>90</u>
Grade 4	Composite Score	BOY	20% 30% 34% 16%	<u>83</u>
Grade 5	Composite Score	BOY	26% 33% 23% 18%	<u>78</u>



Green Park Fall Kickstart

- Building wide WIN alignment
- Fall data analysis with staff
 - Guiding coalition views data every 6 weeks (progress monitoring via DIBELS/Lectura)
- Instructional feedback to all certificated staff
1x/month
- Alignment & collaboration with Edison to support dual instruction and interventions

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Green Park Fall Kickstart

2 week data
sample:
1st grade

DIBELS

CLS-Benchm	9-21 to 9-25
0	2
0	7
11	9
5	9
6	11
5	11
18	18
8	20
22	21
16	21
14	25
21	28
17	29
21	29
22	30
19	30
8	32
3	36
28	42

Lectura

FSL-Bench	9-21 to 9-25
3	2
20	5
7	7
6	15
17	17
10	23
12	26
12	29
17	29
7	31
19	32
22	33
24	39
19	40
22	42
31	44
24	56





Prospect Point

By the end of the school year, K–2 reading proficiency on the DIBELS composite score will increase from 47% to 80%, while reducing the proportion of students scoring "Well Below Benchmark" by 25 percentage points across all student demographics—including students with IEPs.

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Prospect Point Fall 2026



Population	Measure	Levels	Students
Population selected	Composite Score	BOY 27% 17% 31% 25%	<u>407</u>
By grade By class By teacher			
Population	Measure	Well below Below At Above	Students
Grade K	Composite Score	BOY 43% 18% 20% 19%	<u>56</u>
Grade 1	Composite Score	BOY 34% 20% 22% 24%	<u>59</u>
Grade 2	Composite Score	BOY 34% 18% 25% 23%	<u>73</u>
Grade 3	Composite Score	BOY 18% 14% 30% 38%	<u>63</u>
Grade 4	Composite Score	BOY 13% 12% 51% 24%	<u>80</u>
Grade 5	Composite Score	BOY 26% 22% 32% 20%	<u>76</u>





Prospect Point 26-27 Literacy Focus

- Fall data analysis with all staff
- Guiding Coalition will monitor mClass data every 6-8
- Building wide focus on WIN, monitoring and adjusting groups every 2-4 weeks for students two or more grade levels below³² and every 4-6 weeks for on grade level and above students
- K-2 classroom teachers instructing the highest need groups
- K-5 focus on building vocabulary
- Continued focus on attendance and tardies



Sharpstein

Kindergarten: Increase the percentage of students at or above proficiency from 14% to 70%. This will be a 6% gain from EOY in 2026 with 64% at or above proficiency.

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1st Grade: Increase the percentage of students at or above proficiency from 35% to 65%.

2nd Grade: Increase the percentage of students at or above proficiency from 41% to 60%.

Sharpstein Fall 2026



Population	Measure	Levels		Students
Population selected	Composite Score	BOY	41% 18% 26% 15%	<u>271</u>
By grade	By class	By teacher		
Population ▴ ▾	Measure		Well below ▴ ▾ Below ▴ ▾ At ▴ ▾ Above ▴ ▾	Students ▴ ▾
Grade K	Composite Score	BOY	70% 16% 6% 8%	<u>37</u>
Grade 1	Composite Score	BOY	44% 22% 19% 15%	<u>32</u>
Grade 2	Composite Score	BOY	51% 10% 23% 16%	<u>43</u>
Grade 3	Composite Score	BOY	29% 16% 31% 24%	<u>51</u>
Grade 4	Composite Score	BOY	34% 20% 37% 9%	<u>59</u>
Grade 5	Composite Score	BOY	29% 22% 29% 20%	<u>49</u>



Sharpstein 26-27 Start Up

- Fall data analysis with staff
 - Building wide review of BOY literacy data
- Commitment to monthly literacy walkthroughs with feedback provided
- Collective recommitment to PLC process and transformative structures
 - Mission, Vision, Values and Norms
- Implementation of school wide positive incentive system

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Questions?

