



**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**October 18, 2022**  
**364 S Park St**  
**Walla Walla, WA 99362**

Watch Live: <https://wwps-org.zoom.us/j/97726463506>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 977 2646 3506

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

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

**II. FLAG SALUTE:** *Mr. Eric Rindal, Board of Directors*

**III. ROLL CALL:**

Mrs. Ruth Ladderud, President    Mr. Eric Rindal

Mrs. Terri Trick, Vice President    Mr. Derek Sarley

Ms. Kathy Mulkerin

**IV. APPROVAL OF AGENDA:** *Mrs. Ladderud*

**V. CONSENT AGENDA:** *Mrs. Ladderud*

- |  |    |
|--|----|
| 1. Personnel Report  | 2  |
| 2. Extracurricular Athletic Contracts                              | 3  |
| 3. Teachers Assigned Out of Endorsement Area                       | 4  |
| 4. October 18 Accounts Payable                                     | 5  |
| 5. September Financial Report                                      | 6  |
| 6. Annual Highly Capable Program Compliance                        | 10 |
| 7. Regular Study Meeting Minutes of October 4, 2022                | 32 |
| 8. Special Meeting/School Board Retreat Minutes of October 6, 2022 | 34 |

**VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** (5:35 p.m.) *Mrs. Ladderud*

1. Building Belonging Recognition: *Dr. Julie Perron*
  - Pioneer Sources of Strength

**VII. STUDENT REPRESENTATIVE:** *Mrs. Ladderud*

**VIII. CITIZENS' COMMENTS:** (5:45 p.m.) *Mrs. Ladderud* **35**

**IX. REPORTS:** (5:50 p.m.) *Mrs. Ladderud*

1. Board of Directors Report: *Mrs. Ladderud*
2. Superintendent's Report: *Dr. Wade Smith*
  - a. Monthly Enrollment Report **36**
3. Monthly Financial Dashboard Report: *Mrs. Nancy Taylor* **38**
4. Strategic Plan Phase II Summary: *Dr. Wade Smith* **41**
5. Afterschool Program Performance Update: *Mr. William Hammond* **44**

**X. ACTION:** (6:55 p.m.) *Mrs. Ladderud*

**XI. ADJOURNMENT:** (7:00 p.m.) *Mrs. Ladderud*



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## PERSONNEL REPORT

October 18, 2022 – Board Meeting

Date: October 13, 2022

### EMPLOYMENT

Classified: John Conley, Kitchen Assistant, Walla Walla High School  
Angela Pauley, Kitchen Assistant, Pioneer Middle School  
Kerri Polson, Administrative Assistant, Business Office

### RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Administrative: Nancy Taylor, Director of Fiscal Services, District Office, 16 years  
• Effective November, 2023

Classified: Dakota Buman, Health Room Assistant, Berney Elementary School, 1 year  
Melinda Gee, Administrative Assistant, Business Office, 7 years  
Brandon Hill, Technology Specialist, Technology Department, 1 year

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2022-2023

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Morgan Arreola	Walla Walla High School	Head Cheer
Jeffrey Bartlow	Pioneer Middle School	Head Boys Basketball 7th Grade
Benjamin Bentley	Pioneer Middle School	Boys Basketball 6th Grade
Madeline Blackburn	Lincoln High School	Head Volleyball
Nathaniel Carrara	Garrison Middle School	Head Boys Basketball 7th Grade
Nathan Ferraro	Garrison Middle School	Assistant Boys Basketball
James Lux	Pioneer Middle School	Head Boys Basketball 8th Grade
Daniel Mears	Pioneer Middle School	Assistant Boys Basketball 7th/8th
Maggie Nicholson	Pioneer Middle School	Boys Basketball 6th Grade
Jason Postlewait	Walla Walla High School	Bowling Coach
Jordyn Thrall	Walla Walla High School	Assistant Cheer



Date: October 13, 2022

To: The Board of Education

From: Chris Gardea 

RE: 2022-23 Annual Request for Approval of Teachers:

- Assigned Out of Endorsement Area

We are requesting your annual approval of the following staff who are teaching subject(s) out of their endorsement area (WAC 181-82-110).

Out of Endorsement:

4

- Foster, Sarah – Business and Finances, Human Services and Hospitality, American Sign Language, Online Courses, Walla Walla Online
- White, Zoe – Current World Problems, Alternative Learning Experience, Lincoln High School

Thank you for your consideration.

CG/jh

## 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 October 18, 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
10/18/2022	220461	Through	220596	\$ 655,899.73
10/18/2022	222300080	Wire Transfer	222300112	\$ 5,121.48

		Capital Projects		
10/18/2022	220036	Through	220041	\$ 38,190.22

		ASB		
10/18/2022	220021	Through	220025	\$ 12,430.73
10/18/2022	222300114	Wire Transfer	222300114	\$ 669.82

		Transportation Vehicle		
		Through		

		Payroll		
		Through		
		Wire Transfer		
		Payroll Taxes		

<b>TOTAL:</b>	<b>\$ 712,311.98</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY TO THE BOARD:**

\_\_\_\_\_  
Mrs. Ruth Ladderud

\_\_\_\_\_  
Dr. Wade Smith, Superintendent



TO: Dr. Wade Smith - Superintendent  
FROM: Nancy Taylor – Director of Fiscal Services  
DATE: October 11, 2022  
RE: September's Financial Report *nt*

6

Attached is the September financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 6.7% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

nt

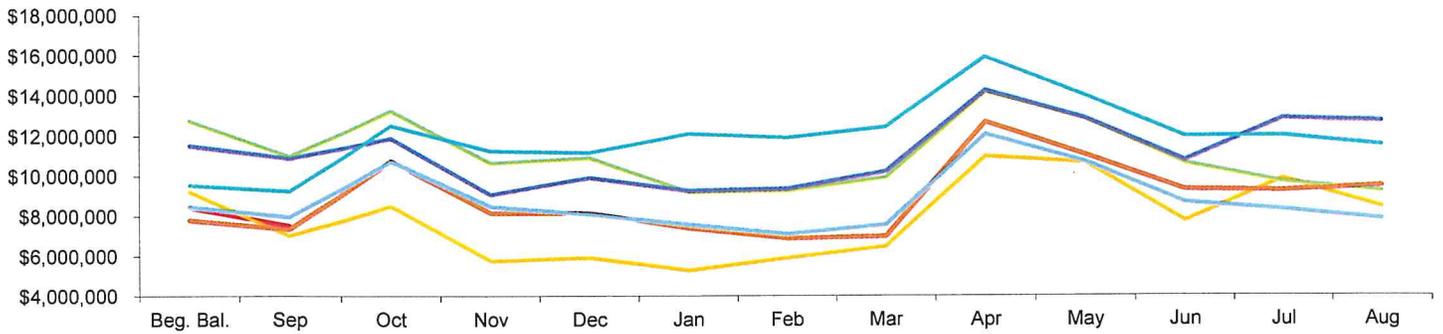
# Walla Walla School District

Monthly Financial Report  
September 2022

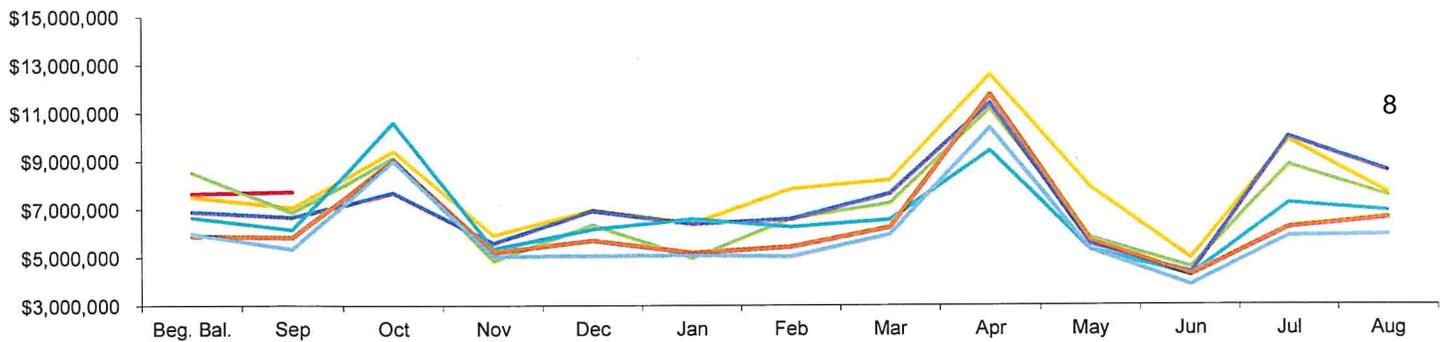
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 6,879,949	\$ 8,768,380	\$ 8,768,380
Revenues	\$ 95,098,347	\$ 95,098,347	\$ 6,202,755
Expenditures	\$ (93,468,217)	\$ (93,468,217)	\$ (8,713,212)
Transfers	\$ (800,000)	\$ (800,000)	\$ -
Ending Fund Balance	\$ 7,710,079	\$ 9,598,510	\$ 6,257,923 6.7%
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 3,743,645	\$ 3,743,645	\$ 10,099,533
Revenues	\$ 15,405,004	\$ 15,405,004	\$ 35,250
Expenditures	\$ (15,300,000)	\$ (15,300,000)	\$ (1,140)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 3,848,649	\$ 3,848,649	\$ 10,133,642
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 2,474,250	\$ 2,559,814	\$ 2,461,107
Revenues	\$ 4,737,399	\$ 4,737,399	\$ 99,006
Expenditures	\$ (4,553,325)	\$ (4,553,325)	\$ (300)
Ending Fund Balance	\$ 2,658,324	\$ 2,743,888	\$ 2,559,814
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 536,300	\$ 515,855	\$ 515,855
Revenues	\$ 181,000	\$ 116,020	\$ 116,020
Expenditures	\$ (301,000)	\$ -	\$ -
Ending Fund Balance	\$ 416,300	\$ 631,875	\$ 631,875
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 284,905	\$ 284,739	\$ 284,739
Revenues	\$ 1,323,463	\$ 321	\$ 321
Expenditures	\$ (1,429,358)	\$ -	\$ -
Transfers			\$ -
Ending Fund Balance	\$ 179,010	\$ 285,060	\$ 285,060

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

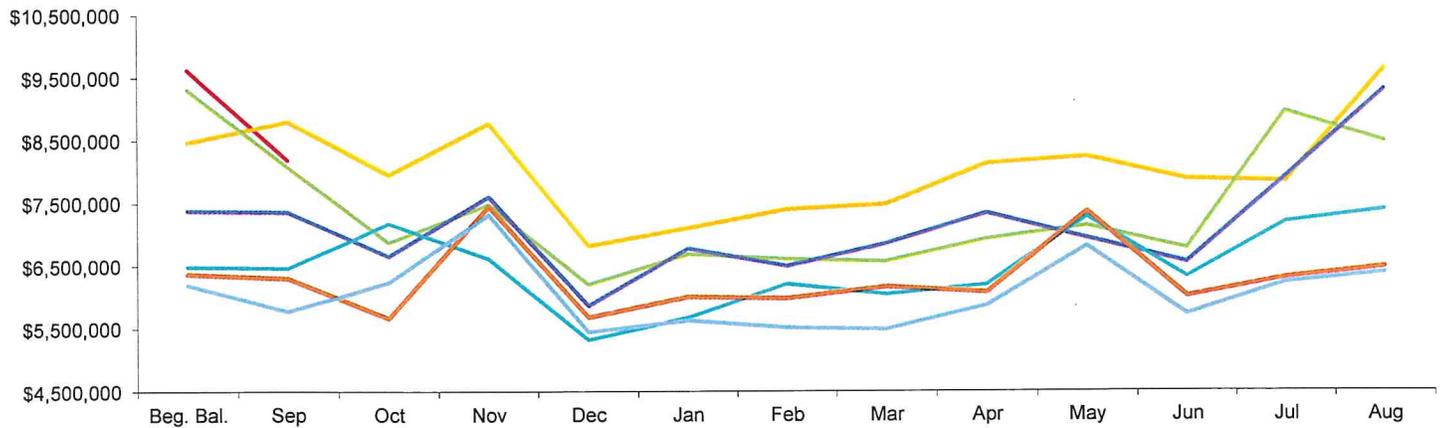
## NET CASH & INVESTMENTS



## RECEIPTS

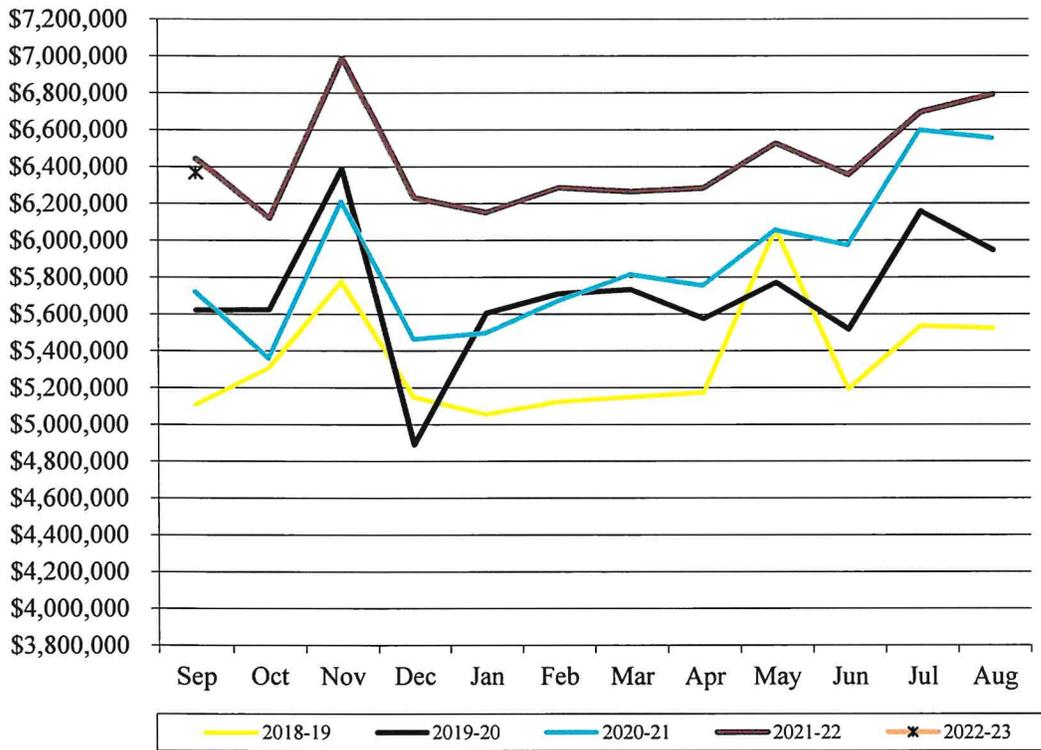


## EXPENDITURES



# WALLA WALLA PUBLIC SCHOOLS

## Monthly Payroll



**District:** Walla Walla Public Schools  
**Organization Code:** 36140  
**ESD:** Educational Service District 123

Page 1

## Directions

**All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.**

- **Page 1 must be UPDATED ANNUALLY:** District indicates if accepting Highly Capable funds, corrects all contact information as needed, corrects dates to current school year, and signs assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page. Page 7 is to be updated annually.

**REMINDER:** The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

**Your school board must approve the information and data you enter in this form package annually.** In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. ([WAC 392.170.025](#)).

## Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under [RCW 28A.150.220\(3\)\(g\)3](#).

## Updated Pages

Updates have been made to the following pages:

- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7

**NOTE:** As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI’s approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.185.020](#) (1) and (2).

**Please check only one box below:**

**LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:**

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)  
*The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.*
- b. [RCW 28A.185.020](#)  
*Highly Capable program requirements provided in state law.*
- c. [WAC 392-170-012](#)  
*Highly Capable program requirements provided under OSPI rules. [WAC 392-170](#)*
- d. *Annually report the students served in the LEA’s Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

**LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district’s Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- e. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.
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<b>Authorized Representative Name:</b>	Christy Krutulis
<b>Authorized Representative Title:</b>	Executive Director of Teaching and Learning
<b>Date:</b> (MM/DD/YY)	10/7/2022

<b>Highly Capable Program Coordinator</b>	
<b>Contact Name:</b>	Christy Krutulis
<b>Contact Organization:</b>	Walla Walla Public Schools
<b>Contact Email:</b>	ckrutulis@wwps.org
<b>Contact Phone:</b>	509-526-6733
<b>Contact Name:</b>	Chris Gardea
<b>Contact Organization:</b>	Walla Walla Public Schools

<b>Highly Capable Program Parent Organization</b>	
<b>Is there a parent organization in your area?</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	
<b>Contact Name:</b>	Becky Waggoner-Schwartz
<b>Contact Organization:</b>	Explorer Parents Organization
<b>Contact Email:</b>	bwaggoner@earlyoutreach.wsu.edu
<b>Contact Phone:</b>	509-527-3020

District's Highly Capable Student Definition and Learning Characteristics  
RCW 28A-185-030, WAC 392-170 | [035](#) | [036](#)

**Instructions**

1. Select one check box.
  2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

**Highly Capable Student: Unique District Definition and Learning Characteristics.**

**Statement of Purpose (OPTIONAL)**

District has a statement of purpose for the Highly Capable program.

- Yes  No

## Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

### Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

## A. Annual Notification [WAC 392-170-042](#)

### Assurances

- Public notification for parents and students before any major identification activity.

### Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

## B. Referral Process [WAC 392-170-045](#) | [055](#)

### Assurances

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

## C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

### Assurances

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the <b>procedures for identification</b> of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the <b>procedures for identification</b> of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the <b>process for appealing the selection decision</b> of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the <b>process for appealing the selection decision</b> of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the <b>procedures to exit a student</b> from the program.	<input checked="" type="checkbox"/>	Explanation of the <b>procedures to exit a student</b> from the program.	<input checked="" type="checkbox"/>
Information on the <b>district's program and the options</b> that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's <b>program and the options</b> that will be available to identified students.	<input checked="" type="checkbox"/>

**D. Screening Procedures** **OPTIONAL** [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

**Instructions**

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes  No

**If yes,** click the **NEW** button and complete the tables to document the type of screener by grade level.

**If no,** continue to **Part E.**

**Do Not Lose Your Data - Click Save!**  
Click **Save** at the top of the page after you complete each table.

**Screening Procedures**

**Assurances**  
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

District has a clearly defined and documented screening process.

All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

**Instructions**

**MSC Considers Screening and Assessment Data**  
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

**WAC 392-170-075 Selection of Most Highly Capable**  
[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAt 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s) iReady Reading and Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	<input type="checkbox"/>													
Other: Name(s)	<input type="checkbox"/>													

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>											
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>											
Report Card	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>											
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

**E. Assessment Process** [WAC 392-170-055](#) | [060](#)

**Assurances**

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

- District has a clearly defined and documented assessment process.
- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests*.

**Instructions**

Use **up-to-date assessment tools**. Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

**If K12 is marked, do not check any of the individual grade level boxes for the measure.**

**ALERT:** Districts that screen must use different instruments in the assessment process.

**Assessment Measures**

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAT 8-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process.”

### **Assurances**

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

### **G. Multidisciplinary Selection Committee (MSC) [WAC 392-170-070](#) | [075](#) | [038](#)**

#### **Assurances**

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district’s MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

**HCP Services: Continuum and Variety**  
 RCW 28A-185-030, WAC 392-170-030

**A. Program Services Management** [WAC 392-170-078](#) | [080](#)

**Assurances**

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

**B. Variety and Continuum of Program Services** [WAC 392-170-078](#) | [080](#)

**Instructions**

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

**ALERT:** Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

**Complete the Gifted Value Tables**

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<b>Instructional Strategies and Curricula Modification</b>														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							
<input checked="" type="checkbox"/> Independent study							21 <input checked="" type="checkbox"/> Independent projects							

<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

<b>CEDARS Gifted Value 33 Unique HCP services and programs</b>	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Supplemental</b> pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

<b>Instructional Strategies and Curricula Modification</b>	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

<b>CEDARS Gifted Value 34 Acceleration services and programs</b>	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Grade level advancement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Subject-based acceleration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

<b>Instructional Strategies and Curricula Modification</b>	
--	--

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

<b>CEDARS Gifted Value 35 Non-traditional services and programs</b>	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> summer enrichment or acceleration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<b>Supplemental</b> before or after school services and extra-curricular academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Instructional Strategies and Curricula Modification</b>	
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

**A. District Program Goals** [WAC 392-170-030](#)

**Assurance**

- District has defined goals for the Highly Capable program and works toward meeting those goals.

**ALERT:** Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

**B. Monitoring: District Records That Demonstrate Compliance** [WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

**Instructions**

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

**Assurance**

- District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

**ALERT:** Do not upload HCP documentation; keep on file at the district.

**C1. Evaluation** [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

**Instructions**

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
<b>Program Administration/Operation</b>		
District Policy	<input checked="" type="checkbox"/>	Annual as information is shared with teachers, parents/guardians and building staff, or as updates come from OSPI and WSSDA.
Program Expenditures	<input checked="" type="checkbox"/>	Budget is established at the beginning of the year and monitored monthly.
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	Annually with school board approval of our annual plan.
District Procedures	<input checked="" type="checkbox"/>	Annual as information is shared with teachers, parents/guardians and building staff, or as updates come from OSPI and WSSDA.
Goals for District Program	<input checked="" type="checkbox"/>	Annually when we provide the universal screener and during the referral period. Goals are also reviewed during the master schedule course development for the following school year, starting in March.
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	October (goal setting), February (conferences) and April for course selection for the following school year
Communications	<input checked="" type="checkbox"/>	September, December, January, April, at least.
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	January when information is sent to families for referral, and also in March-April for the course selection for the following school year
Continuum of Services	<input checked="" type="checkbox"/>	Annual as part of master schedule planning.
Other: Name(s)	<input type="checkbox"/>	

**C2. Evaluation** [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

**Instructions**

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
<b>Grades and Tests</b>			
AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	April	May
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Ongoing in content area Ongoing in content area	After assessment is given, often in collaborative teams After assessment is given, often in collaborative teams
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Sept. Jan. May Sept. Jan. May	At building and district level after each benchmark window At building and district level after each
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Oct., Feb. May Oct., Feb. May	At the building level by classroom teachers, principals and Title/LAP and bilingual staff At the building level by classroom teachers, principals and Title/LAP and bilingual staff
Progress Reports	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	October Ongoing	Fall conferences Ongoing
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Feb. May Feb. May	
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Individual buildings set dates within state and district window Individual buildings set dates within state and district window	When results are available When results are available
Student Growth Percentiles (SGP) comparing academic peers	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	October, January	October, January
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary	26	

**Qualitative Data**

Staff Anecdotal Observation	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Student Reflection	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

**Surveys**

Administrator	<input checked="" type="checkbox"/> Elementary	Early Spring 2023	Late Spring 2023
	<input checked="" type="checkbox"/> Secondary	Early Spring 2023	Late Spring 2023
Parent	<input checked="" type="checkbox"/> Elementary	Early Spring 2023	Late Spring 2023
	<input checked="" type="checkbox"/> Secondary	Early Spring 2023	Late Spring 2023
Student	<input checked="" type="checkbox"/> Elementary	Early Spring 2023	Late Spring 2023
	<input checked="" type="checkbox"/> Secondary	Early Spring 2023	Late Spring 2023
Teacher	<input checked="" type="checkbox"/> Elementary	Early Spring 2023	Late Spring 2023
	<input checked="" type="checkbox"/> Secondary	Early Spring 2023	Late Spring 2023
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

**Other Data Sources**

Attendance	<input checked="" type="checkbox"/> Elementary	Taken daily	Review as necessary for student achievement
	<input checked="" type="checkbox"/> Secondary	Taken daily	Review as necessary for student achievement
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary	Quarterly	Review as necessary for student achievement
	<input checked="" type="checkbox"/> Secondary	Quarterly	Review as

			necessary for student achievement
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217

WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve [WAC 392-170-030](#)

**Instructions**

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	7	18	47	60	44	69	69	52	51	42	38	61	563

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval

[WAC 392-170-020](#) | [025](#)

**Instructions**

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

**Date of Annual Board Approval: 10/18/2022**

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

**File names:** do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

## **Equitable Identification of Low-Income Students [RCW 28A.185.020](#)**

### **Update as needed how you address equitable identification of low-income students as required by law [RCW 28A.185.020](#).**

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Christy Krutulius, Executive Director of Teaching and Learning  
Chris Gardea, Assistant Superintendent

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

#### **Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.**

During the 2022-23 school year, the following actions in WWPS will ensure we are prioritizing equitable identification of low-income students:

- Universal screening of all 2nd and 5th grade students during the school day using a non-language based assessment
- Use of locally normed data, including state, local and classroom based assessments
- WaKIDS, iReady, teacher and parent referrals for kindergarten students
- Review of files of new students to determine placement opportunities in the elementary pull-out program, or access to honors classes at the middle school
- Referral communication goes to families in Spanish and English, is posted on our district website, and in each building
- Multi-year continuation of professional development and onsite support for classroom teachers to build capacity in recognizing highly capable characteristics

## **Criteria for Identification [RCW 28A.300.770](#)**

### **Explain how you address criteria for identification as required by [RCW 28A.300.770](#).**

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria: 30

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.
- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

-All students who are identified for assessment are tested, with parent permission. This identification for assessment could be from a parent request, teacher request, review of universal screener scores at the district level, site based referral based on multiple data points, or student self-referral, for example.

-State, local and classroom based assessments are reviewed and locally normed as part of the screening and identification process.

-Universal screening for all 2nd and 5th grade students.

-Assessments are offered to students in Spanish when the assessment has this option.

-A Highly Capable Review Committee meets to review available data, recommendations and NGAT scores for identification and program placement.

-Our Highly Capable Program is outlined on our district website:

[http://www.wbps.org/programs/explorers?](http://www.wbps.org/programs/explorers?highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcgFibGUiXQ==)

[highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcgFibGUiXQ==](http://www.wbps.org/programs/explorers?highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcgFibGUiXQ==)

-Current policy and procedures for 2190, "Highly Capable Programs."

-Annual review of our highly capable program by the school board.

**BOARD OF DIRECTORS**  
**Regular Study Meeting – 5:30 p.m.**  
**October 4, 2022**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Mrs. Ruth Ladderud, President  
Mrs. Terri Trick, Vice President  
Ms. Kathy Mulkerin  
Mr. Eric Rindal  
Mr. Derek Sarley

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Mr. Chris Gardea, Assistant Superintendent

**AUDIENCE**

Including board members, administrators and guests, approximately 10 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 Mrs. Ruth Ladderud.

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by Mr. Derek Sarley, Board of Directors.

**III. ROLL CALL**

All board members were present in person, except Director Rindal who attended virtually.

**IV. APPROVAL OF AGENDA**

Ms. Mulkerin moved and Mr. Sarley seconded approval of the agenda as presented; the motion carried unanimously, with Director Rindal responding by virtually raising his hand.

**V. CONSENT AGENDA**

Mrs. Trick moved and Ms. Mulkerin seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) teachers assigned out of endorsement area; 3) October 4 accounts payable and September payroll; and 4) regular business meeting minutes of September 20, 2022. The motion carried unanimously, including Director Rindal responding by virtually raising his hand.

**VI. STUDY ITEMS**

**Legislative Discussion and Advocacy:** Lobbyist Mrs. Marie Sullivan facilitated a discussion with school board members regarding legislative priorities for the 2023 Legislative Session in Olympia.

**Thought Exchange and Focus Group Feedback:** Dr. Smith led a discussion with school board members on the results of the Fall 2022 ThoughtExchange. Participants weighed in on what the district is doing well and what it can improve on.

**VII. ADJOURNMENT**

President Ladderud declared the meeting adjourned at 6:40 p.m.

Minutes to be presented for board approval on October 18, 2022.

**APPROVED:**

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

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Ruth Ladderud  
School Board President

**BOARD OF DIRECTORS**  
**Special Meeting/School Board Retreat – 4:30 p.m.**  
**October 6, 2022**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Mrs. Ruth Ladderud, President  
Mrs. Terri Trick, Vice President  
Ms. Kathy Mulkerin  
Mr. Eric Rindal  
Mr. Derek Sarley

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Mr. Chris Gardea, Assistant Superintendent  
Mrs. Christy Krutulis, Executive Director of Teaching & Learning  
Dr. Julie Perron, Director of Equity & Dual Programs  
Mrs. Barb Casey, Director of Special Education  
Mr. John Schumacher, Principal of Walla Walla High School  
Mrs. Marci Knauff, Principal of Lincoln High School  
Mr. Jerry Maher, Director of SEATech Skills Center & CTE  
Mrs. Kim Doepker, Principal of Garrison Middle School  
Mrs. Kris Duncan, Principal of Pioneer Middle School  
Mrs. Michelle Carpenter, Principal of Berney Elementary School  
Mrs. Amy Kasenga, Principal of Edison Elementary School  
Mr. Cesar Hernandez, Principal of Green Park Elementary School  
Mr. Justin Vernon, Principal of Prospect Point Elementary School  
Mrs. Maria Garcia, Principal of Sharpstein Elementary School

The Board of Directors conducted a special meeting on October 6 at 4:30 p.m. for the purpose of school board retreat; including board development, strategic planning and communication strategies. All board members were present. There was no school board final action at this meeting. The special meeting concluded at 7:30 p.m. and was open to the public.

Minutes to be presented for board approval on October 18, 2022.

**APPROVED:**

\_\_\_\_\_  
Dr. Wade Smith, Superintendent  
and Secretary of the Board

\_\_\_\_\_  
Ruth Ladderud  
School Board President

## ~ CITIZENS' COMMENTS ~

We welcome your comments and questions during the time set aside in regular business meetings for citizens' comments. Attendees sign up to provide public comment using the sign-in form in the boardroom prior to the start of the Citizens' Comments period of the meeting.

### Citizens' Comment Script:

This is the time in the meeting we welcome citizens to come forward and offer public comment, ask questions, or provide recommendations for educational improvement. Per Board policy we typically refrain from providing responses following public comments, and will ensure follow up is made if requested and necessary.

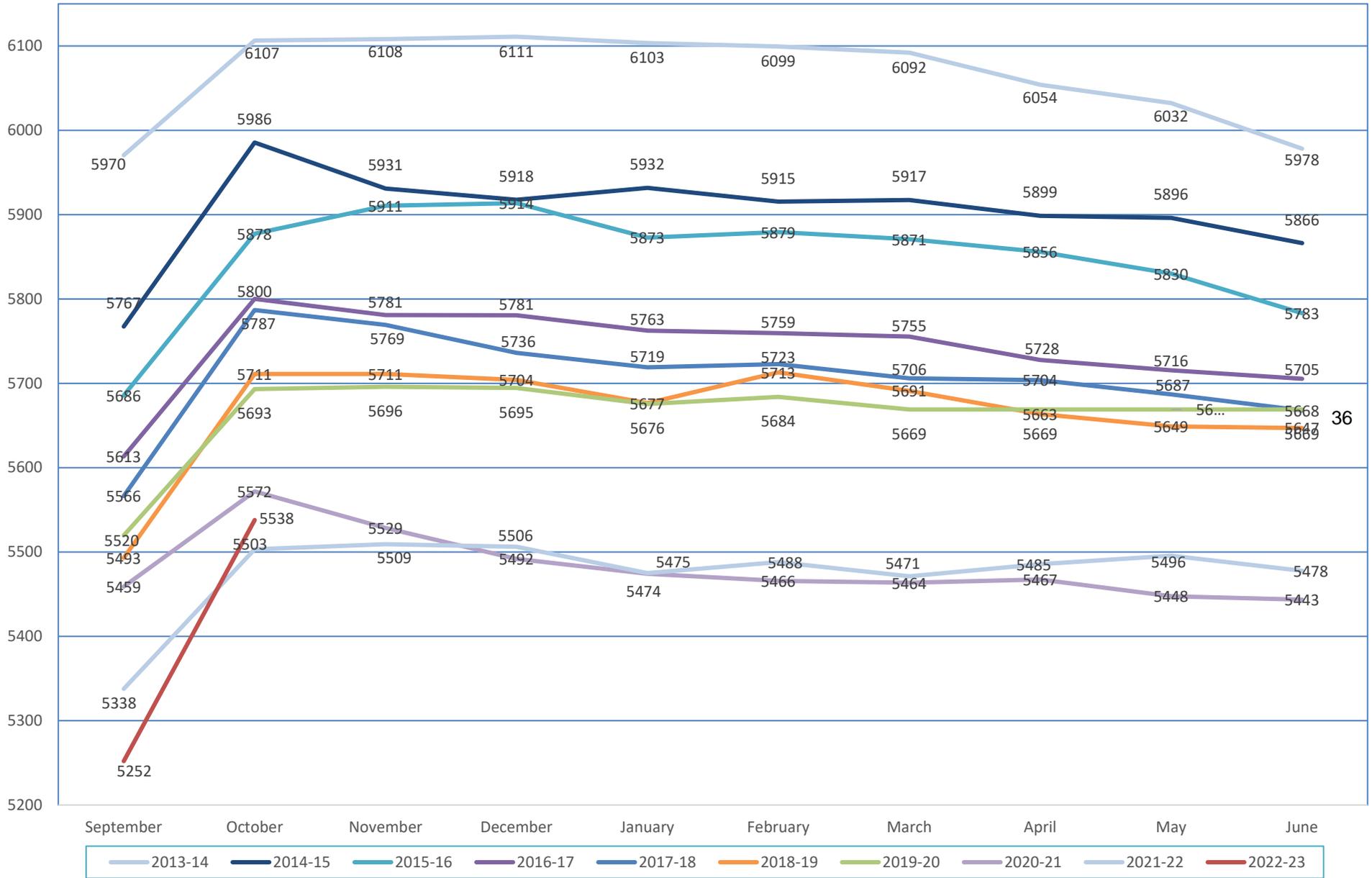
We also ask that you adhere to the following guidelines:

- State your name.
- Keep your comments brief and to the point, with a **three-minute time limit**.
- Do not reflect adversely on the political or economic view, ethnic background, character, or motives of any individual.
- If you have a specific complaint about an individual employee, it must be addressed through the Superintendent's office and not in this setting.

At this time, please come forward if you wish to address the board.

01/03/2022

### WWPS Enrollment Trends: 2013 to Present Student FTE Counts



Target Avg Class Size	24 (18 for TK)		25		27		27		28		28		TOTALS
2022-2023	Kindergarten		First		Second		Third		Fourth		Fifth		
<b>WWCCF</b>	Priore, A	16											
	Razo, E	16											
	Thomas, L	16											
	Allison, J	16											
<b>SECTIONS</b>	<b>4</b>	64		0		0		0		0		0	64
slots available	8												Ratio 16
<b>Berney</b>	Hubbard, K	24	Fisbeck, J	19	Holbrook, J	22	Baker, T	25	Bona, A	29	Ambler, C	26	
	Brown, A	23	Diaz Madrigal, A	15	Kearbey, K	21	Gonzales, C	25	Ponti, R	28	Clearman, D	24	
			Morrison, S	17	Parodi, D	22	Davin, M	27	Tonn, S	28	James, I	24	
Behavior Prg K-5	Merrill, L		Merrill, L		Merrill, L		Merrill, L	1	Merrill, L	2	Merrill, L	2	
<b>SECTIONS</b>	<b>17</b>	47		51		65		77		85		74	399
slots available	1		24		16		4		(1)		10		Ratio 23
<b>Edison</b>	Espinosa, M	18	Maycumber, Y	20	Hobbs, S	18	Aceves, J	24	Ledesma, M	26	Ochoa, F	24	
	Helm, E	19	Phillips, L	19	Parsons, S	18	Lopez, J	26	Reed, J	24	Solis, C	24	
	Matson, E	17	Moreno, J	21	Williams, N	15	Estrada, A	25	Schafer, J	24	Solis Martinez, V	23	
	Valencia, A	18	Berumen, B	19	Saldivar, C	17							
<b>SECTIONS</b>	<b>21</b>	72		79		68		75		74		71	439
slots available*	12		5		16		6		10		13		Ratio 21
<b>Green Park</b>	Bahena-Flores, R	24	Garanzuay, P	22	Salazar, I	13	Faba Lopez, J	20	Carroll, R	25	Maya, J	22	
	Lopez, M	24	Garcia, A	23	Esquivel, T	13	Contreras, A	22	Johnson, M	22	Ambler, D	27	
	Lamanna, S	14	Holbrook, T	22	Reiter, L	23	Boeckman, R	24	Tobin, J	22	Lux, J	28	
	Katsel, E	15	Holgate, Melissa	20	Real, D	23	Gregoire, L	24					
Lifeskills Program	Angotti, E		Angotti, E		Angotti, E		Angotti, E	2	Angotti, E	2	Angotti, E	2	
	Goble, E		Goble, E	4	Goble, E		Goble, E		Goble, E		Goble, E	1	
<b>SECTIONS</b>	<b>22</b>	77		87		72		90		69		77	472
slots available	19		13		36		42		15		7		Ratio 21
<b>Prospect Point</b>	Ferraro, Amber	21	Hanson, K	21	Baldwin, W	21	Grove, J	18	Smyth, D	28	Mahan, L	21	
	Heinzman, A	20	James, L	19	Hudec, H	21	Jausoro, D	19	Taylor, L	27	Parodi, D	21	
	Rose, S	21	McKiernan, M	20	Paul, M	19	Kuhlmann, K	21	Watson, K	26	Parsons, J	23	
	Wilson, B	19	Pederson, R	19	Babbitt, H	20	Reese, N	19	Prull, V	26	Pegel, G	23	
<b>SECTIONS</b>	<b>24</b>	81		79		81		77		107		88	513
slots available*	15		21		27		31		5		24		Ratio 21
<b>Sharpstein</b>	Cantero, H	18	Humphreys, S	16	Berg, L	18	Gillin, L	20	Shirley, C	20	Keyes, K	21	
	Wilson, H	17	Locati, R	17	Griffith, R	17	Hutchinson, D	19	Mendoza, L	21	James, J	22	
	McFetridge, M	17	Ruvalcaba, G	14	Hill, J	18	Villanueva, S	20	Woiblet, B	20	VanDonge, B	22	
Developmental Prog Autism Program	Cochran, M	6	Cochran, M	2	Cochran, M	1	Cochran, M						
	Stimmel, M	1	Stimmel, M	3	Stimmel, M	4	Stimmel, M	1	Stimmel, M	4	Stimmel, M	1	
<b>SECTIONS</b>	<b>18</b>	52		47		53		59		61		65	337
slots available	14		26		28		22		23		19		Ratio 19
<b>Walla Walla Online</b>		1		1		3		5		4		0	
		1		1		3		5		4		0	14
slots available													
<b>TOT SLOTS AVAIL</b>	69		89		123		105		52		73		
<b>GRADE LVL TOTAL</b>		393		343		339		378		396		375	2224
<b>GRADE LVL SECTNS</b>	21		18		18		17		16		16		
<b>AVERAGE LOADS</b>		18.33		18.50		18.39		21.71		24.00		23.06	
<b>TOTAL SC SPED</b>		7		9		5		4		8		6	39
<b>TOTAL ENROLLED</b>		401		353		347		387		408		381	2277

Dual classes

### MONTHLY REVENUE REPORT

MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 182,657	\$ 29,249	\$ 5,547,236	\$ 5,888	\$ 138,980	\$ 600	\$ -	\$ 5,904,610		\$ -	0.00%
SEP ACTUAL	\$ 182,657	\$ 29,249	\$ 5,547,236	\$ 5,888	\$ 138,980	\$ 600			\$ 5,904,610	\$ -	YTD
OCT PROJECTED	\$ 3,203,281	\$ 48,664	\$ 5,548,571	\$ 5,888	\$ 670,767	\$ 2,000	\$ -	\$ 9,479,171		\$ (205,793)	-2.17%
OCT ACTUAL	\$ 3,009,073	\$ 56,856	\$ 5,525,001	\$ 5,744	\$ 674,631	\$ 2,073			\$ 9,273,378	\$ (205,793)	YTD
NOV PROJECTED	\$ 439,159	\$ 47,514	\$ 5,230,484	\$ 5,888	\$ 862,452	\$ 16,625	\$ -	\$ 6,602,122		\$ (509,129)	-7.71%
NOV ACTUAL	\$ 581,049	\$ 155,813	\$ 3,848,371	\$ 5,741	\$ 1,502,018				\$ 6,092,993	\$ (714,922)	YTD
DEC PROJECTED	\$ 113,665	\$ 32,130	\$ 5,969,797	\$ 5,888	\$ 1,152,000	\$ 14,877	\$ -	\$ 7,288,357		\$ (320,849)	-4.40%
DEC ACTUAL	\$ 55,397	\$ 38,203	\$ 5,741,290	\$ 5,741	\$ 1,106,881	\$ 19,995			\$ 6,967,508	\$ (1,035,771)	YTD
JAN PROJECTED	\$ 16,368	\$ 27,211	\$ 5,310,535	\$ 5,888	\$ 1,363,651	\$ 2,992	\$ -	\$ 6,726,645		\$ (510,065)	-7.58%
JAN ACTUAL	\$ 24,563	\$ 34,404	\$ 4,979,431	\$ 5,521	\$ 1,169,762	\$ 2,899			\$ 6,216,580	\$ (1,545,835)	YTD
FEB PROJECTED	\$ 35,133	\$ 33,365	\$ 5,618,954	\$ 5,888	\$ 1,287,205	\$ 5,940	\$ 500	\$ 6,986,985		\$ 900,551	12.89%
FEB ACTUAL	\$ 32,900	\$ 24,960	\$ 5,709,161	\$ 5,874	\$ 2,105,141	\$ 9,500	\$ -		\$ 7,887,536	\$ (645,285)	YTD
MAR PROJECTED	\$ 1,084,982	\$ 36,522	\$ 5,618,954	\$ 5,888	\$ 1,241,353	\$ 980	\$ -	\$ 7,988,679		\$ 347,814	4.35%
MAR ACTUAL	\$ 1,249,917	\$ 405,065	\$ 5,588,168	\$ 5,874	\$ 1,087,469				\$ 8,336,493	\$ (297,471)	YTD
APR PROJECTED	\$ 4,081,600	\$ 152,520	\$ 5,618,954	\$ 5,888	\$ 1,372,883	\$ 5,165	\$ -	\$ 11,237,010		\$ 1,388,982	12.36%
APR ACTUAL	\$ 4,676,130	\$ 81,284	\$ 6,376,459	\$ 6,815	\$ 1,476,996	\$ 8,308			\$ 12,625,992	\$ 1,091,511	YTD
MAY PROJECTED	\$ 702,655	\$ 43,509	\$ 3,167,477	\$ 5,888	\$ 1,348,291	\$ 9,364	\$ 380	\$ 5,277,564		\$ 2,496,385	47.30%
MAY ACTUAL	\$ 572,371	\$ 32,123	\$ 3,808,432	\$ 5,874	\$ 3,350,027	\$ 5,123			\$ 7,773,949	\$ 3,587,896	68
JUN PROJECTED	\$ 36,166	\$ 42,980	\$ 3,787,463	\$ 5,888	\$ 1,455,684	\$ 485	\$ -	\$ 5,328,666		\$ (361,411)	-6.78%
JUN ACTUAL	\$ 34,422	\$ 69,015	\$ 3,706,944	\$ 4,167	\$ 1,150,603	\$ 2,104			\$ 4,967,255	\$ 3,226,485	YTD
JUL PROJECTED	\$ 35,758	\$ 487,195	\$ 8,195,371	\$ 5,888	\$ 1,486,339	\$ 1,262	\$ -	\$ 10,211,813		\$ (283,392)	-2.78%
JUL ACTUAL	\$ 31,760	\$ 178,812	\$ 8,092,529	\$ 7,581	\$ 1,614,361	\$ 3,378			\$ 9,928,421	\$ 2,943,093	YTD
AUG PROJECTED	\$ 103,332	\$ 17,412	\$ 6,926,255	\$ 5,888	\$ 2,175,604	\$ 6,687	\$ -	\$ 9,235,178		\$ 1,182,978	12.81%
AUG ACTUAL	\$ 65,486	\$ 652,883	\$ 6,895,074	\$ 2,969	\$ 2,765,752	\$ 35,993			\$ 10,418,156	\$ 4,126,072	YTD
<b>Total Projected</b>	<b>\$ 10,034,756</b>	<b>\$ 998,270</b>	<b>\$ 66,540,051</b>	<b>\$ 70,656</b>	<b>\$ 14,555,209</b>	<b>\$ 66,977</b>	<b>\$ 880</b>	<b>\$ 92,266,799</b>			
<b>Adopted Budget</b>	<b>\$ 10,333,165</b>	<b>\$ 1,306,500</b>	<b>\$ 67,457,238</b>	<b>\$ 66,000</b>	<b>\$ 15,316,798</b>	<b>\$ 68,000</b>	<b>\$ 5,000</b>	<b>\$ 94,552,701</b>			
<b>Variance</b>	<b>\$ (298,409)</b>	<b>\$ (308,230)</b>	<b>\$ (917,187)</b>	<b>\$ 4,656</b>	<b>\$ (761,589)</b>	<b>\$ (1,023)</b>	<b>\$ (4,120)</b>	<b>\$ (2,285,902)</b>			
<b>% of budget</b>											
<b>collected in 20-21</b>	<b>99%</b>	<b>60%</b>	<b>96%</b>	<b>52%</b>	<b>98%</b>	<b>120%</b>	<b>0%</b>	<b>97%</b>			
TOTAL ACTUAL	\$ 10,515,725	\$ 1,758,667	\$ 65,818,098	\$ 67,788	\$ 18,142,621	\$ 89,973	\$ -	\$ 96,392,871	<b>FORECAST ACTUAL</b>	<b>\$ 96,392,871</b>	
% collected to PRO	104.79%	176.17%	98.92%	95.94%	124.65%	134.33%	0.00%	104.47%	<b>YE = 101.93% of budgeted revenue</b>		
<b>NOTES:</b>											
<b>LEGEND</b>		<b>Above or within 2.00% of projection</b>				<b>Between 2.01% &amp; 5.00% below</b>			<b>Below 5.01% of projection</b>		

## MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 5,949,978		\$ 1,601,877		\$ 7,551,855 MONTHLY	\$ - 0.00%
SEPTEMBER ACTUAL		\$ 5,949,978		\$ 1,601,877	\$ 7,551,855 YTD	\$ - 0.00%
OCTOBER PROJECTED	\$ 6,144,538		\$ 1,681,479		\$ 7,826,017 MONTHLY	\$ (19,980) -0.26%
OCTOBER ACTUAL		\$ 6,107,359		\$ 1,698,677	\$ 7,806,037 YTD	\$ (19,980) -0.13%
NOVEMBER PROJECTED	\$ 6,995,570		\$ 1,326,102		\$ 8,321,672 MONTHLY	\$ 465,606 5.60%
NOVEMBER ACTUAL		\$ 6,978,223		\$ 1,809,054	\$ 8,787,278 YTD	\$ 445,625 1.88%
DECEMBER PROJECTED	\$ 5,828,449		\$ 997,216		\$ 6,825,665 MONTHLY	\$ (2,869) -0.04%
DECEMBER ACTUAL		\$ 6,220,297		\$ 602,499	\$ 6,822,796 YTD	\$ 442,756 1.45%
JANUARY PROJECTED	\$ 5,733,919		\$ 1,026,102		\$ 6,760,021 MONTHLY	\$ 128,762 1.90%
JANUARY ACTUAL		\$ 6,139,381		\$ 749,401	\$ 6,888,783 YTD	\$ 571,518 1.53%
FEBRUARY PROJECTED	\$ 5,982,906		\$ 1,236,659		\$ 7,219,565 MONTHLY	\$ 159,349 2.21%
FEBRUARY ACTUAL		\$ 6,274,234		\$ 1,104,680	\$ 7,378,914 YTD	\$ 730,866 1.64%
MARCH PROJECTED	\$ 6,123,730		\$ 1,420,824		\$ 7,544,554 MONTHLY	\$ (59,891) -0.79%
MARCH ACTUAL		\$ 6,264,638		\$ 1,220,025	\$ 7,484,663 YTD	\$ 670,975 1.29%
APRIL PROJECTED	\$ 6,108,002		\$ 992,053		\$ 7,100,055 MONTHLY	\$ 1,032,382 14.54%
APRIL ACTUAL		\$ 6,283,456		\$ 1,848,981	\$ 8,132,437 YTD	\$ 1,703,357 2.88%
MAY PROJECTED	\$ 6,597,438		\$ 1,250,325		\$ 7,847,763 MONTHLY	\$ 381,190 4.86%
MAY ACTUAL		\$ 6,525,535		\$ 1,703,418	\$ 8,228,953 YTD	\$ 2,084,547 3.11%
JUNE PROJECTED	\$ 6,232,143		\$ 1,047,216		\$ 7,279,359 MONTHLY	\$ 592,765 8.14%
JUNE ACTUAL		\$ 6,355,679		\$ 1,516,445	\$ 7,872,124 YTD	\$ 2,677,312 3.60%
JULY PROJECTED	\$ 6,751,416		\$ 2,576,428		\$ 9,327,844 MONTHLY	\$ (1,569,055) -16.82%
JULY ACTUAL		\$ 6,667,777		\$ 1,091,012	\$ 7,758,789 YTD	\$ 1,108,257 1.33%
AUGUST PROJECTED	\$ 6,718,055		\$ 2,980,477		\$ 9,698,532 MONTHLY	\$ 775,483 8.00%
AUGUST ACTUAL		\$ 6,792,050		\$ 3,681,965	\$ 10,474,015 YTD	\$ 1,883,740 2.02%
TOTAL PROJECTED	\$ 75,166,144		\$ 18,136,758		\$ 93,302,902	
ADOPTED BUDGET	\$ 76,717,154		\$ 19,330,945		\$ 96,048,099	
VARIANCE	\$ 1,551,010		\$ 1,194,187		\$ 2,745,197	
TOTAL ACTUAL		\$ 76,558,607		\$ 18,628,035	\$ 95,186,642	<b>FORECAST ACT \$ 95,186,642</b>
% spent to projected		101.85%		102.71%	102.02%	<b>YE = 99.10% of budgeted expenditures</b>
Notes:						
<b>LEGEND</b>	<b>Below or within 2.00%</b>		<b>Between 2.01% &amp; 5.00% above</b>		<b>Above 5.01% of projection</b>	

## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 8,676,846			
Beginning Fund Balance (Actual)				\$ 8,362,035			
September	PROJECTED	\$ 5,904,610	\$ 7,551,855	\$ 7,029,601			
	ACTUAL	\$ 5,904,610	\$ 7,551,855	\$ 6,714,790	\$ (314,811)	-4.48%	6.99%
October	PROJECTED	\$ 9,479,171	\$ 7,826,017	\$ 8,682,755			
	ACTUAL	\$ 9,273,378	\$ 7,806,037	\$ 8,182,131	\$ (500,624)	-5.77%	6.82%
November	PROJECTED	\$ 6,602,122	\$ 8,321,672	\$ 6,963,205			
	ACTUAL	\$ 6,092,993	\$ 8,787,278	\$ 5,487,847	\$ (1,475,358)	-21.19%	5.89%
December	PROJECTED	\$ 7,288,357	\$ 6,825,665	\$ 7,425,897			
	ACTUAL	\$ 6,967,508	\$ 6,822,796	\$ 5,632,676	\$ (1,793,221)	-24.15%	5.58%
January	PROJECTED	\$ 6,726,645	\$ 6,760,021	\$ 7,392,520			
	ACTUAL	\$ 6,216,580	\$ 6,888,783	\$ 4,960,473	\$ (2,432,047)	-32.90%	4.97%
February	PROJECTED	\$ 6,986,985	\$ 7,219,565	\$ 7,159,940			
	ACTUAL	\$ 7,887,536	\$ 7,378,914	\$ 5,469,095	\$ (1,690,845)	-23.62%	5.68%
March	PROJECTED	\$ 7,988,679	\$ 7,544,554	\$ 7,604,065			
	ACTUAL	\$ 8,336,493	\$ 7,484,663	\$ 6,320,925	\$ (1,283,140)	-16.87%	6.07%
April	PROJECTED	\$ 11,237,010	\$ 7,100,055	\$ 11,741,020			
	ACTUAL	\$ 12,625,992	\$ 8,132,437	\$ 10,814,481	\$ (926,540)	-7.89%	6.41%
May	PROJECTED	\$ 5,277,564	\$ 7,847,763	\$ 9,170,821			
	ACTUAL	\$ 7,773,949	\$ 8,228,953	\$ 10,359,477	\$ 1,188,655	12.96%	8.43%
June	PROJECTED	\$ 5,328,666	\$ 7,279,359	\$ 7,220,128			
	ACTUAL	\$ 4,967,255	\$ 7,872,124	\$ 7,454,608	\$ 234,479	3.25%	7.52%
July	PROJECTED	\$ 10,211,813	\$ 9,327,844	\$ 8,104,097			
	ACTUAL	\$ 9,928,421	\$ 7,758,789	\$ 9,624,240	\$ 1,520,142	18.76%	8.75%
August	PROJECTED	\$ 9,235,178	\$ 9,698,532	\$ 7,640,743			
	ACTUAL	\$ 10,418,156	\$ 10,474,015	\$ 8,768,381	\$ 1,127,637	14.76%	8.37%
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 92,266,799</b>	<b>\$ 93,302,902</b>	<b>\$ 7,640,743</b>			<b>7.29%</b>
<b>ACTUALS TO DATE</b>		<b>\$ 96,392,871</b>	<b>\$ 95,186,642</b>	<b>Budgeted EFB</b> 6,393,939			
<b>FORECASTED ACTUALS*</b>		<b>\$96,392,871</b>	<b>\$95,186,642</b>	<b>\$9,568,264</b>	<b>YEAR END PROJECTION</b>		<b>9.13%</b>
<b>Monthly Variance</b>	<b>Above or within 2.00% of projection</b>		<b>Between 2.01% &amp; 5.00% below projection</b>		<b>Below 5.01% of projection</b>		
<b>Yr End Projection</b>	<b>Above 8.00%</b>		<b>Between 6.00% to 7.99%</b>		<b>Below 6.00%</b>		

\*Calculated using actuals through the current month and projected revenue and expenditures for future months



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## Strategic Plan Development: Phase 2 – What Are Our Stakeholders Saying?

### Student Input/Voice

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#### *What's Going Well?*

1. Students Report that Teachers and Staff are Caring, Supportive and Helpful
2. They Feel They are Making Positive Connections With Their Peers
3. Students Value the Variety and Choices Available to Them
4. Students Report Enjoying Hands-on Learning Experiences When They are Made Available

#### *What Needs Refinement?*

1. Students Long for a More Universal Experience Where All Staff and Peers Value and Respect Them as Individuals
2. They Report a Desire for More Social Opportunities to Engage With Their Peers Throughout the Day
3. At the Secondary Level, Students Wish for More Real-World Focused Choices
4. Students Share a Common Concern About Needing More Support During Transition Years (e.g. elementary to middle school and middle school to high school)
5. Students Wish to Build and Improve Upon Student Voice Opportunities Already Established

### Staff Input/Voice

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#### *What's Going Well?*

1. Staff Report a Strong Commitment to the PLC Process and Collaborative Staff Culture
2. Faculty Report an Increased Sense of Belonging for Both Staff and Students
3. Staff Believe There is an Improved Sense of Climate and Culture Throughout, Coupled With Strong Administrative Support

#### *What Needs Refinement?*

1. Faculty Desire More Systems to Address Student Behaviors and Improved Ways to Support Accountability
2. Staff Note a Lack of Personnel-related Resources (e.g. supervision support, additional adult support for classroom teachers)
3. Secondary Staff Identify a Need for More Systematic Interventions for Academic Support at Their Level

### Parent & Community Input/Voice

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#### *What's Going Well?*

1. Parents Value the Individual Relationships Between Staff, Students and Families
2. Parents Commend the District's Efforts to Improve Access for Students (e.g. eliminating barriers, removing financial obstacles and fees, no-cost meals, providing school supplies)
3. Families Value the Variety of Program Offerings and Experiences Available for Students
4. Community and Parents Shared Praise for District Accomplishments, Specifically Around:
  - a. Bond Program and Facilities Improvements
  - b. Educational Programming/Quick Response During COVID
  - c. District Communication Efforts

#### *What Needs Refinement?*

1. They Desire More Opportunities Available for Student Instruction Around Basic Life Skills (e.g. financial literacy, 21<sup>st</sup> century skills, outdoor experiences, ensuring strong instructional core)
2. Parents Desire More Opportunities for Family Partnerships and Involvement (e.g. how families can help their students, resources for parents, streamlined communication)
3. Parents Share a Concern Around Access to Rigorous Programs for All Students (e.g. access to honors/advanced tracks for more students, access for students with disabilities)
4. Stakeholders Requested Clarification Surrounding Curriculum, Books and Similar Instructional Materials

**WWPS Strategic Planning Engagement and Development Process  
2022-23**

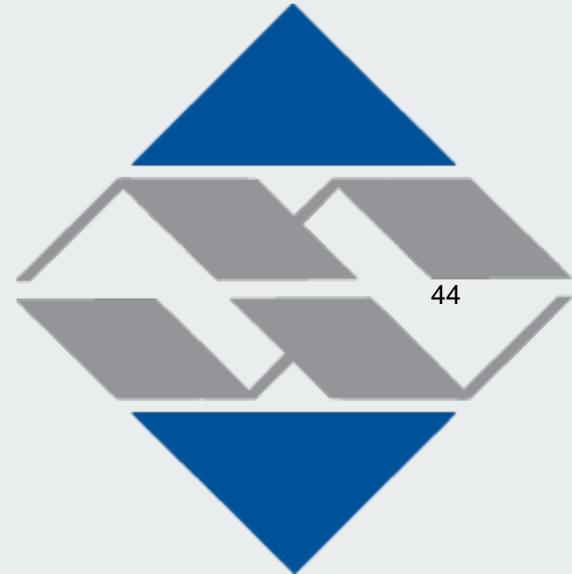
Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
<b>Phase #2: Gather Input</b>	Student	Survey	Healthy Youth Survey (Grades 6, 8, 10 and 12)	Completed Fall 21	Bi-annual measure of student perceptions around health, well-being, risk factors, behaviors, and other indicators
	Parent	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Student	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Staff	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Parent: Spanish Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented parent voice
	Community: English Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate community voice
	Community: Spanish Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented community voice
	Staff: Principals	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate staff voice
	Staff: Principals of Color	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented staff voice
	Staff: EEASE Teacher Task Force	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate staff voice
	Staff: Teachers of Color	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented staff voice
	Key Communicators	Individual Meetings With Superintendent	Individual meetings with approximately 50 key community leaders, parents, and stakeholders	September/October	Elevate community voice
	All Stakeholders	Thought Exchange Engagement	What do you value most about Walla Walla Schools and what can we do better to prepare our students for the challenges and opportunities of the future?	September	Revisit a shared vision for student success. Reaffirm current practices and/or identify new priorities.
	Parent: English Speaking	Zoom Focus Group	What do you value most about your child's Walla Walla school experience and what can we do better to meet their needs?	September	Reaffirm current practices and/or identify new priorities.
	Parent: Spanish Speaking	Zoom Focus Group	What do you value most about your child's Walla Walla school experience and what can we do better to meet their needs?	September	Reaffirm current practices and/or identify new priorities.
Student (ELE)	5 <sup>th</sup> Grade Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.	
Student (MS)	Separate Garrison and Pioneer Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.	

	Student (HS)	Separate WaHi, Lincoln and ALE Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Staff (ELE, MS, HS)	½ day Focus Group Listening Sessions	What do you value most about Walla Walla Public Schools and what can we do better to meet our current and future student needs?	September	Reaffirm current practices and/or identify new priorities.



# Academic Interventions: Extended Day Supplemental Funding Grant

William Hammond, Walla Walla Public Schools





# Overview

1. Successful academic growth from 30/30 last year.
2. Available funding and resources for academic interventions at scale across multiple grade level bands (Elementary, Middle School, High School).
  - a. Funds must be spent by August 31, 2023.
3. Academic data from spring last year and fall this year to target core content growth.
  - a. iReady scores, progress based assessments, and grades.
4. Models of success locally, statewide and nationally that we can emulate.



# Moving Forward

1. Continue Elementary 30/30 Reading for Success in the fall after iReady assessment window.
  - a. Initial data demonstrated a faster pace of growth and more “stretch growth” among Reading for Success students. Continue programming throughout this school year.
2. Expand to offer middle school and high school afterschool (also exploring before-school option), essential standards-driven, academic intervention models.
  - a. Mix of academic counseling, large and small group support, one-on-one tutoring, and wrap-around services.
    - i. Dedicated staff, aligned curriculum and resources, targeted students, intentional scheduling, wrap around supports.



# Elementary Program Model & Design

GOAL: Accelerate the reading growth of targeted K-5th grade students through an afterschool intervention framework.

- Anticipated Outcome: Students who regularly attend the program will show marked improvement towards their iReady “stretch growth,” compared to targeted students who do not attend the program.

Data Identifier(Pre and Post): School day progress and iReady test scores

Schedule: M-TH, 3:15pm- 4:00pm, Nov.- Jun.

3 Sessions: Nov- Jan. | Jan- Mar. | Mar. - Jun.

Size: Preliminary target of ~30 students/school, each session (150 total students)

Instruction : Para-professional small group facilitation utilizing internally developed instructional framework (elementary instructional coach developed)



# Middle School Program Model & Design

GOAL: Accelerate the math growth of targeted 6th-8th grade students through an afterschool intervention framework.

- Anticipated Outcome: Students who regularly attend the program will show marked improvement towards their iReady “Stretch Goal,” compared to targeted students who do not attend the program.

Data Identifier(Pre and Post): Schoolday progress, iReady test scores, and grades.

Schedule: M-TH, 3:45pm - 5:00pm, Nov. - Jun.

6 sessions: Nov. | Dec./Jan. | Jan./Feb. | Feb./Mar. | Mar./Apr. | Apr./May (1 grade level/session)

Size: Multiple large-group interventions (25/school), with small group breakouts (5:1).

Instruction : Essential Standards-driven, para/tutor instruction supplemented with iReady pathways  
Utilizes designated academic coordinators and “challenge-based, week long” designs.



# High School Program Model & Design

GOAL: Increase the subject area letter grade and credit attainment of targeted 9th-12th grade students through a before and after school intervention framework.

- Anticipated Outcome: Students who regularly attend the program will receive passing subject area grades and receive grade-level credit for their classes.

Data Identifier(Pre and Post): School day progress, grades, and credits

Schedule: Nov.- Jun., utilizing an ongoing, case management schedule.

Size: Large

Instruction : Large scale one-on-one tutoring services, academic labs, and intentional academic coaching and goal setting.



# Questions?