

**BOARD OF DIRECTORS**  
**Regular Study Meeting - 4:00 PM**  
**November 5, 2024**  
**364 S Park St**  
**Walla Walla, WA 99362**

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent’s office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.

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

**I. CALL TO ORDER:** (4:00 p.m.) *Ruth Ladderud*

**II. FLAG SALUTE:** *Derek Sarley*

**III. ROLL CALL:**

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Ari Kim-Leavitt, Student Board Representative

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

**V. STUDY ITEMS:** (4:05 p.m.) *Ruth Ladderud*

1. Vision 2030: Goal #1; Strategy #3 - Proficient Elementary Readers (Fall Performance Update): *Chris Gardea, Christy Krutulis, Dr. Julie Perron, Casey Monahan and Melissa Carter*

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**VI. ADJOURNMENT:** (5:00 p.m.) *Ruth Ladderud*



# VISION 2030

GOAL #1: STRATEGY #3

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PROFICIENT ELEMENTARY READERS (FALL PERFORMANCE UPDATE)

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CHRIS GARDEA, CHRISTY KRUTULIS, DR. JULIE PERRON,  
CASEY MONAHAN AND MELISSA CARTER



Developing Washington's Most  
Sought-After Graduates  
Desarrollando a los graduados más solicitados de Washington



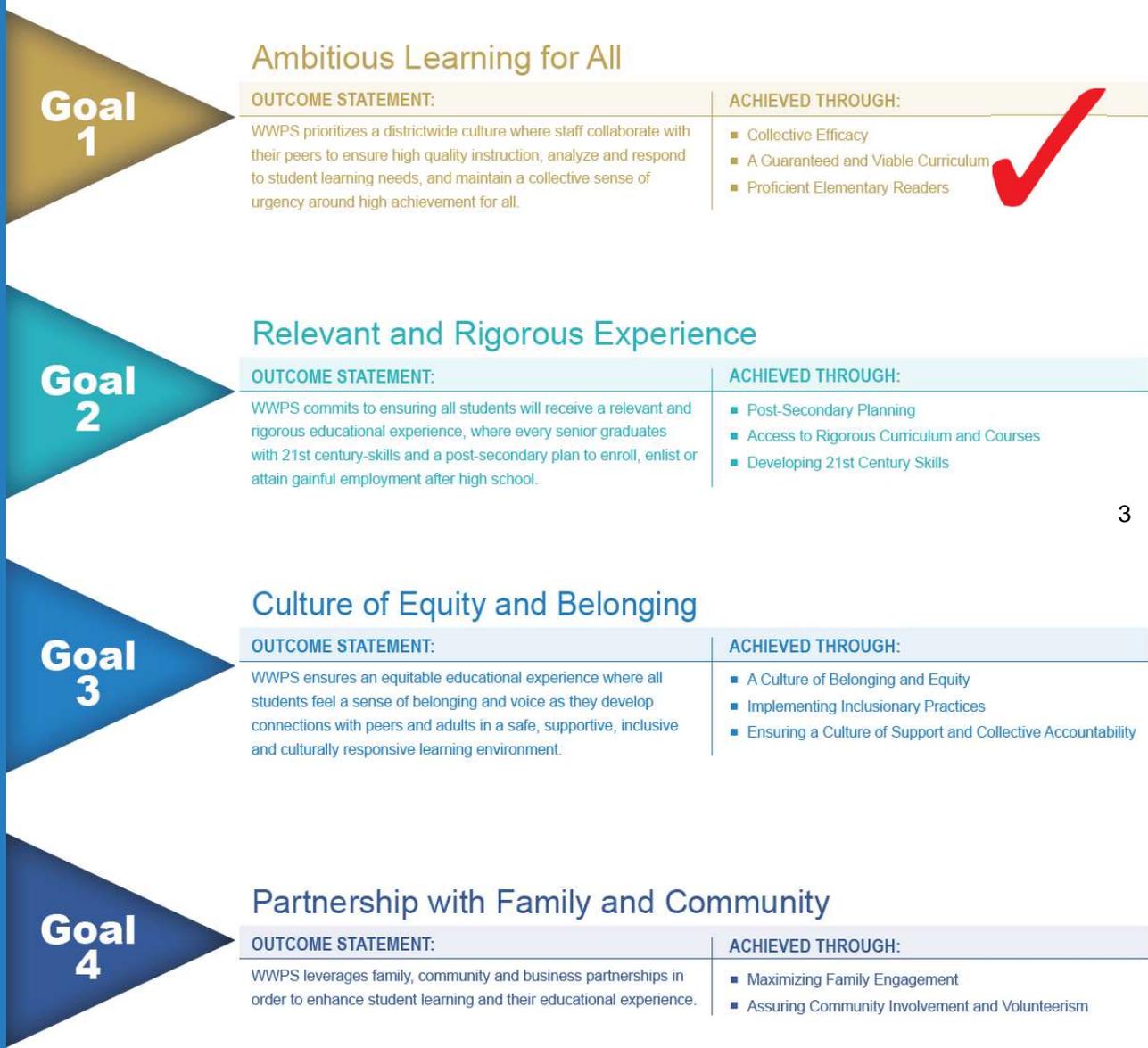
**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Goals & Strategies

## MISSION

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





Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: ● Board review of K-5 promise standard attainment in math by standard (Winter and Spring). ● Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December and June Business Meetings
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	● LETRS course completion data for staff ● DIBELS 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) ● Lectura 2 <sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	November Study Meeting, February and July Business Meetings
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	● SchoolLinks access and utilization reporting ● Graduate survey that tracks post-secondary experiences over time ● Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	● Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses ● Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	● Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." ● Monitor and report enrollment/participation data in financial literacy ● Monitor and report the number of students/credits earned through internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.	● Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	● WASA IPP Teacher Input Survey (Fall/Spring) ● OSPI Least Restrictive Environment (LRE) Report ● Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	● Semi-annual review of student discipline data with Board ● Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	● Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." ● Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: ● Number of volunteers who have created accounts ● Number of opportunities each school has listed ● Volunteer hours per school ● Volunteer feedback	August Business Meeting



# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

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

### ACHIEVED THROUGH:

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

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - By 2030, all students are reading at or above grade level in their language of instruction by the end of 2nd grade as a result of systematic and explicit structured literacy instruction. Students feel safe and confident in reading, writing and speaking as they build knowledge about the world.

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- How will growth/success be measured, tracked and reported?
  - November and February fall and winter assessment updates
    - Reminder: Superintendent goal to increase DIBELS and Lectura Winter results by 10% over the previous year
  - Annual data report to school board (every July) with LETRS, DIBELS and Lectura performance data.
    - LETRS course completion data
    - DIBELS (English) 2nd Grade Composite - Spring target 67% for 24-25. Increases to 95% by 2030.
    - Lectura (Spanish) 2nd Grade Composite - Spring target 62% for 24-25. Increases to 95% by 2030.

## Refresher: What is DIBELS?

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

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## Refresher: What is Lectura?

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- An authentic Spanish assessment built specifically for bilingual students learning to read.
- Lectura is a universal screener for K–5 built on modern Spanish literacy research. It helps educators accelerate reading growth for Spanish language by delivering complete parity between English and Spanish reading assessments.

# Who Takes Which Exam?

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- All students in dual programming take Lectura to measure SLA proficiency, regardless of their L1(primary language)
- All student in traditional(English) programming take DIBELS to measure ELA proficiency, regardless of their L1

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Sharpstein	Edison	Berney	Green Park	Prospect Point
All students take DIBELS	All students take Lectura	All students take DIBELS	Half of the students take Lectura (Dual classrooms) and half take DIBELS (Traditional classrooms)	All students take DIBELS

## 2023-24 School Year

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- District piloted DIBELS and Lectura in the fall of 2023
- Not all students and/or components of the exam were assessed during the pilot, so a Fall to Fall composite score comparison is not available for this school year

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# Fall 2024 DIBELS and Lectura Performance Results

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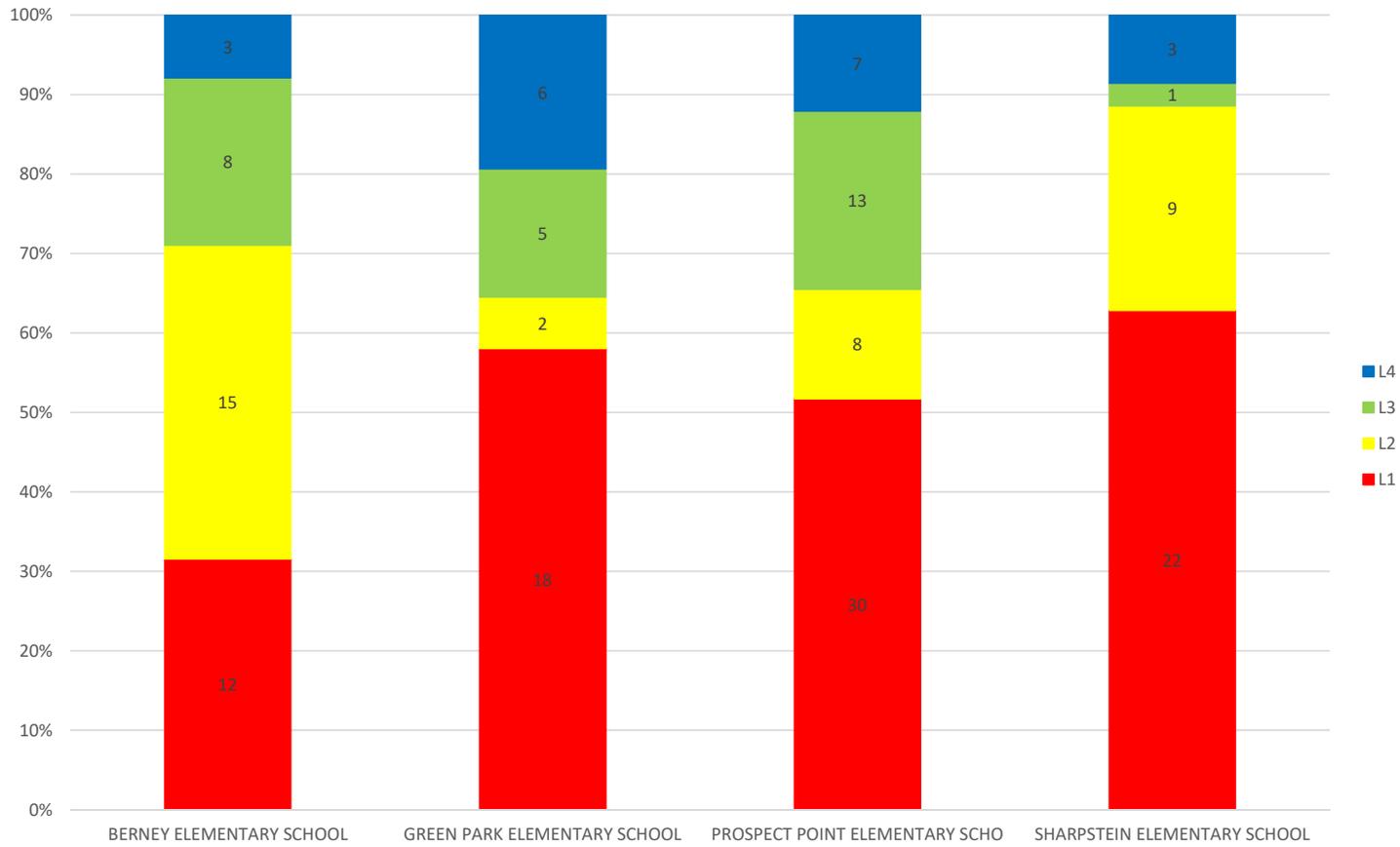
KG – 2<sup>ND</sup> GRADE



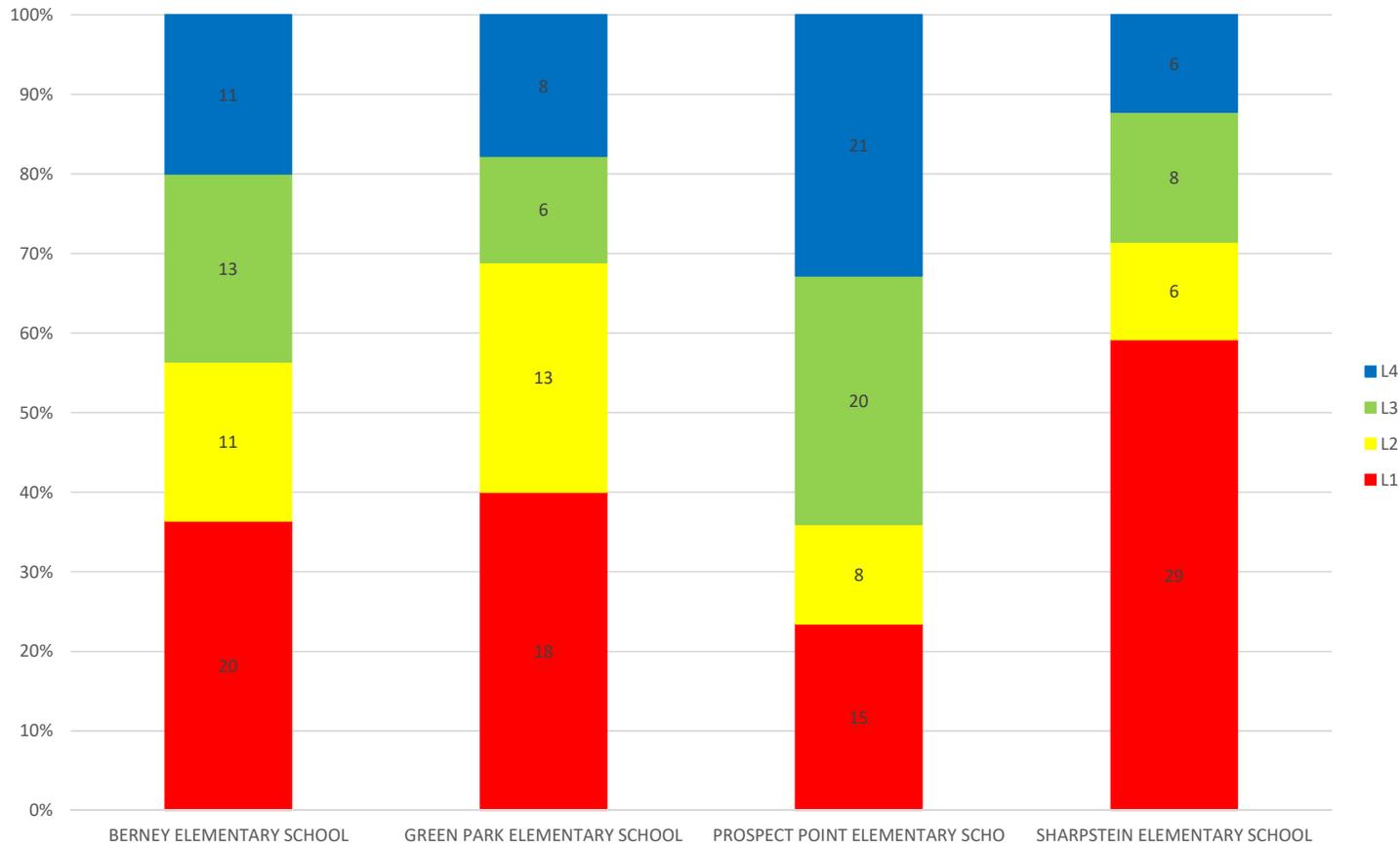
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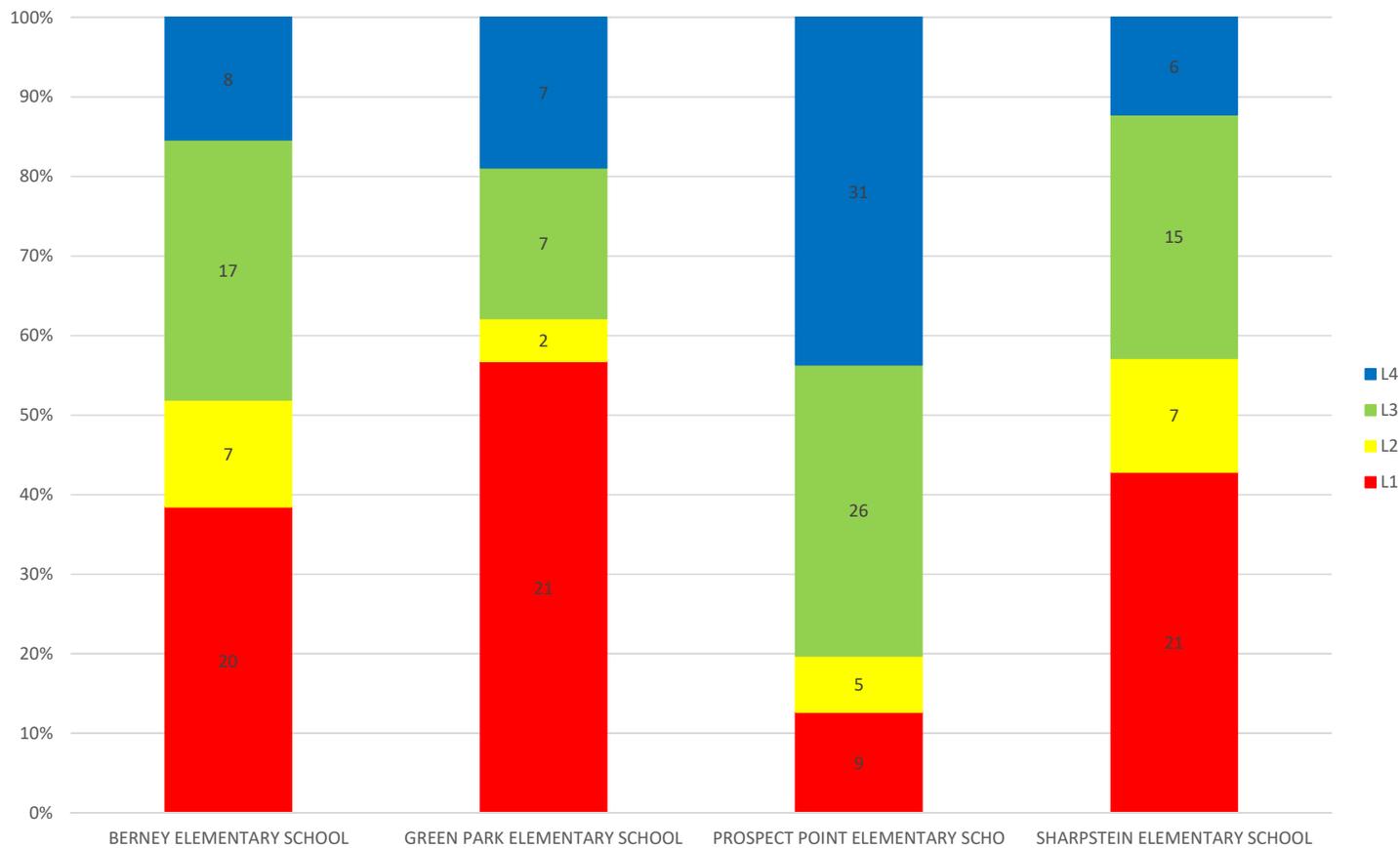
Kindergarten: Fall 2024 DIBELS Composite Scores



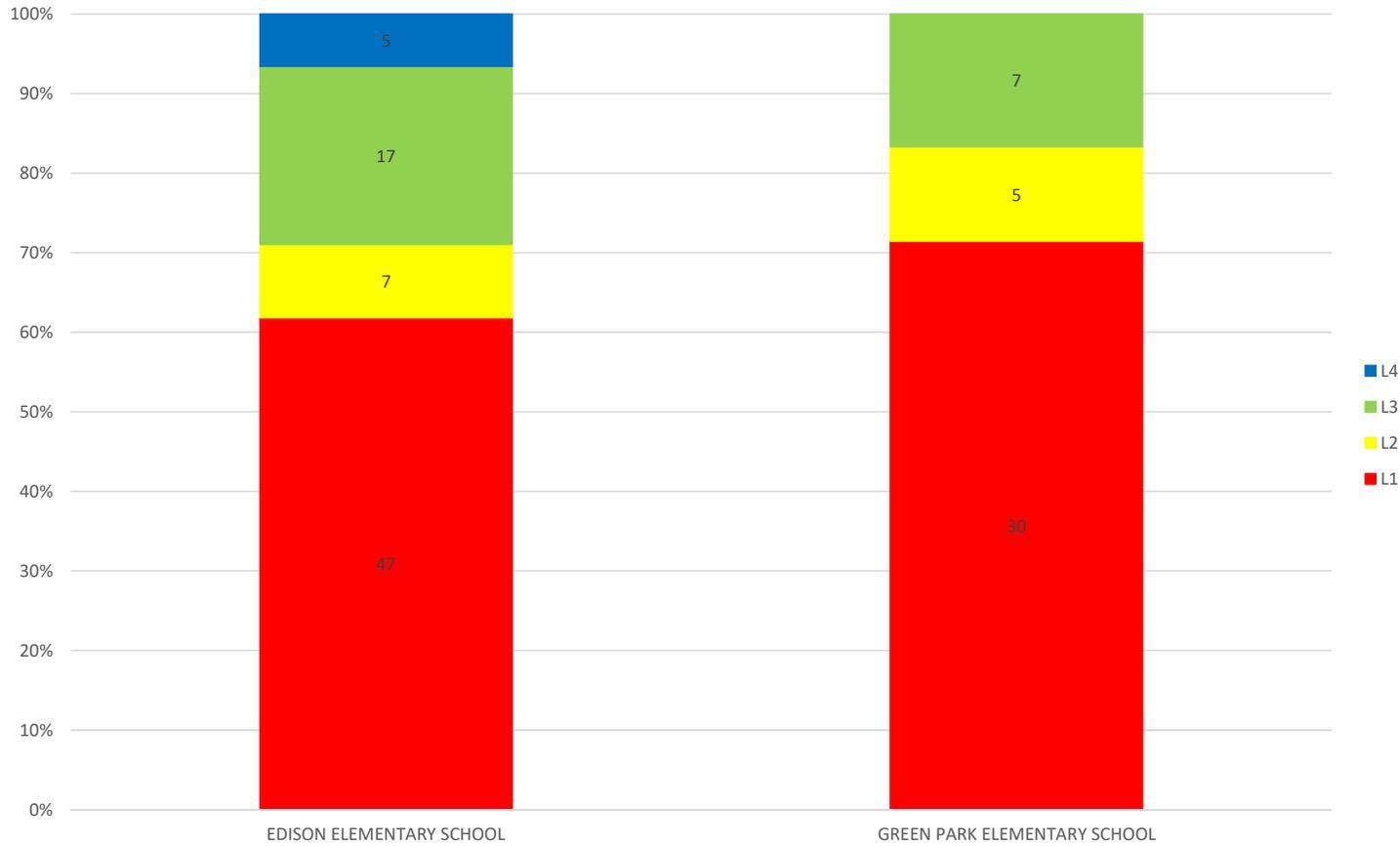
1st Grade: Fall 2024 DIBELS Composite Scores



2nd Grade: Fall 2024 DIBELS Composite Scores

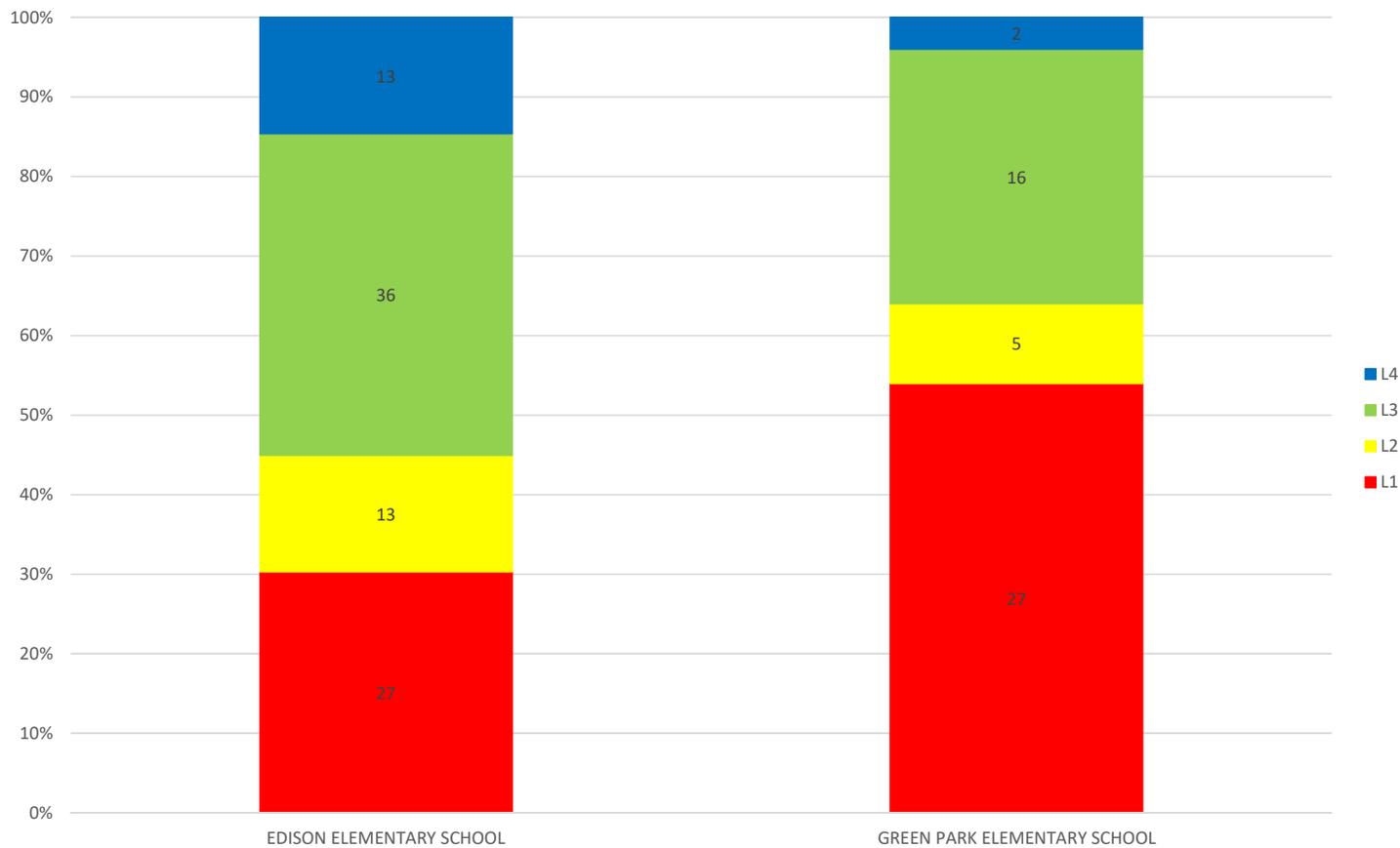


Kindergarten: Fall 2024 LECTURA Composite Scores



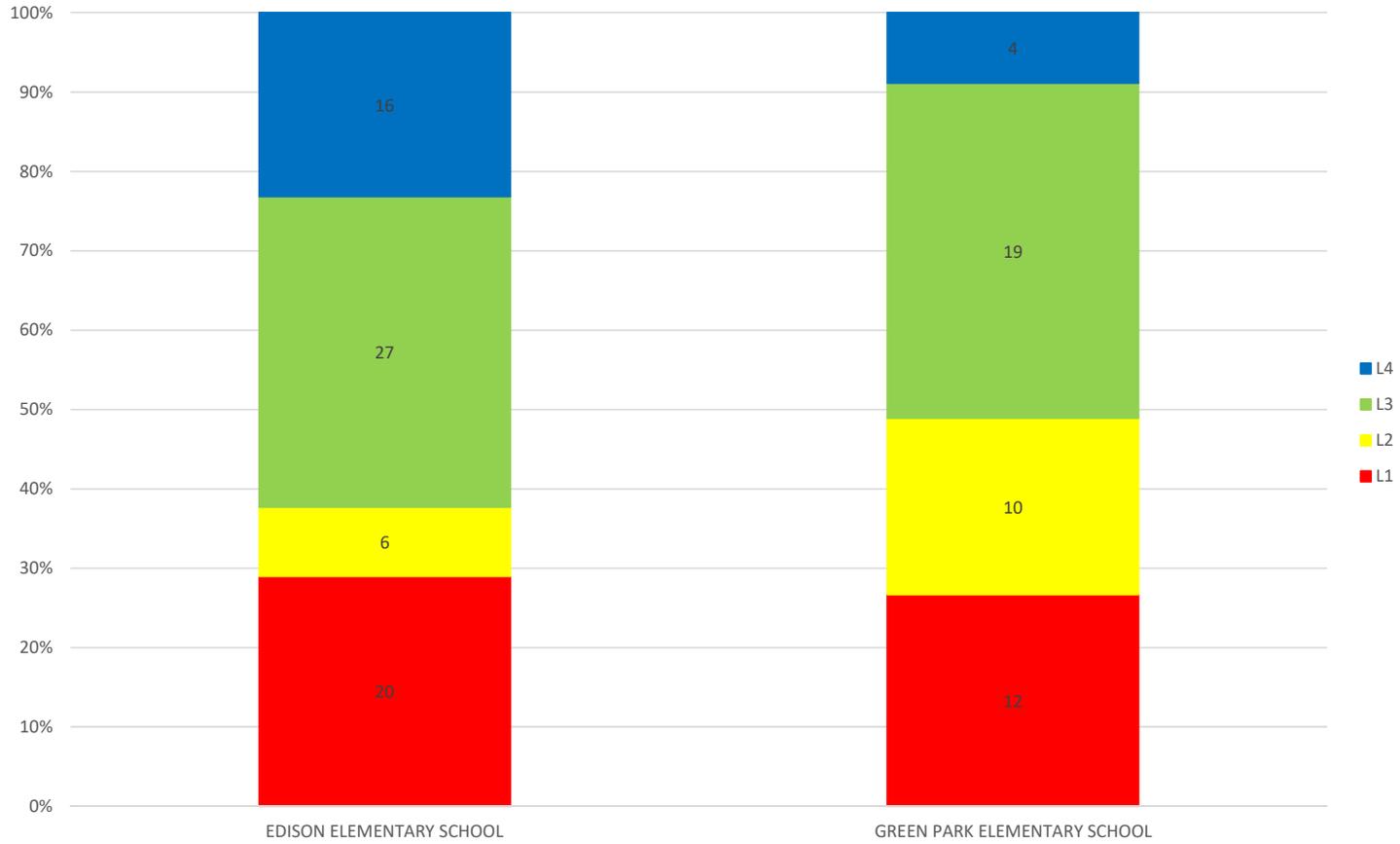
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1st Grade: Fall 2024 LECTURA Composite Scores



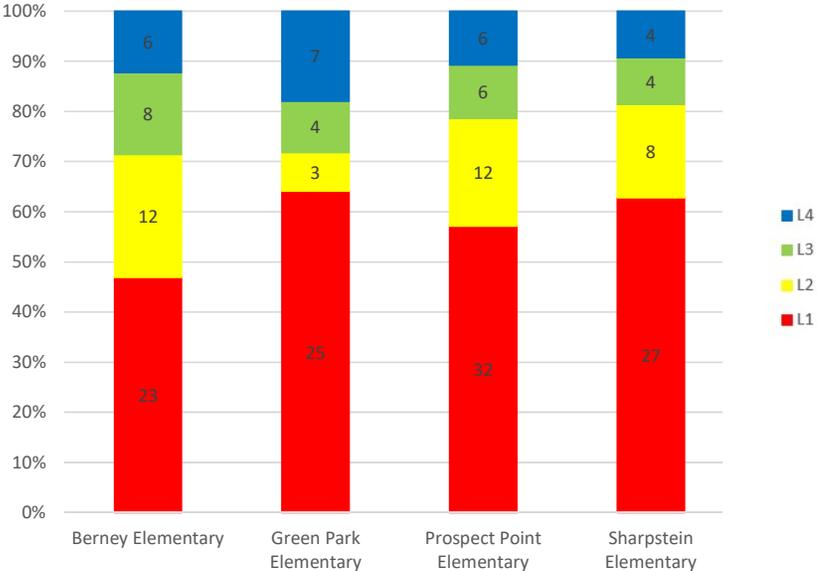
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2nd Grade: Fall 2024 LECTURA Composite Scores

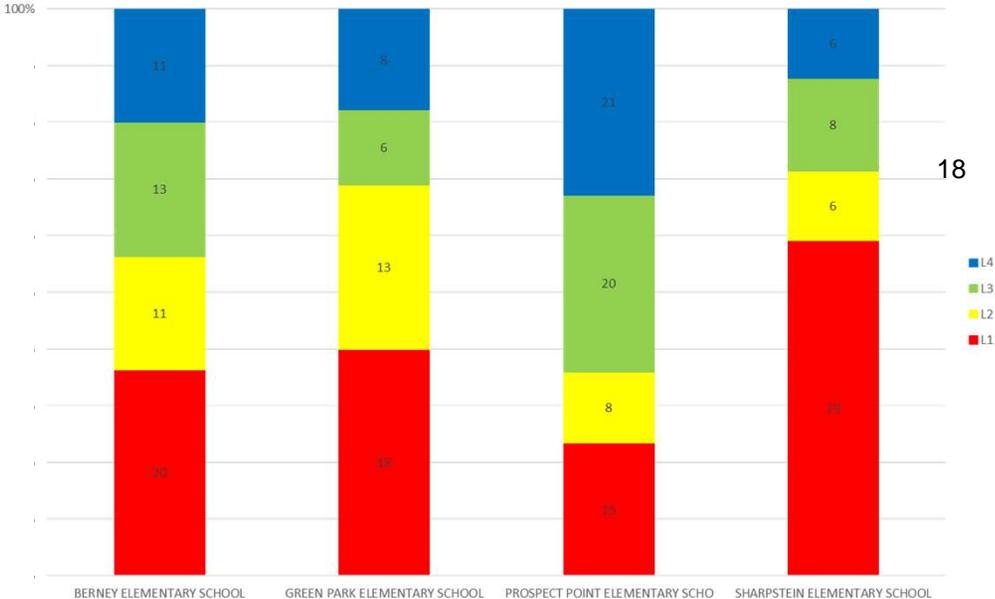


# UFLI Pilot Success

Kindergarten: Fall 2023 DIBELS Composite Scores



1st Grade: Fall 2024 DIBELS Composite Scores



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# A Deeper Dive Into Poverty and Race

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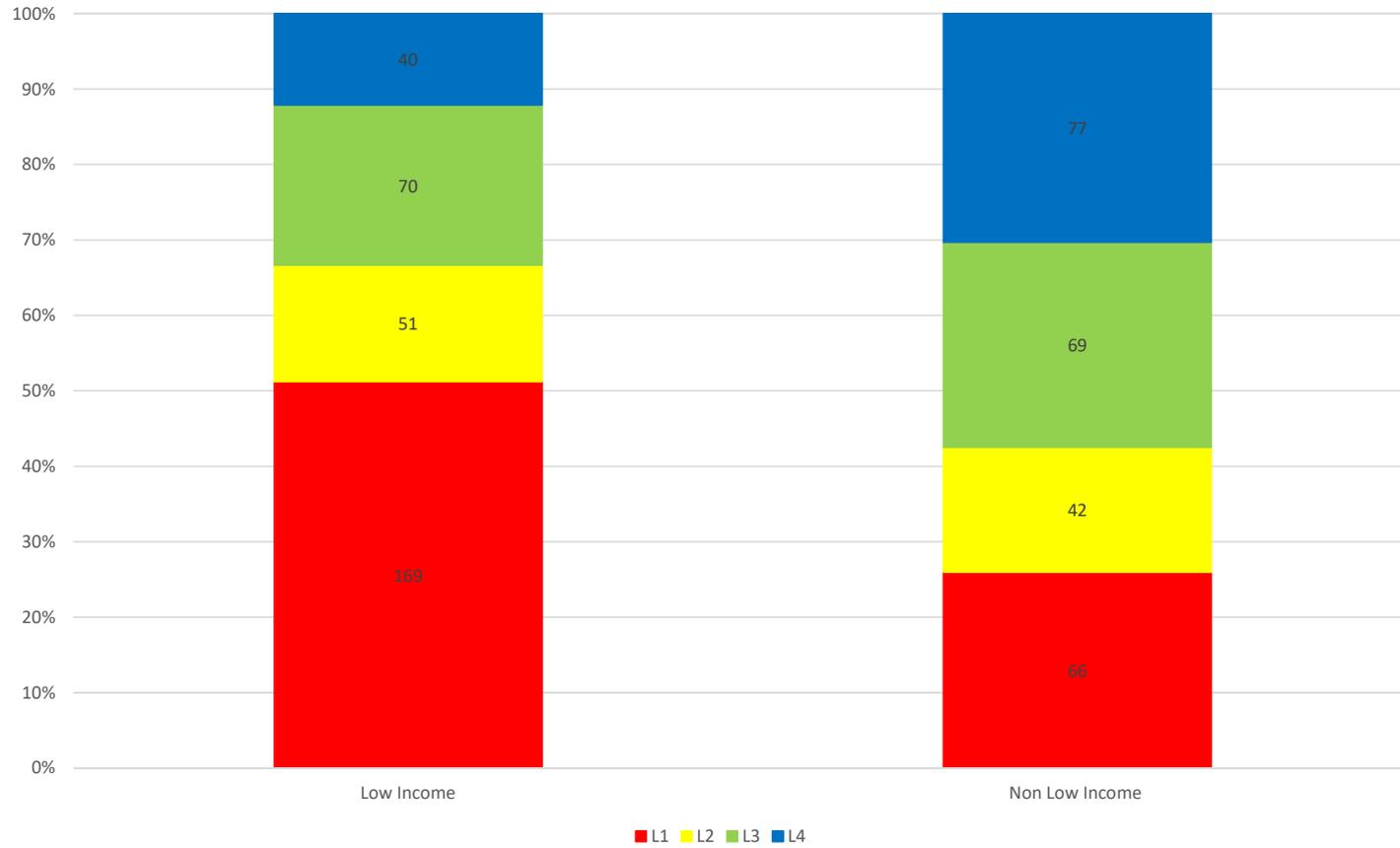
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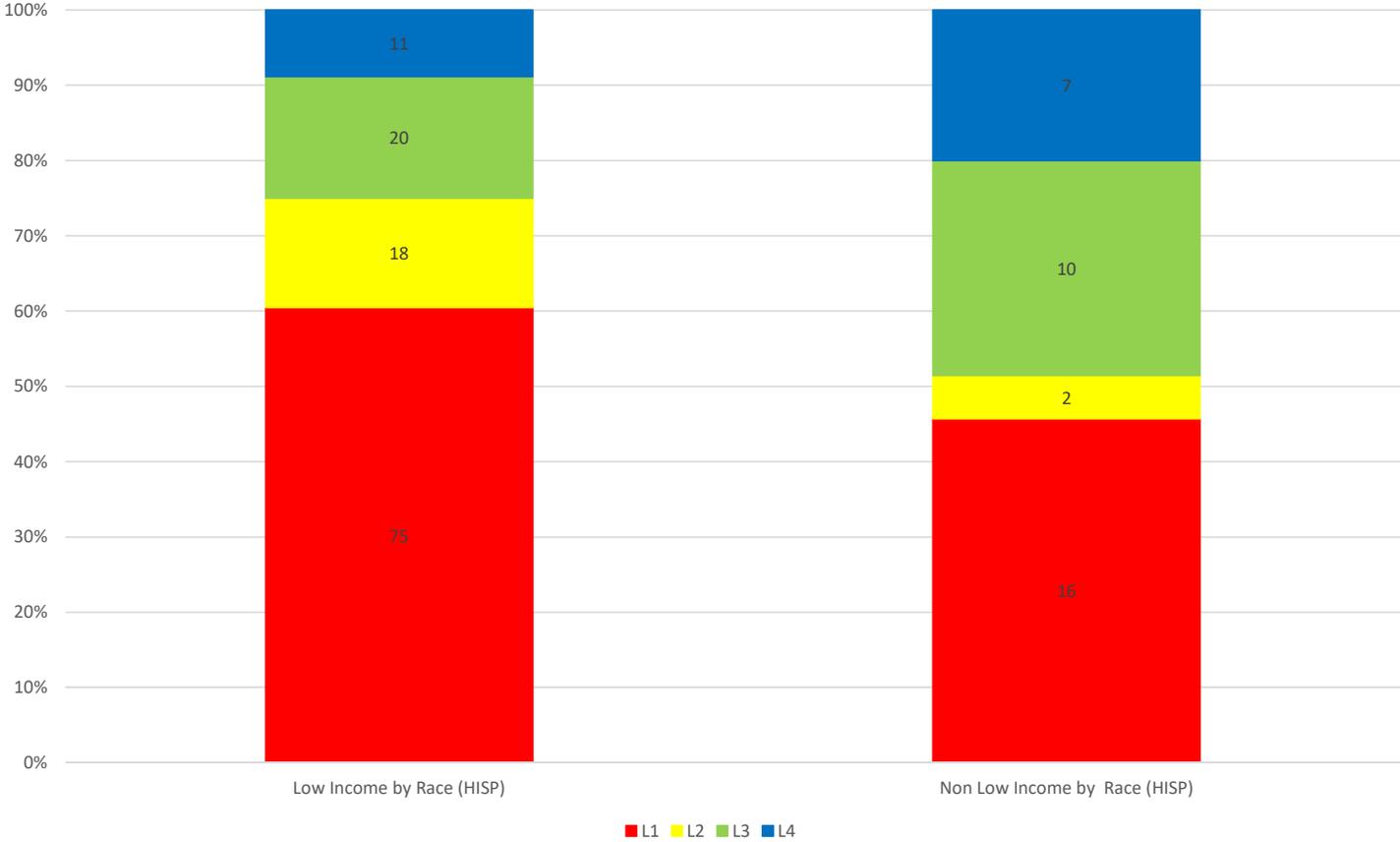
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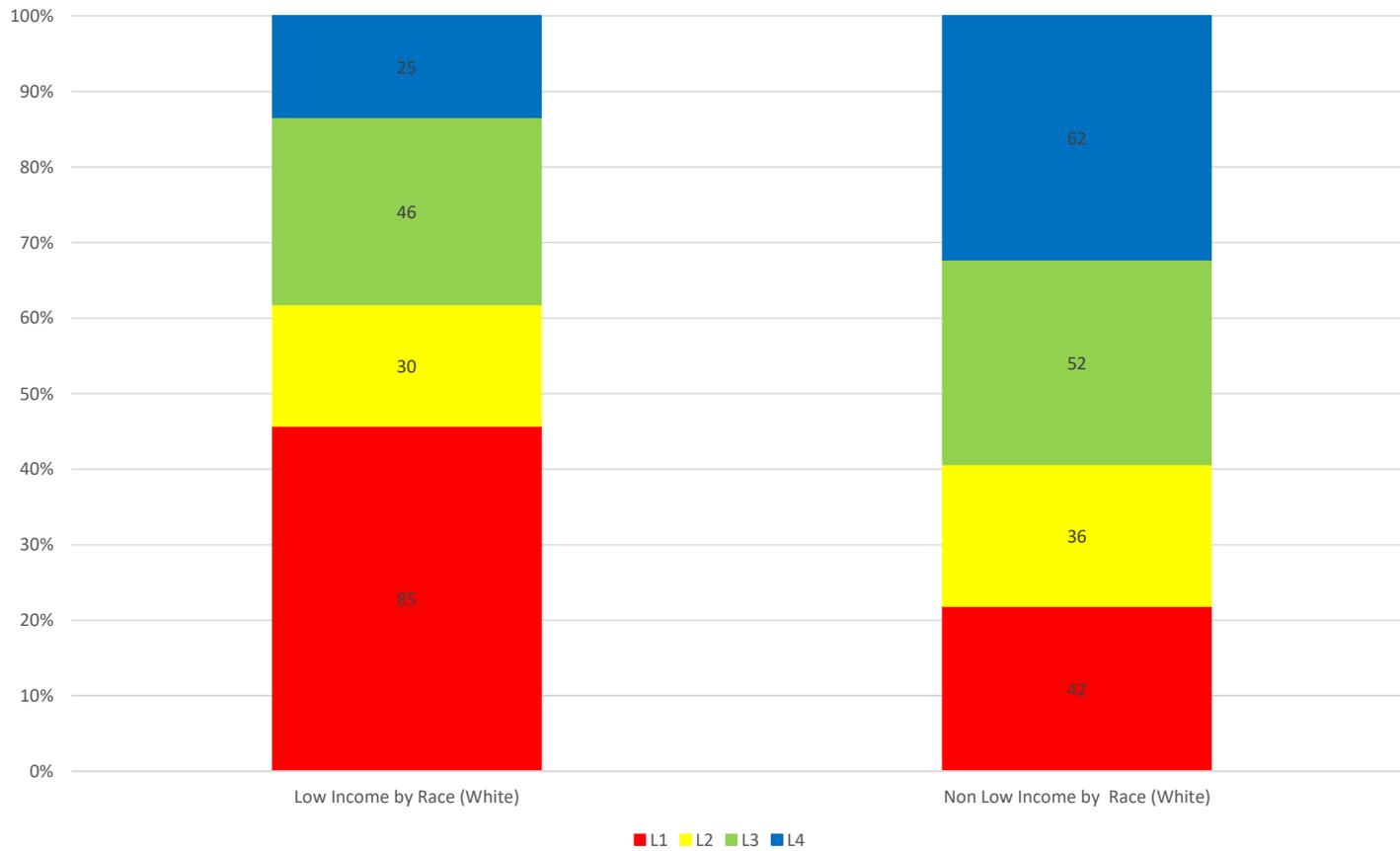
DIBELS: Low Income versus Non Low Income



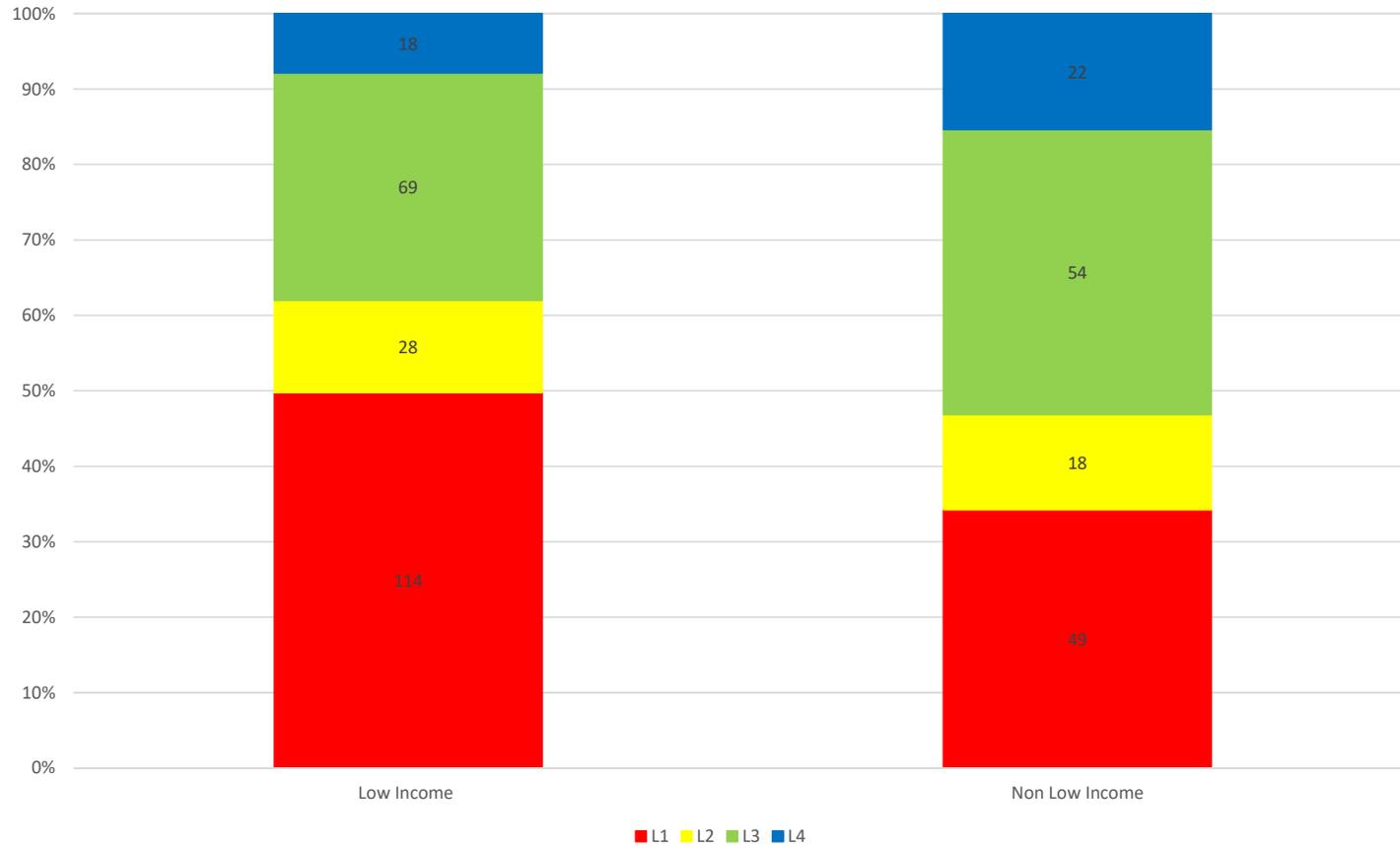
DIBELS: Low Income versus Non Low Income by Race (Hisp)



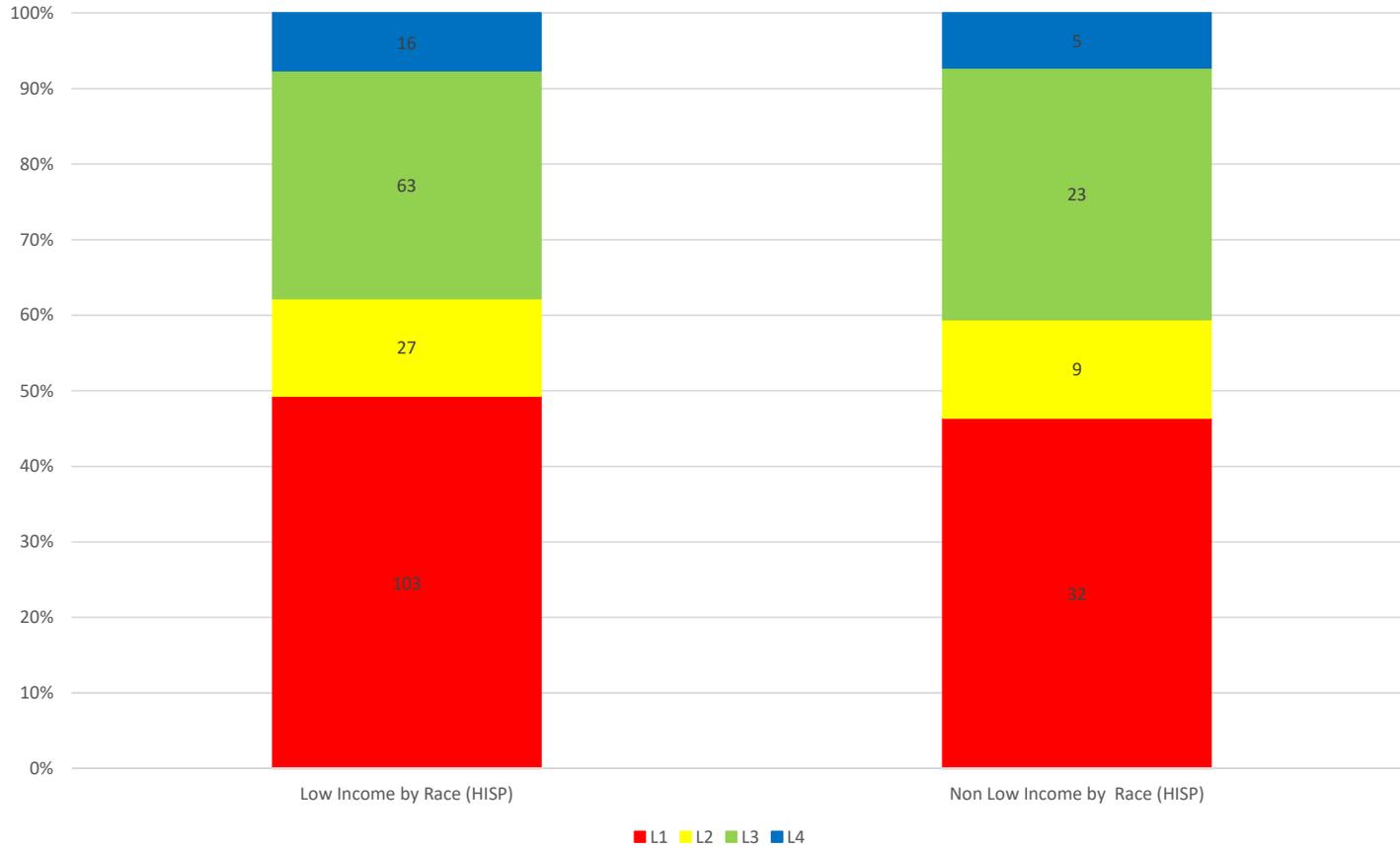
DIBELS: Low Income versus Non Low Income by Race (White)



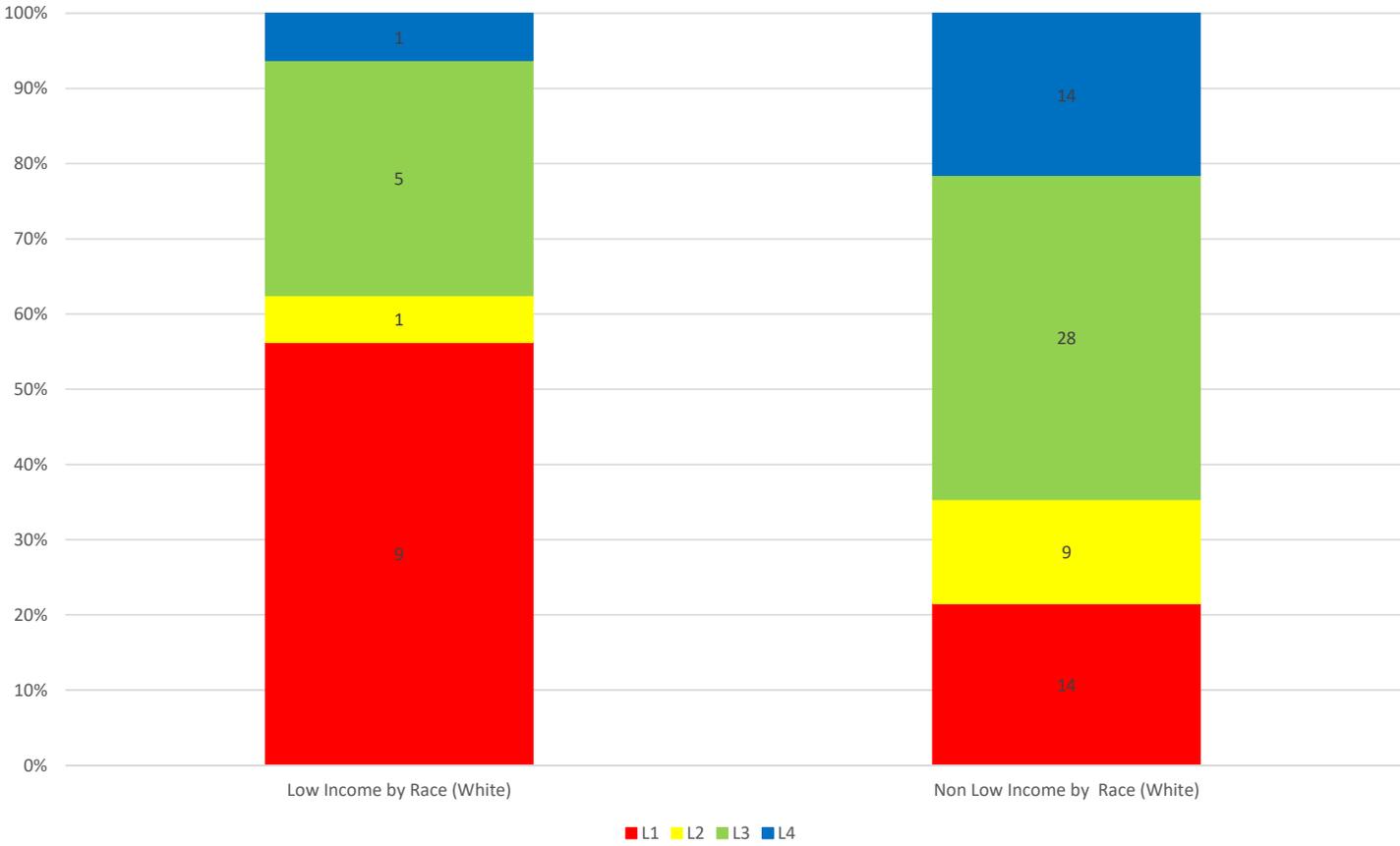
LECTURA: Low Income versus Non Low Income



LECTURA: Low Income versus Non Low Income by Race (Hispanic)



LECTURA: Low Income versus Non Low Income by Race (White)



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#### ■ Areas of Strength in Fall Assessment Results

- First grade fall DIBELS 8 data shows stronger English reading skills in schools that piloted UFLI in Kindergarten
- Second grade fall DIBELS 8 shows stronger English reading skills in schools that piloted UFLI in first grade and especially strong skills at Prospect Point where there was high fidelity to UFLI evidence based practices
- Lectura data shows consistent improvement in Spanish reading skills year over year
- First grade Lectura data at Edison show stronger Spanish reading skills than at Green Park – Edison piloted HMH last year

#### ■ Areas of Concern

- Nearly 50% of our Kindergarten students learning in English are entering our schools in need of intensive instructional support in phonemic awareness, letter names and letter sounds
- Nearly 65% of our Kindergarten students learning in Spanish are entering our schools in need of intensive instructional support in phonemic awareness, letter names and letter sounds
- Significant gaps in English and Spanish reading skills between students in poverty and not in poverty

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## ■ Questions?

