

**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**December 17, 2024**  
**364 S Park St**  
**Walla Walla, WA 99362**

Watch Live: <https://wwps-org.zoom.us/j/94919647354>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 949 1964 7354

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

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

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

**II. FLAG SALUTE:** *Terri Trick*

**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. CONSENT AGENDA:** *Ruth Ladderud*

- |   |     |
|---|-----|
| 1. Personnel Report   | 3   |
| 2. Extracurricular Athletic Contracts                       | 4   |
| 3. Non-Athletic Extra & Co-Curricular Contracts             | 5   |
| 4. December 3 & 17 Accounts Payable and November Payroll    | 6   |
| 5. Annual School Improvement Plans                          | 7   |
| 6. November Financial Report                                | 107 |
| 7. Regular Business Meeting Minutes of November 19, 2024    | 111 |
| 8. Special Meeting/Work Session Minutes of December 2, 2024 | 113 |

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

**VII. CITIZENS' COMMENTS:** (5:35 p.m.) *Ruth Ladderud* **114**

**VIII. REPORTS:** (5:45 p.m.) *Ruth Ladderud*

1. Board of Directors Report: *Ruth Ladderud*
2. Superintendent's Report: *Dr. Wade Smith*
  - a. Monthly Enrollment Report
3. Monthly Financial Dashboard Report: *Janette Jeffris*

4. Vision 2030: Goal #1; Strategy #2 - Guaranteed and Viable Curriculum: <i>Christy Krutulis, Sarah Edwards and Denyse Hutchinson</i>	120
5. Superintendent Evaluation Process Review: <i>Dr. Wade Smith</i>	135
6. Policies Second Reading: <i>Dr. Wade Smith</i>	149
• 2401 Financial Education Mastery-Based Learning and Credit	
• 2402 English Language Arts Mastery-Based Learning and Credit	
• 2403 Math Mastery-Based Learning and Credit	
• 2404 Science Mastery-Based Learning and Credit	
• 2405 Social Studies Mastery-Based Learning and Credit	
• 2406 The Arts Mastery-Based Credit	
• 2407 Health and Physical Education Mastery-Based Credit	
• 2409 World Language Mastery-Based Credit	
• 3241 Student Discipline	
• 3419 Self-Administration of Asthma and Anaphylaxis Medications	
• 3424 Opioid Related Overdose Reversal	
7. Reading and Proposed Adoption of Board Policy 4301 - Addressing Immigration Enforcement in Schools: <i>Dr. Wade Smith</i>	163
IX. <b>ACTION:</b> (6:55 p.m.) <i>Ruth Ladderud</i>	
1. Policies Second Reading:	165
• 2401 Financial Education Mastery-Based Learning and Credit	
• 2402 English Language Arts Mastery-Based Learning and Credit	
• 2403 Math Mastery-Based Learning and Credit	
• 2404 Science Mastery-Based Learning and Credit	
• 2405 Social Studies Mastery-Based Learning and Credit	
• 2406 The Arts Mastery-Based Credit	
• 2407 Health and Physical Education Mastery-Based Credit	
• 2409 World Language Mastery-Based Credit	
• 3241 Student Discipline	
• 3419 Self-Administration of Asthma and Anaphylaxis Medications	
• 3424 Opioid Related Overdose Reversal	
2. Board Policy 4301 - Addressing Immigration Enforcement in Schools	179
Per Board Policy 1310, it is deemed by the board that immediate action would be in the best interest of the district.	
X. <b>ELECTION OF OFFICERS FOR BOARD OF DIRECTORS:</b> (7:00 p.m.) <i>Ruth Ladderud</i>	
XI. <b>ADJOURNMENT:</b> (7:15 p.m.) <i>Board President</i>	



**PERSONNEL REPORT**

December 17, 2024 – Board Meeting

Date: December 12, 2024

**EMPLOYMENT**

Classified: Maria Esparza, Temporary Head Start Assistant Teacher (2024-25), WWCCF  
Tiffanee Howe, Head Start Family Advocate, WWCCF  
Daniel Logsdon, Kitchen Assistant, Pioneer Middle School  
Angelique Paull, Para-Educator, Sharpstein Elementary School  
Mandie Phillips, Kitchen Assistant, Green Park Elementary School/Walla Walla High School

**RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT**

Certificated: Lori Finn, Business Education Teacher, Walla Walla High School, 21 years

Classified: Eva Martinez, Bilingual Head Start Family Advocate, WWCCF, 7 months

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2024-2025**

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Andraya Anderson	Green Park Elementary	Girls Basketball
Norma Arceo	Edison Elementary	Girls Basketball
Kevin Arizmendi	Pioneer Middle School	Girls Basketball 6th Grade
Benjamin Bentley	Pioneer Middle School	Head 7th Grade Wrestling
Laura Berg	Sharpstein Elementary	Girls Basketball
Madeleine Blackburn	Lincoln High School	Head Volleyball
Mike Braddock	Garrison Middle School	Girls Basketball 6th Grade
Nathaniel Carrara	Garrison Middle School	Head Girls Basketball 8th Grade
Sebastian Cruz	Green Park Elementary	Boys Basketball
Jim Eggart	Pioneer Middle School	Assistant Girls Basketball 8B
Ashley Estrada	Edison Elementary	Girls Basketball
Nathan Ferraro	Garrison Middle School	Head Girls Basketball 7th Grade
Ruben Garanzuay	Garrison Middle School	Girls Basketball 6th Grade
Isabelle Gardea	Berney Elementary	Boys Basketball
Pablo Grimaldi	Garrison Middle School	Head Wrestling 8th grade
Mia Huxoll	Berney Elementary	Girls Basketball
Patrick Kofler	Lincoln High School	Head Boys Basketball
Ricky Lozano	Garrison Middle School	Head Wrestling 7th Grade
James Lux	Pioneer Middle School	Head Girls Basketball 8th Grade
Daniel Mears	Pioneer Middle School	Head 8th Grade Wrestling
Ethan Naftzger	Pioneer Middle School	Girls Basketball 6th Grade
David Parodi	Prospect Point Elementary	Girls Basketball
Michael Patterson	Prospect Point Elementary	Girls Basketball
Kristin Richard	Pioneer Middle School	Head Girls Basketball 7th Grade
Cole Skramstead	Walla Walla High School	Assistant Girls Wrestling
Zach Wood	Pioneer Middle School	Girls Basketball
Vangie Young	Walla Walla High School	Game Supervision Winter

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2024-2025

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Tobi Powell	GA	E-Sports
Adrian Sandoval	PI	E-Sports

## 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 December 17th, 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
		<b>General Fund</b>		
12/3/2024	241121	Through	241251	\$ 527,788.81
12/17/2024	241252	Through	241380	\$ 624,648.15
12/3/2024	242500147	Wire Transfer	242500178	\$ 4,682.06
12/17/2024	242500179	Wire Transfer	242500219	\$ 5,154.22

		<b>Capital Projects</b>		
12/3/2024	240034	Through	240040	\$ 341,516.43
12/17/2024	240041	Through	240045	\$ 1,138,449.88
		Through		
		Wire Transfer		
		Wire Transfer		

		<b>ASB</b>		
12/3/2024	240037	Through	240041	\$ 7,503.94
12/17/2024	240042	Through	240046	\$ 16,255.67
		Wire Transfer		
		Wire Transfer		

		<b>Transportation Vehicle</b>		
		Through		
12/17/2024	240000	Through	240000	\$ 810,412.00
		Wire Transfer		
		Wire Transfer		

		<b>Payroll</b>		
11/29/2024	241070	Through	241120	\$ 2,355,896.07
11/29/2024	1400001	Wire Transfer	1401109	\$ 3,879,089.06
11/29/2024	NA	Payroll Taxes	NA	\$ 1,293,356.16

<b>TOTAL:</b>	<b>\$ 11,004,752.45</b>
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SCHOOL BOARD PRESIDENT:

SECRETARY OF THE BOARD:

\_\_\_\_\_  
Ruth Ladderud

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

# Consolidated School Improvement Plan 2024–25

## Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180–60–220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

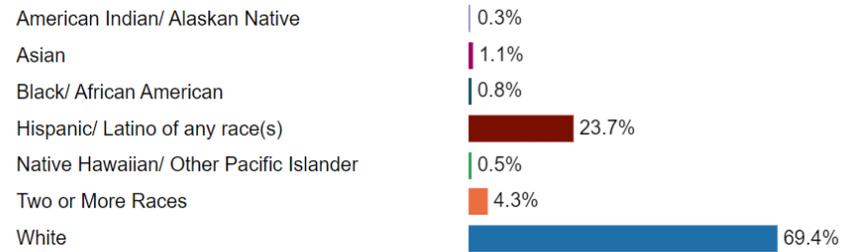
Section 1: Building Data	
<b>Building Name:</b> Berney Elementary <b>Principal:</b> Sarah Glover	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): <a href="#">Click or tap here to enter text.</a>
<b>School Code:</b> 2074	<b>Grade Span:</b> K-5. <b>School Type:</b> Elementary
<b>Enrollment/Demographics</b> Berney is an elementary school in the Walla Walla, Washington area. We serve students in kindergarten through 5th grade in a rural community setting. There are approximately 372 students at Berney Elementary. <b>Building Enrollment:</b> 372	



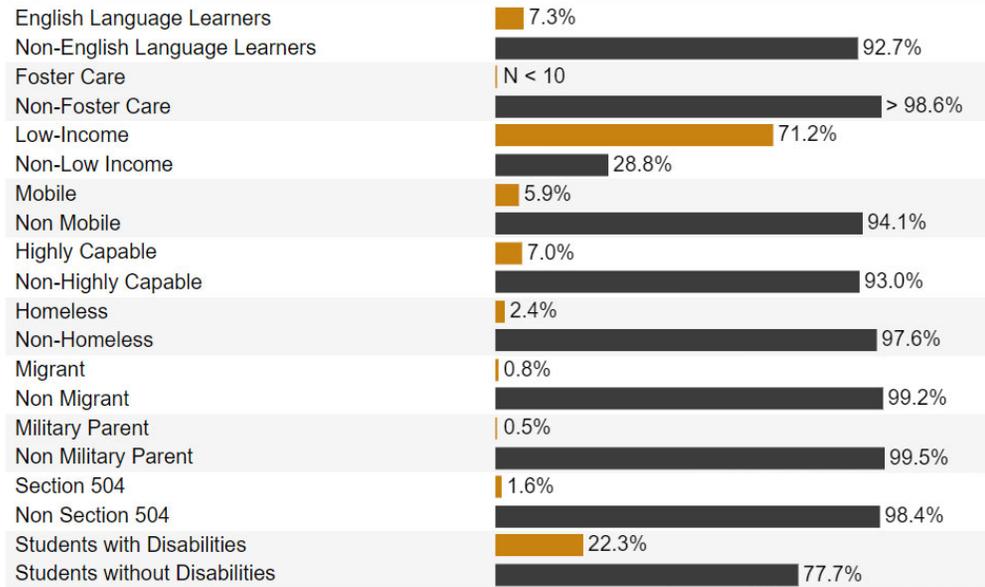
## Gender



## Race/Ethnicity



## Program and Characteristic



Berney currently serves students within multiple programs. These programs include; Title I, Highly Capable, Multilingual (ML) and Special Education. Berney has two Special Education Programs. 1.0 Multi-Age Room, 2.0 Resource Rooms. Berney has one full time school counselor and one full time community in school advocate.

## Attendance

Regular attendance is defined as having, on average, less than two absences per month. 68% of students attend school at Berney regularly.

- During the 2021-22 school year, of 63 students with disabilities students, 66.7% had fewer than 2 absences per month.
- During the 2021-22 school year, of 179 low income students, 68% had fewer than 2 absences per month.
- During the 2022-23 school year, of 72 students with disabilities, 62.5% had fewer than 2 absences per month.
- During the 2022-23 school year, of 209 low income students, 61.4% had fewer than 2 absences per month.

School District: Walla Walla

F/R Percentage: 61.18%

Board Approval Date: December 2024	Special Education Percentage: 22.3%
Plan Date: July 2024	English Learner Percentage: 7.3%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Support Tier 3: Compounded	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Sarah Glover/Principal	Shannon Hand, LAP/Title  Guiding Coalition: Kelley Hubbard, Ana Diaz, Kim Kearbey, Tammy Baker, Angela Bona, Ilanna James, Marit Rasmussen, Shawn Reser SEL: Yvonne Vinyard, April Brown, Saide Hartelius, Erica Wals  Parent Compact Committee: Jill James, Jen Mallo, Nancy Buttice.

Section 3: Vision and Mission Statement
<p><b>MISSION (why do we exist?):</b> To ensure learning for all, by any means necessary.</p> <p><b>VISION (what must we become in order to achieve our purpose):</b> We will be a professional learning community where learning is required by all.</p> <ul style="list-style-type: none"> <li>● Work in collaborative teams focused on our building commitments and SMART (specific, measurable, achievable, relevant and timely) goals</li> <li>● Focus on essential promise standards using common formative assessments with frequent monitoring</li> <li>● Use a growth mindset</li> <li>● Partner with one another, students, parents and community to ensure success</li> <li>● Focus on the four PLC questions with intentionality</li> </ul>

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

**Note:** If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

**Note:** If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

**Note:** If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

Our students who receive special education services make growth overtime, however, these students continue to lag behind their peers in meeting grade level standards even with Tier II and Tier III supports. Looking at WSIF run comparisons, we are also seeing growth in closing the gap.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

An area of strength is the way in which our core, Title/LAP and sped team works together to review data and identify specific student academic needs based on data.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

We have not had strong Tier I materials for ELA until this year. Missing has also been explicit foundational skills instruction until last year when we piloted materials for our district adoption. Additionally, we still have students for whom anxiety and behavior concerns from COVID and the systems in place to close the gap continue to improve, but we are not there yet.

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

### Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

A key focus of professional learning this year will be for our Guiding Coalition members to take the lead learning about inclusionary practices. This is part of our seven year strategic plan. Guiding Coalition members will be the lead learners this year, preparing to bring other teammates along next year. Our intervention focus this year is also tied to our strategic plan and ensuring students are proficient readers by the end of second grade. With newly adopted foundational reading materials, and focused professional learning and coaching, we expect to lay the groundwork for significant changes in student learning in the years to come.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Much of our professional learning and support is focused on inclusionary practices, reducing barriers, building relationships, implementing strong core materials and providing strategic and systematic interventions. What has become more powerful over the years is the alignment between buildings so that we can learn with and from our colleagues across the district. The metrics of success are our common formative assessments to monitor student growth by standard along the way. We do also monitor SBA and i-Ready data as external data points.

### Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Resource inequities often include consistent staff who are highly trained to provide ongoing and systematic instruction. We have had several changes in core classroom teachers as well

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

We have learned more about student behavior and adult and student SEL needs. This has come through leveraging our SEL team, the district SEL team, and guidance that has come through our strategic plan. Cultural, behavioral, social-emotional, academic and equity are key components of our collective work in the building and as a school district. As we build better relationships with our students and families, areas that need to be strengthened, we will see growth in our students' behavioral and academic areas.

3. How did your school identify these areas of strengths and improvement?

#### Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

A focus for this year is to continue to rebuild the culture of collaboration and excellence. This area was identified through extensive work with a consultant from the Center for Educational Effectiveness last year, and they will continue with us this year as we have a change in leadership. Not until the culture of collaboration is solid will we be able to deeply dig into the data and be willing to take instructional risks with our colleagues.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.  
A key school-community system is our partnership with Community in Schools (CIS). CIS has a lead staff member embedded in our building, and each of our buildings in the district. They provide wrap around support to a caseload of families, but are also able to coordinate community partnerships and events for all students.
5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

With a new principal at Berney this year, we have the opportunity to engage with families and the community in new ways. A strength at Berney is a long standing culture of community, and while disrupted last year due to unique circumstances, the community is ready to rally around students, staff and being Berney Bulldogs.

## Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

**Note:** In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**Note:** This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

**Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

## 5a.SY 2024–2025 SMARTIE Goal #1: Improve the culture and climate of the building through principal coaching.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

We will formally use annual EES data to measure the growth in the climate and culture of the building. Progress monitoring surveys will also be used to track progress along the way. If the culture does continue to improve that will be seen in the data collected from staff.

Who will monitor the progress of this overarching **goal**?

Last year the Guiding Coalition was instrumental in monitoring the culture data in the building and helping to develop plans to respond accordingly. To keep this continuity, we'll have this team continue to monitor progress and share out with the rest of the staff.

When/how often will they monitor progress toward this overarching **goal**?

The annual EES survey is typically given in late January. Thus, we plan to monitor progress in late October and again at the end of the school year.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<b>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</b>	<b>Data Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development,</i>

<p><i>What student groups will benefit and why?</i></p>	<p><b><i>practice (intervention, activity, or strategy)?</i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>projected length of time?</i></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>(intervention, activity, or strategy)?</i></b></p> <p><i>Who else will be involved?</i></p>	<p><i>extended time, curriculum, materials, etc.)?</i></p>
<p>Principal coaching is an evidenced-based practice. Studies have demonstrated that <b>principal coaching</b> can lead to improvements in teacher retention, instructional quality, and student achievement, with <b>moderate to strong evidence</b> (Tiers 1 and 2) supporting its efficacy. For example, programs like the <b>New Leaders' Principal Institute</b> have shown positive results in building effective leadership.</p> <p>All student groups will benefit when the staff trust each other and collaborate. Each student is ALL of our students.</p>	<p>Wednesday collaboration, release time with support staff included, surveys.</p> <p>Highly functioning collaborative teams, increase in student attainment of grade level standards,</p>	<p>For this year, we will measure at least three times.</p>	<p>The principal has the lead on changing the culture, but it cannot be done without the guiding coalition, the SEL leadership team and all staff.</p>	<p>We will continue to leverage the same consultant that was used last year to continue the work that was started.</p>

<p>Improve implementation of PBIS to enhance our learning environment</p>	<p><b>Short Term</b> Office Referrals</p> <p><b>Long Term</b> CEE Data</p>	<p><b>Short Term</b> Office Referrals- reviewed monthly</p> <p><b>Long Term</b> CEE Data- reviewed annually</p>	<p>SEL/PBIS team will be responsible for- implementing, monitoring, and adjusting the practice</p> <p>Others involved will be- Principal, Learning Specialist, School Counselor</p>	<p>Funds for:</p> <ul style="list-style-type: none"> <li>-professional development</li> <li>-release time for teachers</li> <li>-classroom resource and materials</li> <li>-additional pay for staff outside contract hours</li> </ul>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. We will leverage \$15,000 for the EES consultant. Typically a first year principal receives an AWSP mentor funded with the TPEP grant. This continuation with the consultant is beyond what the district offers.
2. \$3000 for additional pay beyond the contracted day for PBIS specific professional learning

5b. SY 2024–2025 SMARTIE Goal #2: Increase the number of students reaching benchmark by 10% from winter 2024 to 2025 as measured by i-Ready in math and reading. For our students with disabilities we will use the same time frames and measures and the goal will be 15%.

<p>What data will be used to determine the extent to which the school is on track to meet this overarching <b>goal</b>? What does the school expect to see mid-year to know if they are on track to meet the overarching <b>goal</b>?</p> <p>We will use DIBELS data, i-Ready diagnostic data, and in program data. DIBELS is given three times a year, i-Ready is administered in Fall and Winter, and in-program data is monitored on an ongoing basis.</p>
<p>Who will monitor the progress of this overarching <b>goal</b>?</p> <p>All teams will monitor data, as with Title/LAP leads, the learning specialist, guiding coalition and principal.</p>
<p>When/how often will they monitor progress toward this overarching <b>goal</b>?</p> <p>Fall, winter and spring.</p>

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.*

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<p>Targeted professional development specific to students with disabilities and Universal Design for Learning.</p> <p>Targeted professional development for students with Autism.</p> <p>Targeted professional learning is a strong evidenced based Tier I practice as noted by several students on What Works Clearinghouse.</p> <p>All student groups will benefit from this, but the largest benefit will be our students with disabilities.</p>	<p><b>Short Term</b></p> <p>Increase in demonstrated ability on weekly UFLI assessment, K-2.</p> <p><b>Long Term</b></p> <p>i-Ready</p> <p>SBA Data</p>	<p><b>Short Term</b></p> <p>Increase in demonstrated ability on weekly UFLI assessment- Will be reviewed monthly.</p> <p><b>Long Term</b></p> <p>IReady-Will be reviewed 3 times a year</p> <p>SBA Data-Will be reviewed annually</p>	<p>Leads will include the building SEL/PBIS team, and building Guiding Coalition.</p> <p>The principals, CEE coach, and all staff will be involved at various times to analyze data to determine the effectiveness of implemented strategies on students' social emotional regulation and academic growth.</p>	<p>Funds for:</p> <ul style="list-style-type: none"> <li>-professional development</li> <li>-consultant,</li> <li>-release time for teachers</li> <li>-classroom resource and materials</li> <li>-additional pay for staff outside contract hours</li> </ul> <p>The UW Autism Center specialists provide classroom observations and consultations to help teachers and other school personnel implement evidence-based practices to maximize the learning of autistic students.</p> <p>Classroom or program consultations may include all or some of the following components:</p> <ul style="list-style-type: none"> <li>● Brief interview</li> </ul>
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				<ul style="list-style-type: none"> <li>● Direct observation of classroom or program</li> <li>● Live demonstration of teaching strategies</li> <li>● Coaching/feedback to staff personnel in the classroom</li> <li>● Written report summarizing observation and recommendations</li> <li>● Feedback meeting to review consultation and recommendations</li> <li>● On-going consultation to increase staff comfort with strategies and ensure fidelity of implementation</li> </ul>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. \$4000 in Guiding Coalition stipends.

2. \$6000 for UW Autism Center consultations

### Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies. Guiding Coalition stipends for six staff, one from each grade level, K-5.</i>
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Materials for student interventions. Staffing.
<b>School Improvement</b>	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Additional staff costs beyond what is allocated to all buildings for more intensive and specific professional learning.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training. PD related to UDL</i>
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development. Staffing support and PD funds.</i>
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Not Applicable

**Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)**

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> REading and Math intervention staff, paraprofessional support for students, materials for professional development
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Not Applicable
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Not Applicable

**TITLE I, PART A SCHOOLWIDE PLAN**

**Name of District/Building:** Walla Walla Public Schools/Edison

**Date:** 2024-25 School Year

**Mission**

Our mission is to ensure high academic achievement and sociocultural competencies for all students in a dual language program.

**Vision**

Our vision is to become a fully bilingual and biliterate school of distinction that is grounded in sociocultural competencies, preparing students for success in collaboration, and partnering with students, staff and families.

**COMPONENT #1: NEEDS ASSESSMENT-WWPS School Data Profile (Look at data by race, sex, ELL status, disability)**

Edison Elementary has a current enrollment of 461 students. Edison Elementary is a school wide dual language program.. Currently, we have (4) kinder classrooms, (4) first grade classrooms, (4) second grade classrooms, (3) third grade classrooms, (3) fourth grade classrooms and (3) fifth grade classrooms.

Edison demographics show our student population is 74% Hispanic, 21.9% White, 2.4% Multiple races, .7% American Indian, .2% Native Hawaiian/Other Pacific Islander, and .4% Asian, Black or African American. We also have 76.6 % students who are low income, 46.6% English Learners and 11.6% receiving special education services.

As part of our Vision 2030, we not only have our individual School Data Profile, but we also have access to our colleagues across the district to study the data and discuss next steps. Additionally, monthly reports to monitor attendance and discipline help ensure we are monitoring data throughout the school year. We progress monitor and assess our students throughout the year in the following: SBA, WIDA, Lectura/DIBELS and iReady.

Here are the data points for our iReady Fall 2024 Diagnostic Data with End of Year Standard as the goal:

<b>iReady Fall Diagnostic</b>	<b># of students On or Above GL</b>	<b>#of students Early On</b>	<b># of students 1 Year Below GL</b>	<b># of students 2+ Years Below GL</b>
<b>5th Grade Reading</b>	14	12	9	39
<b>5th Grade Math</b>	13	9	27	25
<b>4th Grade Reading</b>	13	3	22	34
<b>4th Grade Math</b>	12	4	20	36
<b>3rd Grade Reading</b>	16	14	14	32
<b>3rd Grade Math</b>	6	6	34	30
<b>2nd Grade Reading</b>	5	13	22	30
<b>2nd Grade Math</b>	2	5	35	28
<b>1st Grade Reading</b>	10	4	57	19
<b>1st Grade Math</b>	3	1	60	26
<b>K Reading</b>	7	8	64	n/a
<b>K Math</b>	1	1	77	n/a

\*This Fall 2024 diagnostic was administered in early-September.

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

<p>Plan</p>	<p>As part of staying focused on our Vision 2030 Strategic Plan in conjunction with analyzing our 2024-25 beginning of year data, we have established the following desired outcomes for the 2024-25 school year to be on track to meet our 2030 goals:</p> <ul style="list-style-type: none"> <li>● Students performance on Fall to Winter iReady reading and math growth results will demonstrate a:             <ul style="list-style-type: none"> <li>○ 10% decrease in the number of students 2 or more grade levels behind; and,</li> <li>○ 10% increase in the number of students early on grade or above</li> </ul> </li> </ul> <p>To meet our desired outcomes for increased student learning, the Guiding Coalition, made up of grade level representatives, will work to unite, empower, and support their teams to develop best practices and hold each other accountable that all Edison students are learning at high levels. The GC will work to develop expertise in the PLC process to ensure their teams increased success at analyzing student data and responding to student needs.</p> <p>To meet our desired outcomes for increasing clarity of building-wide expectations for supporting students with academic, behavioral and/or attendance concerns, we have three teams that serve our staff, students and families. Our teams consist of: BGT (Building Guidance Team), SEL (Social Emotional Learning) and SEB (Social Emotional Behavior) team that specifically targets behaviors, supports and family services. The SEL team will analyze the programs and structures in place for PBIS and SEL support as well as guide student leaders to become an active component in our school. SEB and BGT will analyze student data, seeking out trends and patterns to inform their practices and provide TIER II and III support to all students who need it.</p> <p>Through our Communities in Schools (CIS) advocate, PTA, and Title I team we will look for increased participation at family engagement events to support an increase in attendance and student academic growth. Events this year will include:</p> <ul style="list-style-type: none"> <li>● Back to School Open House</li> <li>● Fall Festival - PTA</li> <li>● Kinder Round Up</li> <li>● 3rd grade Informational Night</li> <li>● Family Resource Night (with 24 local agencies/organizations providing resources to our families)</li> <li>● Building Beautification Days with families</li> <li>● Family Movie Night</li> <li>● Pastries with Parents</li> <li>● Spanish Book Fair</li> <li>● Student of the Month Assemblies</li> <li>● Family Literacy Night</li> </ul>
<p>Do</p>	<p>In order to meet our goals, and the intended outcomes listed above, we will ensure that:</p> <ul style="list-style-type: none"> <li>● LAP, Title, Learning Specialist and EL teachers, after SST/MTSS data analysis, will continue to work with small groups in reading and math to support our Tier II intervention.</li> <li>● Use building Wednesday Collaboration to build staff capacity on the cycle of developing, analyzing and responding to CFAs.</li> <li>● Use early release Friday Collaboration to build staff capacity in ML strategies,</li> </ul> <p>To ensure we have feedback to inform our next steps we will collect data throughout the fall, and during January, ahead of the Winter report card period and conferences in regards to academic data. Staff will provide feedback at the end of collaboration sessions through exit tickets to ensure teachers have the support/skills they need to maximize their efforts as a collaborative team. EES data will be shared with staff once it is received.</p>
<p>Study</p>	<p>We will be looking at the following data to track the above school-wide strategies:</p> <ul style="list-style-type: none"> <li>● iReady/DIBELS/Lectura</li> <li>● Teacher input</li> <li>● Parent input</li> <li>● EES survey data</li> </ul>
<p>Adjust</p>	<p>To be completed after we study data in January.</p>

<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES-School-wide programs and a school-wide focus</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-HIGH LEVERAGE INSTRUCTIONAL STRATEGIES</b>	
Plan	As part of our Vision 2030 Strategic Plan, we work systematically with other elementary buildings to focus on the district and grade level identified essential standards in math and language arts. With this focus, we are also collaborating on our instructional practices and those that best support the standards. Through this plan, each collaboration Wednesday will be focused on the instruction, monitoring and responding to our essential standards, common formative assessments, and what we will do when students do not meet the standard and when students demonstrate proficiency of the standard.
Do	<p>In addition to the district-wide focus on high leverage instructional strategies through collaboration provided by the Special Education and Teaching and Learning Departments, at the building level we will also implement the following:</p> <ul style="list-style-type: none"> <li>• Support classroom teachers in the following district developed proficiency maps to ensure all the identified essential standards are taught to mastery during the year by providing additional specific information on the why, material resources, and additional time.</li> <li>• Leverage our ML coordinator and district dual leadership team, to focus on structured student talk and visual tools on the walls to support language development.</li> <li>• Weekly grade level collaborative focus on student goals and the four questions as an extension of the work supported during building collaboration.</li> <li>• Continue BGTs with data and the four questions, specifically focused on students who need support in mastering previous grade level standards and foundational skills.</li> <li>• Continue with our Guiding Coalition model with representation from each grade level to lead the work. This team will meet twice a month to monitor the work of teams to see where they need more support, and to plan for the building-wide collaboration on early release Friday's.</li> </ul> <p>Feedback will come through the monitoring the Guiding Coalition members do with building evidence, exit tickets after building collaboration, and through conversations at team collaboration opportunities.</p>
Study	<p>As we have studied our 2024 data, we have the following strengths:</p> <ul style="list-style-type: none"> <li>• Aligned mission and vision across the district and grade levels for dual language</li> <li>• Guiding Coalition committed to the mission and vision of the building</li> <li>• 100% of Edison student body is enrolled in dual programming</li> <li>• Strong team of Counselor, Learning Specialist and CIS advocate for SEB (Social/Emotional/Behavior) needs</li> </ul> <p>As we have studied our fall 2024-25 data, we have the following challenges:</p> <ul style="list-style-type: none"> <li>• 39% of students are 2+ grade levels below in math</li> <li>• 54% of students are 1+ grade level below in math</li> <li>• 7% are on or above grade level in math</li> </ul> <p>As we have studied our 2023-24 data, we are making the following modifications for 2024-25:</p> <ul style="list-style-type: none"> <li>• Implement new SLA and ELA materials.</li> <li>• Continue refinement of essential standards and unit maps in ELA and SLA.</li> <li>• Increase data analysis professional development opportunities for staff lead by GC members.</li> <li>• Increase conversations around data, progress monitoring, and discussing what was taught from the previous year.</li> </ul>
Adjust	<p>Throughout the year we continued to respond to staff feedback and student data. As a result, we made the following adjustments and modifications to improve our effectiveness:</p> <ul style="list-style-type: none"> <li>• Monthly grade level newsletters and communication to families through ParentSquare</li> <li>• Intervention/extension groups with specific goals</li> </ul>
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-ALIGNED AND COHERENT SYSTEMS</b>	
Plan	<p>As part of our Vision 2030 Strategic Plan, we now have district support to focus on aligned and coherent systems.</p> <ul style="list-style-type: none"> <li>• Staff feedback perception on building EES surveys administered in the spring will demonstrate the following improvements: <ul style="list-style-type: none"> <li>• The percent positive response improves from 83% (2023-2024) to 93% (2024-2025), from instructional staff who respond to the following question: My professional learning community work results in improved student learning.</li> <li>• The I vs They <sup>26</sup>gap for instructional staff will decrease the gap from 28% (2023-2024) to 16% (2024-2025)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Willingness to work at change, openness to new ideas, and willingness to be held accountable (page 5 on EES survey).</li> </ul>
Do	<p>District Wednesdays were dedicated to the implementation of a new literacy curriculum, instruction of essential standards and iReady for the 2024-25 school year. The Teaching and Learning department is also supporting grade level collaboration across all elementary schools as they receive feedback on areas where more time and professional learning is needed to support an effective implementation. In addition to the district support, we are implementing the following professional learning opportunities:</p> <ul style="list-style-type: none"> <li>● <i>New curriculum training through Coachly and HMH consultants and support for district grade level collaboration facilitated by colleagues.</i></li> </ul>
Study	<p>As we have studied our fall 2024 informal data, we have the following strengths and challenges:</p> <ul style="list-style-type: none"> <li>● Collaboration and communication. Common formative assessments are all areas of strengths.</li> <li>● Increased teacher leadership through membership in our GC, BGT, SEL and SEB teams.</li> </ul> <p>As we have studied our fall 2024 informal data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● We are coming together as an entire staff and brainstorming ways to facilitate a belief in one another. Common understandings of our individual roles that make us a collective better whole.</li> <li>● Integrating student needs using all of our resources. Overlapping departments based on the needs of students.</li> <li>● Monitoring growth in i-Ready, sharing CFA data across grade levels, looking at previous years trends for each student.</li> </ul>
Adjust	<p>As a result of our Guiding Coalition meetings, staff meetings, and student data we have made, and are making the following adjustments during the 2024-25 school year:</p> <ul style="list-style-type: none"> <li>● Flexible WIN groups as a response to intervention. Rapid feedback for essential standards</li> <li>● Meeting every 6 weeks with Learning Specialist, LAP teacher and grade level teachers to keep students on watch list, move to STAT process or beginning referral phases. Spreadsheet is made with check lists of “to-do’s” and next steps so that all staff are on the same page with clear expectations.</li> <li>● Utilizing all resources for student needs.</li> <li>● Interventions and extensions. Ensuring that all students access the core and leave with proficiency in the essential standard.</li> </ul>

**PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SOCIAL EMOTIONAL NEEDS**

Plan	<p>As part of our Visions 2030 Strategic Plan, we have district support to focus on safe and engaging environments. For the 2024-25 school year we will focus on:</p> <ul style="list-style-type: none"> <li>● Re-establishing school-wide procedures for responding to undesirable student behaviors</li> <li>● Updating documents and provide all staff access at all times to the most current versions</li> <li>● Continuing with next levels of support and training by moving toward proactive adult behaviors and restorative practices</li> <li>● Continuing to focus on attendance and reducing barriers for families</li> <li>● Updating Minors/Majors form to be in alignment with OSPI coding</li> </ul> <p>Our desired outcome for developing this team, and a systematic way of sharing documents with all staff, is to ensure that with the transition of staff each year and with a returning principal, there will be minimal impact on expectations and support for students. The desired outcome for students is that they will be able to maximize instructional time in the classroom and develop skills to carry them through any situation.</p>
Do	<p>To address school-wide behavior expectations and procedures, as well as responses to individual student needs, we will continue with our Building Guidance Team, SEL team, SEB team and a Shared Drive to ensure all staff have access to the most current school-wide systems.</p> <p>September 2024: Building Guidance Team to meet bi-monthly to review academic, behavioral, and/or attendance data, school-wide expectations, next steps for supporting staff and students. This year we will leverage 5 LAB to make it easier for leadership teams to access and analyze building data.</p> <p>September 2024: All staff, certificated and classified meeting to review school-wide procedures</p> <p>The data used to support our work will include:</p> <ul style="list-style-type: none"> <li>● Attendance data</li> <li>● BGT referral forms from teachers</li> <li>● Minors/Majors data</li> </ul> <p>Continuing with our Building Guidance Team and bi-monthly meetings to monitor effectiveness of procedures and areas for growth will be a critical step to a feedback process for staff to collaborative work together to support clear and consistent expectations for students.</p>

Study	As we have studied our fall 2024 data, we have the following challenges: <ul style="list-style-type: none"> <li>● How we continue to provide training for staff for de-escalation strategies and addressing Tier II and III behaviors in response to student needs.</li> </ul>
Adjust	To be completed after we study data in January.
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SAFE AND ENGAGING ENVIRONMENT</b>	
Plan	As part of Vision 2030, we are supported in our focus on safe and engaging environments. With the support of the district and school board, we are focusing on the physical safety of our school campus.  To support a higher level of student belonging and engagement in our building we are continuing the following for the 2024-25 school year: <ul style="list-style-type: none"> <li>● Student recognition assemblies</li> <li>● Mariposa</li> <li>● 21st Century programming</li> <li>● Friends Mentorship</li> <li>● Whitman Mentors</li> <li>● Campfire</li> </ul>
Do	Continue to partner with organizations in our building to support students to access the variety of engagement options we offer. In regards to school safety, we annually receive support from our district communications and facilities directors to ensure we properly conduct our monthly emergency drills. <ul style="list-style-type: none"> <li>● We practice safety drills throughout the year</li> <li>● We will review safety procedures with parents through meetings, newsletter and all-calls</li> </ul> <p>The outcomes for our partnerships to engage students is that program attendance increases with greater partnership and support between school and families. Through PTA meetings, CIS partnerships and our annual Title I meetings, we will elicit feedback from families.</p>
Study	As we have studied our fall 2024 data, we are making the following modifications: <ul style="list-style-type: none"> <li>● We are studying the level of engagement after home visits, parent conferences and attendance contracts</li> <li>● We are studying how to get our 21.4% students that are chronically absent more engaged</li> </ul>
Adjust	To be completed after we study data in January.
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY-How students who have not met academic and non-academic standards will receive effectively and timely assistance</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	Our grade level promise standards data, building benchmark and progress monitoring data, has helped us identify subgroups, and specific students who are in need of additional supports to meet academic standards and/or achieve social emotional regulation and skills to successfully navigate the challenges of the school day. We will be successful when we see an increase in the percentage of students meeting expectations for grade level standards on local and state assessments. We will also be successful when fewer students are missing class time because we are proactive in our teaching of regulation strategies.
Do	We will continue to monitor and modify the master schedule to ensure supports such as ELD, interventions related to essential standards, and to flexibly schedule our Learning Specialist, Title, LAP and EL staff based on student data.  As a result of identifying areas of focus for ensuring mastery in math and language arts in relation to district-wide identified essential standards, we are using Wednesdays to collaborate around these standards and answering the four questions.  Specifically, our building has identified the following areas for growth, what our goals/outcomes are for the 2024-25 school year, and what we'll be measuring for success. <ul style="list-style-type: none"> <li>● Bilingual Interventions</li> <li>● Tier II Language Arts Reading</li> <li>● Tier II Math Support</li> <li>● SLD Essential Standards(grades 1-5)</li> <li>● CM integrated ELD (grades 3-5)</li> <li>● Transitions to English interventions in 2nd grade as needed (after 2nd Benchmark)</li> </ul>
Study	As we have studied our fall 2024 data, we have the following strengths: <ul style="list-style-type: none"> <li>● Teams are working during collaborative time with a growth mindset and being reflective of their norms and purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers are participating in their PLTs to study CFA data and adjusting proficiency maps to ensure mastery as it guides their work of the essential of the essential standards.</li> <li>• Teachers are learning, implementing and utilizing a new reading curriculum through HMH (Arriba la Lectura &amp; Into Reading).</li> <li>• Teachers are collaborating on a weekly basis to discuss data, instructional strategies and engage in high level conversations around planning and preparation to serve grade-level students with more alignment.</li> </ul>
Adjust	To be completed after we study data in January.

**COMPONENT #4: COORDINATION AND INTEGRATION-District funding, state and federal funding plans for how funding will be used.**

**PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	<p>Through the integration of district, state and federal funds we can ensure all staff have the opportunity to participate in professional learning opportunities. The integration of funds also allows us to provide language arts, math and social emotional support in a more seamless manner as we know that without social emotional support, students will struggle to access instruction.</p> <p>Working in collaboration with the 21st Century Program, Equity and Dual Language Department, Family Engagement Coordinator, Teaching and Learning, and district behavior team, for example, we monitor the success of our students in regards to attendance, academic growth, and behavioral needs.</p> <p>In addition, there is a commitment to continue strengthening the relationship between school and the PTA. The PTA will provide opportunities to increase their funds for family events and support for teachers through mini-grants, snacks/dinners for teachers during Parent/Teacher Conferences.</p>
Do	<p>Whether we are using building funds, or asking for additional support from district funds, our plans are approved and supported once they are checked for alignment and meet the funding guidelines. Training for this year has included the list in the Plan section and/or modifications as follows:</p> <p>We will monitor attendance, behavior and student growth data monthly. We will also monitor attendance at family events with our partners. At events, through PTA, and our annual Title I family input opportunity we will monitor if the way in which we are coordinating funds and services is having a positive impact on how students and families feel about school, and by monitoring student academic growth.</p>
Study	We constantly monitor the use of funds and in conjunction with student growth, parent engagement, and staff growth.
Adjust	To be completed after we study data in January.

**SCHOOLWIDE PLAN**

**Name of District/Building:** Walla Walla Public Schools/Prospect Point

**Date:** 2024-2025 School Year

**Mission:**  
Our mission at Prospect Point is to foster an enduring love of learning for all students through engaging academics. High levels of collaboration and learning ensure all students are socially, emotionally, and academically skilled members of our community. All students learning at high levels

**Vision**  
Every student: Engaged, Involved, Empowered!

**COMPONENT #1: NEEDS ASSESSMENT-WWPS School Data Profile (Look at data by race, sex, ELL status, disability) PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

Prospect Point has a current enrollment of 419 students. Demographics show our student population is 33.2% minority, and 43% students qualify for free/reduced lunch. 7.4% English Learners and 15.3% are receiving special education services.

iReady Fall 2024 Diagnostic Data with End of Year Standard as the goal

<b>iReady Fall Diagnostic</b>			
	<b>Green %</b>	<b>Yellow %</b>	<b>Red %</b>
5th Grade Reading	33	21	46
5th Grade Math	38	32	31
4th Grade Reading	37	47	19
4th Grade Math	41	43	16
3rd Grade Reading	52	21	27
3rd Grade Math	24	52	24
2nd Grade Reading	49	37	14
2nd Grade Math	26	59	15
1st Grade Reading	28	65	8
1st Grade Math	17	66	17
K Reading	22	78	0
K Math	22	78	0

As part of staying focused on our Vision 2030, in conjunction with analyzing our 2024-2025 beginning of year data, we have established the following desired outcomes for the 2024-2025 school year to be on track to meet our 5-year goals:

- Students performance on Fall to winter iReady reading and math growth results will demonstrate a
  - 10% decrease in the number of students 2 or more grade levels behind; and,
  - 10% increase in the number of students early on grade or above.
- Discipline data: We plan to reduce referrals this year by 15% over last year. To do this we will work on the following action items.
  - Leveraging building SEL team to support Tier 1 systems around social behavior.
  - Teachers will use the SEL curriculum for 30 min every week to support our Tier I systems.

	<ul style="list-style-type: none"> <li>○ Review Tier I systems as a team and adjust as needed based on referral data</li> <li>○ Counselor will provide Anti-Bullying curriculum to grades 3-5 and size of the problem lessons to all grade levels.</li> </ul> <ul style="list-style-type: none"> <li>● Attendance rates at this time are 92.6%. Chronic Absenteeism is 22%. We will work to reduce chronic absenteeism by at least 10%.</li> </ul>
Do	<ul style="list-style-type: none"> <li>● Meet with the Guiding Coalition and other staff to study iReady data looking at trends in Tier I, Tier II, Tier III, Free/Reduced lunch rate identified students, and students in minority groups.</li> <li>● Implement Academic Intervention Team (Tier II) and Sped Data meetings bi-weekly.</li> <li>● Engage in cycles of inquiry for both ELA and Math based on classroom/teacher need.</li> <li>● Utilize strategies from The Writing Revolution to improve writing skills K-5 across content areas.</li> <li>● Integrate Universal Design for Learning practices into daily instruction.</li> <li>● Modify CFAs to address rigor of standards taught.</li> <li>● Shared grade level data collection on CFAs given, interventions/extensions provided by Title/LAP, Sped, and General Education staff.</li> <li>● Grade levels studied i-Ready data to set new building wide improvement goals.</li> <li>● Identified dedicated intervention/extension time for each grade level.</li> <li>● Utilize strategies from Restorative Practices.</li> <li>● Support families through home visits, community resources through partnership with Community In Schools, and SST team to improve engagement/attendance.</li> </ul>
Study	<p>As we have studied our fall 2024 data, we have learned the following:</p> <ul style="list-style-type: none"> <li>● Reading is a relative strength for grade levels 1-5, with the majority of students scoring in the one grade level below (yellow) range when compared to end of year standards.</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● Continued focus on Essential Standards, CFAs and intervention to support students who have not yet mastered the identified Promise Standards.</li> <li>● Intentional focus on providing extension to those students who are showing that they have already mastered a standard.</li> <li>● Intentional use of i-Ready assessments and building teacher capacity to use i-Ready to support student learning.</li> <li>● Increase family engagement outreach to assist families in learning skills to support students.</li> <li>● Utilizing partnerships with our community through Community In Schools to support families.</li> <li>● Support teacher learning release time to visit classrooms that have high rates of success</li> </ul>
Adjust	To be completed after we study our benchmark data at the end of January.
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES-School-wide programs and a school-wide focus</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-HIGH LEVERAGE INSTRUCTIONAL STRATEGIES</b>	
Plan	<p>As part of Vision 2030, we now have district support to focus on high leverage instructional strategies, which are research based strategies that, when used, have a high likelihood of student success. Through this plan, and district support, each early release Wednesday, along with 8 early release Fridays, will be dedicated to what we will do when students do not meet the standard and when students demonstrate proficiency of the standard. Based on our student data and staff input, our building will be focusing on the following aspects related to high leverage instructional strategies.</p> <ul style="list-style-type: none"> <li>● We will monitor and be intentional with iReady instruction in ELA and math. Utilizing iReady lessons as a tool to differentiate during math sessions.</li> <li>● We will ensure that all students receive core instruction with purposeful attention to grade level essential standards. We have built intervention/extension blocks into our schedule and measure success through the use of common formative assessments.</li> <li>● We will support students with support of special education push in staff, paraeducator and co-teacher support and modifications/accommodations during this instruction.</li> <li>● Master schedule is built to ensure common planning time.</li> </ul>
Do	<p>In addition:</p> <ul style="list-style-type: none"> <li>● Ensure all 3rd-5th grade students have access to one math and one ELA Interim Assessment Block before SBA assessment in the spring.</li> <li>● Peer observations; encourage sharing strategies by providing time for teachers to learn from other teams</li> </ul>

	<ul style="list-style-type: none"> <li>● Use of Wednesdays to answer the 4 Questions</li> <li>● Representatives from each grade level are members of the Guiding Coalition.</li> <li>● SEL team provides PD and resources around best practices in supporting social emotional skills.</li> </ul>
Study	<p>As we have studied our fall 2024 data, we have learned the following:</p> <ul style="list-style-type: none"> <li>● Grade level teams are engaged in collaborative work of revising proficiency maps, unit planning, and developing CFAs on district promise standards.</li> <li>● Students experienced unfinished learning due to interruption covid caused. This has continued into the 24-25 school year with students having higher needs in the area of SEL and academics</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● Identification of Essential Standards: Focusing on these essential standards in both ELA and Math</li> <li>● Guiding Coalition has developed central storage for PLC documents (CFA data, Proficiency Maps, Unit Plans and CFA data) for each grade level to monitor building wide growth in iReady data.</li> <li>● The Guiding Coalition will continue conversations around belonging at Prospect Point.</li> <li>● Intentional monitoring of i-Ready data.</li> </ul>
Adjust	Will make adjustments after our January benchmark assessments.

**PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-ALIGNED AND COHERENT SYSTEMS**

Plan	As part of Vision 2030, we are beginning to discuss inclusionary practices and implement systematic foundational reading skill instruction.
Do	<p>What do we want students to learn? How will we know when they have learned it? What will we do for students who need more support to meet the standard? What will we do for students who have already mastered the standard? The Teaching and Learning department is also supporting grade level collaboration across all elementary schools as they receive feedback on areas where more time and professional learning is needed to support an effective implementation.</p> <ul style="list-style-type: none"> <li>● K-2 teachers are using UFLI materials as core instruction.</li> <li>● Higher level of representation in district level work.</li> <li>● K-2 Teachers are being trained in LETRS.</li> <li>● Focus on using Wednesdays for collaborative teams to answer the 4 Questions.</li> </ul>
Study	<p>As we have studied our fall 2024 data, we have learned the following:</p> <ul style="list-style-type: none"> <li>● Prospect staff are leading the way with LETRS and UFLI training and implementation, thus we are closely monitoring K-2 early literacy data and sharing with our district colleagues.</li> <li>● There are a small number of students who are consistently absent from school.</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● SEL Team is in place to improve Tier 1 systems school wide, and lead Tier II and Tier III plans.</li> <li>● Guiding Coalition meets two times per month, using meetings for intentional study of data, team support, and planning professional development for staff.</li> <li>● Community in Schools support is helping families access resources and reduce barriers to attendance and participation; they are an active member of our student support team.</li> <li>● SST team is actively involved in collaboration with classroom teachers to implement plans to support student engagement and SEL.</li> </ul>
Act	We will make adjustments after our January benchmark assessments.

**PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SOCIAL EMOTIONAL NEEDS**

Plan	<p>As part of Vision 2030, we have district support to focus on safe and engaging environments. We have identified the following school-wide needs:</p> <ul style="list-style-type: none"> <li>● Reinforce school-wide procedures for responding to undesirable student behaviors</li> <li>● Building systems for PBIS: celebration of student successes, etc.</li> <li>● Use Shared Google Drive to ensure staff have access to most updated forms and resources.</li> <li>● Continue with next levels of support and training by moving toward proactive adult behaviors and restorative practices</li> <li>● Continued focus on attendance</li> </ul>
Do	With the support of Teaching and Learning, our intervention specialists, counselor, and CIS with our individual building focus on social emotional growth, we will provide the following this year:

	<ul style="list-style-type: none"> <li>● SEL focus by classroom teachers and school counselor</li> <li>● Collaboration with the district SEL team during weekly SST meetings.</li> <li>● Weekly rolling agenda and consistent meeting times for the Student Services team with professional development around classroom exclusion, intervention strategies and planning for consistent response to challenging behaviors</li> <li>● Implementation of a simple form for teachers to request support for students from the SST team.</li> <li>● Celebrations through incentives, classroom plans for engagement in class and common areas.</li> <li>● Monthly assemblies to highlight students on positive behaviors.</li> <li>● We will increase signage around campus in relation to our STAR Pledge to support Tier 1 PBIS.</li> </ul> <p>We will be collecting and analyzing the following data:</p> <ul style="list-style-type: none"> <li>● ABC data for individual students</li> <li>● Behavior plan data for specific students</li> <li>● Review discipline data</li> <li>● Attendance/engagement</li> </ul> <p>Throughout the year we will also solicit input from staff and families in the following ways:</p> <ul style="list-style-type: none"> <li>● Collaboration with PTO.</li> <li>● Parent engagement functions and surveys</li> <li>● Parent Compact Committee</li> <li>● The use of social media</li> <li>● Districtwide EES survey</li> </ul>
Study	<p>As we have studied our fall 2024 data, we have learned the following:</p> <ul style="list-style-type: none"> <li>● Teachers will provide weekly SEL lessons through Purposeful People</li> <li>● Staff understand the basics of trauma informed care and how trauma impacts developing brains.</li> <li>● Teachers will implement UDL practices to support all students.</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● Common Expectations were realigned to a new building Tier 1 Matrix.</li> <li>● Common Expectations were taught to all students in Fall of 2024.</li> <li>● Common Expectations will be retaught after Winter break by classroom teachers.</li> <li>● Training is ongoing with SEL team and Flint Simonsen.</li> </ul>
Adjust	Will make adjustments after our January benchmark assessments.
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-Culture of Equity and Belonging</b>	
Plan	<p>As part of Vision 2030, we are implementing inclusionary practices, supporting an increase in student voice, and re-establish a building level SEL team to support Tier I, II, and III consistency in the building.</p> <p>To support a higher level of student engagement in our building we are promoting the following:</p> <ul style="list-style-type: none"> <li>● One School, One Book</li> <li>● Parent Nights and Engagement opportunities for families</li> <li>● Picture Lab lessons .</li> <li>● Fall Fundraiser~ Cookie Dough</li> <li>● School Assemblies for Common Expectations, caring/giving and tolerance</li> <li>● 5<sup>th</sup> Grade Basketball</li> <li>● 4th-5th Grade Soccer &amp; Flag Football</li> <li>● After School Programming with support of 21st Century and CampFire</li> <li>● Friends Program and Whitman Mentors</li> <li>● High School Service volunteers from WaHi</li> <li>● Family Engagement “take home” activities, i.e. school cookbook</li> <li>● Field Trips for all grade levels</li> <li>● Provide “Go Bags” to students who need extra food on the weekend; supplemented by PTO and Community In Schools.</li> <li>● Miles Club – Fall 2024, Spring 2025</li> <li>● Choir</li> <li>● PBIS ticket system to acknowledge students who are meeting expectations</li> <li>● Percussion Group</li> </ul>

	In addition, signage was purchased for sidewalk cones to encourage motorists dropping off and picking up their students to stay in their cars to avoid creating more unsafe situations in the parking lot at these times. Signage was also purchased to identify the main office area and building in both English and Spanish.
Do	<ul style="list-style-type: none"> <li>● Continue the use of school social media to reach families.</li> <li>● Staff professional development and Guiding Coalition study on belonging</li> <li>● Celebration of student success through incentives and home visits.</li> <li>● Annually, we receive support from our district communications and facilities directors to ensure we properly conduct our monthly emergency drills.</li> <li>● Build more “at home” type family engagement activities that students and families can participate in and share with school community.</li> </ul>
Study	<p>As we have studied our fall 2024 data, we have learned the following:</p> <ul style="list-style-type: none"> <li>● Parent involvement needs improvement.</li> <li>● The timing of family events and activities have not supported involvement.</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● Creation of a student team focused on a welcoming environment, supported and led by parent volunteers.</li> <li>● Studying where to make changes to evening activities in terms of content and timing to encourage more participation.</li> </ul>
Act	Will make adjustments after our January benchmark assessments.
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY-How students who have not met academic and non-academic standards will receive effectively and timely assistance</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	<p>Our SBA, i-Ready diagnostic, building benchmark, CFA, and progress monitoring data has helped us identify subgroups, and specific students who are in need of additional support to meet academic standards and/or achieve social emotional regulation and skills to successfully navigate the challenges of the school day.</p> <p>We will be successful when we see an increase in the percentage of students meeting expectations for grade level standards on local and state assessments. We will also be successful when fewer students are missing class time because we are proactive in our teaching of regulation strategies.</p>
Do	<p>We will continue to monitor and modify the master schedule to ensure supports such as interventions related to essential standards, and to flexibly schedule our K-3 Intervention Teacher, Special Education, LAP and ML staff based on student data.</p> <p>As a result of identifying areas of focus for ensuring mastery in math and language arts in relation to district-wide identified essential standards, we are using Wednesdays to collaborate around these standards and answering the four questions.</p> <ul style="list-style-type: none"> <li>● Proficiency map revision to align with Essential Standards for ELA and Math</li> <li>● Teams are completing ELA &amp; Math Unit Plans this school year.</li> <li>● Creation of CFAs, delivery of CFAs and building staff capacity to respond to CFA data. This data is shared building wide.</li> </ul>
Study	<p>As we have studied our fall 2024 data, we have learned the following:</p> <ul style="list-style-type: none"> <li>● Services between special education, LAP, and general education needed alignment.</li> <li>● Teams will continue to research new practices to incorporate into their teaching to meet the needs of a variety of learners</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● Revision of Master Instructional schedule to include intervention time and allow collaboration with K-3 Intervention teachers.</li> <li>● Continued work in grade level teams to create CFAs aligned with essential standards, and use those to guide collaborative conversation about instructional practice.</li> <li>● Continued collaboration and co-teaching between special education and general education to ensure all students have access to standards.</li> <li>● Continued focus on collaborative teams to analyze CFA data and respond.</li> <li>● Collaboration with technology to increase student access to Chromebooks, and create more opportunities to use iReady to fill instructional gaps.</li> </ul>

Act	Will make adjustments after we complete January benchmark assessments.
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<b>COMPONENT #4: COORDINATION AND INTEGRATION-District funding, state and federal funding plans for how funding will be used.</b>	
<b>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</b>	
Plan	<ul style="list-style-type: none"> <li>● Through the integration of district, state and federal funds we can ensure all staff have the opportunity to participate in professional development opportunities. The integration of funds also allows us to provide both ELA, math, and social/emotional support in a more seamless manner as we know that without social and emotional support, students will struggle to access instruction.</li> <li>● Our overall desired outcomes for professional learning for staff are to build systematic capacity so that all staff have a common understanding of the academic/social emotional challenges students can present, and why. Professional learning related to interventions is essential so that we can flexibly respond to students’ changing needs throughout the year, and from year to year.</li> <li>● For the 2024-2025 school year the following professional learning and activities were identified to improve student learning outcomes: <ul style="list-style-type: none"> <li>○ Continued work in the PLCs to increase student performance on the essential standards</li> <li>○ Parent activities that promote academics while working on specific essential skills.</li> <li>○ The Writing Revolution</li> <li>○ Universal Design for Learning - Shift to Student Led</li> <li>○ Release or additional time for teachers to work on responding to students who need additional support to meet grade level identified promise standards, implement Self-Organized Learning Environments (SOLEs).</li> </ul> </li> </ul>
Do	<p>Whether we are using building funds, or asking for additional support from district funds, our plans are approved and supported once they are checked for alignment and meet the funding guidelines. Training for this year has included the list in the Plan section and/or modifications as follows:</p> <p>We will monitor attendance, behavior and student growth data monthly. We will also monitor attendance at family events with our partners. At events, through PTO we will monitor if the way in which we are coordinating funds and services is having a positive impact on how students and families feel about school, and by monitoring student academic growth.</p>
Study	We constantly monitor the use of funds and in conjunction with student growth, parent engagement, and staff growth.
Adjust	Will make adjustments after we study data in January.

# Consolidated School Improvement Plan 2024-25

## Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Green Park	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): <a href="#">Click or tap here to enter text.</a></p>
School Code: 2078	<p>Grade Span: K-5</p> <p>School Type: Elementary</p>
Principal: Cesar C Hernandez	Building Enrollment: 526
School District: Walla Walla School District	F/R Percentage: 6.9%
Board Approval Date: December 2024	Special Education Percentage: 4.4%
Plan Date: June 2024	English Learner Percentage: 23.7%
<p>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</p> <p>Cycle 3 Tier 3</p>	

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Section 2: School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)

<p>Cesar Hernandez (Principal)</p> <p>Amy Ford (Assistant Principal)</p>	<p>Jamie Adolfae, Title/LAP</p> <p>Marcia Frandsen, SPED</p> <p>Katie Mirkovich, ELD Coordinator</p> <p>Guiding Coalition: Sara Lamanna, Araceli Garcia, Iris Salazar, Rebecah Boeckman, Missy Johnson, Melissa Lopez</p>
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<h3>Section 3: Vision and Mission Statement</h3>
<p>Mission:</p> <p>At Green Park we ALL work together to ensure that students feel included and are learning at high levels.</p>
<p>Vision:</p> <p>At Green Park we are lifelong learners who are committed to academic and social-emotional success of ALL students.</p>

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<h3>Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)</h3>
<p>The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the <a href="#">Comprehensive Needs Assessment Toolkit</a>.</p> <p><b>Note:</b> If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4) Year Adjusted Cohort (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).</p> <p><b>Note:</b> If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).</p>

**Note:** If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in blue. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

At Green Park Elementary takeaways that we have about how student groups are performing on state and locally determined school indicators is that students with special needs and Multilingual Learners (MLs) are performing below their peers in key academic areas such as English Language Arts and Mathematics. For students with special needs, varying levels of support and engagement challenges have impacted their progress. In response, we are focusing on enhancing inclusive practices, implementing targeted interventions, and providing ongoing professional development to equip teachers with effective differentiation and adaptive teaching strategies. For MLs, while there is progress in language acquisition, academic proficiency in reading comprehension and vocabulary remains a challenge. To address this, we are expanding instruction strategies and fostering collaboration between classroom teachers and ELD specialists.

For our students who qualify as MLs, the following Fall to Winter iReady diagnostic data for the 2023-24 school year indicates the percentages of students in the identified categories who met or exceeded grade level standards a 3 or 4. For ELA our kindergarten ML students performed 37% below their Non ML counterparts, 1st grade 29% below, 2 grade 32% below, 3rd grade 40% below, 4th grade 40% below, 5th grade 45% below. For Math our Kinder ML students performed 28% below their Non ML counterparts, 1st grade 26% below, 2nd grade 24% below, 3rd grade 12% below, 4th grade 31% below, and 5th grade 46% below.

Reading			Math		
Grade	ML Students	Non ML Students	Grade	ML Students	Non ML Students
K	17%	54%	K	8%	34%
1	5%	34%	1	0%	26%
2	15%	47%	2	0%	24%
3	12%	52%	3	17%	29%
4	15%	45%	4	8%	39%
5	0%	45%	5	0%	46%

Spring 2024 Iready data indicates that 8% of our students receiving special education services in 3rd grade scored a level 3 or 4 in ELA, 44% below students who did not qualify for special education services. 9% of our 3rd grade students who receive special education services scored a level 3 or 4 in Math which is 35% lower than peers who did not qualify for special education services. For 4th graders 8% scored a level 3 or 4 in ELA and 0% in Math, which is 33% lower in ELA and 49% lower in Math. For our 5th graders 0% scored a level 3 or 4 in ELA and 13% in Math, which is 42% less in ELA and 12% less in Math than our non-special education students.

For our students who qualify for special education services, the following Winter to Spring i-Ready diagnostic data for the 2023-24 school year indicates the percentages of students in the identified categories who met or exceeded grade level standards.

Reading			Math		
Grade	Special Education	Non Special Education Students	Grade	Special Education Students	Non Special Education Students
K	43%	80%	K	13%	65%
1	58%	43%	1	29%	37%
2	23%	58%	2	23%	40%
3	18%	56%	3	9%	44%
4	8%	41%	4	0%	49%
5	0%	42%	5	13%	25%

The data indicates a significant performance gap between English Language Learners (ELLs) and Non-English Language Learners (Non-ELLs) across all levels of ELA. ELLs have 44.2% more students performing below grade level compared to Non-ELLs, highlighting a substantial need for additional support. At the Foundational Grade Level (Levels 2, 3, & 4), Non-ELLs performed 41.2% better, demonstrating stronger basic skills. In terms of Consistent Grade Level Knowledge and Above (Levels 3 & 4), Non-ELLs performed 369% better, showing a clearer understanding of the content. Additionally, at the Advanced Grade Level Knowledge (Level 4), Non-ELLs outperformed ELLs by 15.3%.

ELA				
	Below Grade Level (Level 1)	Foundational Grade-Level (Levels 2,3,& 4)	Consistent grade level knowledge and above (Level 3&4)	Advanced grade level Knowledge (Level 4)
English Language Learners	78.3%	21.7%	4.3%	0%
Non-English Language Learners	34.1%	62.9%	41.2%	15.3%

The data highlights notable performance differences between English Language Learners (ELLs) and Non-English Language Learners (Non-ELLs) in Math. ELLs have 30% more students performing below grade level compared to Non-ELLs, indicating a significant gap at the foundational level. For Foundational Grade Level (Levels 2, 3, & 4), Non-ELLs performed 27% better, demonstrating stronger basic math skills. In terms of Consistent Grade Level Knowledge and Above (Levels 3 & 4), Non-ELLs performed 33.4% better, showing a higher mastery of grade level content. At the Advanced Grade Level Knowledge (Level 4), Non-ELLs outperformed ELLs by 14.7%, demonstrating a higher level of mathematical proficiency.

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Math				
	Below Grade Level (Level 1)	Foundational Grade-Level (Levels 2,3,& 4)	Consistent grade level knowledge and above (Level 3&4)	Advanced grade level Knowledge (Level 4)
English Language Learners	59.4%	40.6%	10.1%	2.9%
Non-English Language Learners	29.4%	67.6%	43.5%	17.6%

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Our team identified strengths in our collaborative teaching practices and the targeted use of data to inform instruction, which have positively impacted student learning outcomes. Data from formative assessments and progress monitoring tools indicate that students, particularly in co-taught classrooms and those receiving targeted interventions, are making measurable gains in ELA and Math. These strengths can be leveraged to improve areas of need by expanding successful co-teaching models and data-driven instructional strategies across more classrooms, especially those serving students with special needs and Multilingual Learners (MLs). By continuing to foster a collaborative culture and using data to refine instructional practices, we can further support all students in achieving high levels of learning.

3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

Our team identified several root causes for areas needing improvement, including inconsistent implementation of differentiated instruction and challenges in effectively integrating inclusive practices across all classrooms. While our strengths lie in collaborative teaching and data-driven decision-making, there is a need to ensure that these strategies are consistently applied, especially in supporting students with special needs and Multilingual Learners (MLs). Limited access to targeted professional development on differentiation and culturally responsive teaching has also contributed to variability in instructional quality. To build strength in these areas, we need to provide ongoing, focused training, increase collaboration time for co-planning, and ensure that successful models of inclusive teaching are shared and scaled across all classrooms. By aligning our strengths with targeted efforts to address these root causes, we can create a more equitable and supportive learning environment for all students using strategies of UDL (Universal Design) to reach all students.

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students**

- a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Focus Placement, etc.**

At Green Park Elementary using multiple criteria to ensure that those with the greatest academic need receive support. The selection process includes reviewing student performance data such as state assessments, district benchmarks, and progress monitoring results to identify those performing below grade level in core subjects like reading and math. Teacher referrals also play a crucial role, as teachers can provide insights into students' daily performance, engagement, and specific areas of struggle that may not be fully captured by assessment data. Additionally, we consider previous placements in intervention programs, report card grades, and attendance records to gain a comprehensive understanding of each student's academic and social needs. This multi-criteria approach helps us identify students who are at risk of not meeting academic standards and prioritize them for targeted support.

- b. **Describe the process used to create the rank order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

Students are initially ranked based on academic risk factors such as failing or being at risk of failing key subjects, particularly in reading and math. Priority is given to those scoring below proficiency on state and district assessments, performing significantly below grade-level expectations on benchmark tests, or showing minimal progress in progress monitoring assessments.

To refine the list further, additional criteria such as grade level and age are considered, with emphasis placed on students' critical grades where foundational skills are developed or during key transition years. Teacher input is also incorporated to identify students whose academic struggles are not fully reflected in quantitative data. By using this systematic approach, we ensure that students with the highest level of need are prioritized for targeted support services.

c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

We utilize progress monitoring tools, such as weekly or biweekly assessments and quarterly on benchmark assessments, to track student growth in targeted areas like reading and math. These data points are reviewed at regular intervals, typically every six to eight weeks, allowing us to adjust instruction and interventions based on each student's needs.

To determine if a student is ready to exit services, we analyze their progress toward meeting grade-level standards, looking for consistent improvements in assessment scores, classroom performance, and teacher observations. If the data shows that a student is meeting or exceeding benchmark, demonstrating academic independence, and maintaining progress without additional support, collaborative decision is made with teachers, intervention specialists, and parents to exit the student from the program. This ensures that students are ready to succeed independently and that program resources are redirected to those still in need of support.

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### Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning as well as intervention supports (e.g., positive behavior interventions)?

We have identified a need for professional learning and support across all staff to strengthen the implementation of evidence-based teaching, learning, and intervention supports. A key focus is on expanding our knowledge of Universal Design for Learning (UDL) to ensure that we effectively reach and engage all students. This will involve training on UDL strategies and integrating positive behavior interventions that are inclusive and responsive to diverse student needs. By prioritizing these areas, we aim to enhance our capacity to provide high-quality, equitable instruction and support for all learners.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

At Green Park Elementary, we have effectively utilized learning walls for displaying anchor charts, word walls, and other instructional materials. These walls are designed to support student learning by providing constant access to key information and resources that reinforce classroom instruction. Teachers have been guided by a rubric outlining best practices for creating and maintaining these learning walls, ensuring that they are both informative and engaging.

The effectiveness of this approach is assessed through various metrics, including increased student engagement and improved academic performance. We monitor how frequently students reference the learning walls and their ability to use these resources to enhance their understanding of the material. Additionally, formative and summative assessment data are reviewed to gauge any improvements in student outcomes linked to the use of learning walls. Teacher feedback also indicates that these walls contribute to a more organized and interactive learning environment, supporting more effective teaching and learning practices.

**3. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**

**a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

The professional development opportunities we plan to offer are tailored to meet the needs of teachers and paraeducators working with students receiving targeted assistance. Training will focus on differentiated instruction techniques to effectively address diverse student needs, including those with special needs and Multilingual Learners. Additionally, educators will receive guidance on utilizing learning walls—such as anchor charts and word walls—to enhance instructional clarity and student engagement. Professional development will also emphasize data-driven decision-making, helping educators use student data to adjust instruction and monitor progress. Finally, strategies for effective collaboration and co-teaching will be provided to support teamwork in inclusive classrooms and intervention settings. This targeted approach ensures that our staff is well-prepared to support students and improve educational outcomes.

**b. How will the professional development activities benefit the students receiving targeted assistance services?**

By focusing on differentiated instruction, teachers and paraeducators will be able to tailor their teaching methods to address the diverse needs of students, including those with special needs and Multilingual Learners, leading to more personalized and effective instruction. Training on effective use of learning walls will enhance classroom environments, making key information and resources more accessible and engaging for students.

Moreover, professional development in data-driven decision-making will enable educators to make informed adjustments to instruction based on student progress, ensuring timely and targeted interventions. Enhanced collaboration and co-teaching strategies will improve the support provided in inclusive classrooms and intervention settings, fostering a more cohesive and supportive learning environment. Overall, these professional development activities will help create a more responsive and effective educational experience, leading to improved academic outcomes and better support for students receiving targeted assistance services.

## Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Resource inequities were identified, including a need for trained paraeducators and intervention supporters who can provide focused, small-group support. This has placed extra demands on existing staff, affecting the level of personalized instruction students receive. Additionally, there is an identified need for more professional development resources and coaching to equip teachers and paraeducators with the skills required to address diverse learning needs effectively. To address these inequities, our plan includes reallocating resources to increase professional development opportunities.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Green Park Elementary's system of support is strong in culturally responsive teaching and social-emotional learning (SEL), which foster an inclusive environment and equip students with essential life skills. Our SEL team helps students manage emotions, build relationships, and make responsible decisions, while culturally responsive practices ensure that diverse backgrounds are reflected in classroom instruction, enhancing student engagement. To further strengthen our support system, we will expand behavioral interventions and targeted academic supports, particularly for students with special needs and Multilingual Learners, by providing professional development in data-informed practices and differentiated instruction. Additionally, we will enhance our use of data-driven decision-making to more effectively monitor progress and tailor supports, ensuring a comprehensive approach that meets the diverse cultural, behavioral, social-emotional, and academic needs of our students.

3. How did your school identify these areas of strengths and improvement?

We identified areas of strengths and improvement by sharing data and engaging in collaborative discussions with our Guidance team, SEL team, and MTSS teams. These conversations allowed us to analyze student performance, behavioral trends, and the effectiveness of current supports. Through this process, we were able to pinpoint key strengths and areas that require further attention and development.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example

School and community systems at Green Park Elementary interact effectively to ensure continuity of supports for students, creating a network that addresses academic, behavioral, and social-emotional needs. One example of this collaboration is our partnership with mental health providers, who work closely with our SEL team to offer on-site counseling services for students requiring additional emotional support. This partnership allows us to seamlessly connect students and families with external resources, ensuring that supports extend beyond the classroom and are sustained in the community, enhancing overall student well-being.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

At Green Park Elementary, we have strong family and community involvement, which is a key strength of our school. Our events, parent-teacher conferences, and community partnerships are well-attended and foster a positive school culture. However, an area we aim to strengthen is our communication of school and state assessment results with parents. By more effectively sharing iReady data, SBAC scores, and WIDA results, we can better inform families about their child's progress and create stronger school-to-home support systems that empower parents to actively participate in their child's academic success.

**6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**

**a. How does your targeted assistance program coordinate with core and additional programs in the school?**

We coordinate with classroom teachers to make sure the extra help students receive matches what they are learning in class. We also connect with MTSS and SEL teams to address both academic and social-emotional needs, ensuring students get consistent and well-rounded support throughout their day.

**b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

Our approach includes using data (Iready, CFA's, progress monitoring) to identify students in need and tailoring interventions to address their specific gaps. Additionally, our Title/LAP teams provide regular interventions and progress monitoring every 4-6 weeks, allowing us to make timely adjustments and ensure that these students receive effective support. This coordination helps maintain alignment between targeted interventions and classroom instruction, promoting student growth and success.

**c. How do you support transitions between grade spans?**

To support transitions between grade spans, we facilitate collaboration between grade level teams to provide feedback on each student's strengths and weaknesses to the grade level above. We use "Panther Cards" that include detailed information on students' academic progress, social-emotional needs, and any specific requirements for Multilingual Learners (ML) or students with Individualized Education Programs (IEPs). These cards ensure that the next grade level's teacher has comprehensive insights to support a smooth transition and address any specialized needs effectively.

**d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**  
Yes

**7. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement**

**a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

Our parent family engagement strategy aligns by regular communication about their child's progress, including updates on targeted interventions and strategies being used. By providing families with information on academic standards, assessment results, and specific support plans, we help them understand and reinforce the targeted assistance their child receives. This alignment ensures that families are informed partners in their child's education.

**b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?**

We will use our CEE (Comprehensive Family Engagement) survey to evaluate the effectiveness of our family engagement strategies. This survey will provide valuable insights into parents' and families' experiences and satisfaction with our communication and involvement opportunities. By analyzing the survey results, we can determine whether our engagement efforts are meeting the needs of families and positively impacting student outcomes. This data will help us identify successful practices and areas for improvement, ensuring that our strategies are effectively supporting student achievement and fostering strong school-family partnerships.



## Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goals** specific, measurable, attainable, realistic, timebound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**Note:** This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

**Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1: Students at Green Park will show an increase of pass rates by 10% in the Iready from 24-25. Our students with disabilities will show an increase of pass rates by 15% in the Iready from 24-25.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

i-Ready. If we are on track to meet this overarching goal, we will see a 10% increase in both math and reading of students at the standard, and a 10% reduction in the percentage of students two or more grade levels below.

Who will monitor the progress of this overarching goal?

The Guiding Coalition

When/how often will they monitor progress toward this overarching goal?

The Guiding Coalition will be monitoring data quarterly.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

*\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal (Data + Evidence based Practice = Support of SMARTIE Goal)*

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<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>

<i>What student groups will benefit and why?</i>	<i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>	
<p><b>We will be improving PLCs.</b></p> <p>Although all students will benefit from this activity, the largest benefit will be to our students with disabilities</p> <p>This activity will take multiple years to implement fully, action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>- using data to problem solve</li> <li>- proficiency on student common assessments</li> <li>- developing two-way communication</li> </ul>	<p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>- PLT Notes</li> <li>- Teacher self assessment of student knowledge</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>- Iready Data</li> <li>- Portfolios (look at twice a year)</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- PLT Notes</li> </ul>	<p>This activity is projected to take 3 years for complete implementation. We are in year 1.</p> <p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>- PLT Notes will be reviewed Monthly</li> <li>- Teacher self assessment of student knowledge will be reviewed End of each unit</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>- Iready Data will be reviewed Semester</li> <li>- Portfolios (look at twice a year) will be reviewed semester</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- PLT Notes will be reviewed Monthly</li> </ul>	<p>The guiding coalition will be responsible for implementing, measuring, and adjusting the activity.</p> <p>Others involved will be PLC teams, certificated staff, classified staff.</p>	<p>This activity will require the following resources:</p> <ul style="list-style-type: none"> <li>- PD in building</li> <li>- Release time for walkthroughs</li> <li>- PD provided by other facilitators of UDL</li> <li>- Additional staff pay for implementing, monitoring, and adjusting the practice</li> </ul>
				

Funding: Professional Development UDL Practices, Guiding Coalition PD, Dual Language Strategies

1. Staff additional pay for coaching/professional development after school- \$11,500
2. Guiding Coalition Additions- \$3,200
3. Extended Time for Para's - \$800

**5b. SY2024–2025 SMARTIE Goal #2: Students at Green Park will show an increase of pass rates by 10% in the WIDA from 24-25. Our students with disabilities will show an increase of pass rates by 15% in the WIDA from 24-25.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Progress monitoring data from our Title/LA Teams, and regular review of student performance in language development. Mid-year, we expect to see preliminary data showing progress towards the 10% and 15% increase targets.

Who will monitor the progress of this overarching goal?

The progress toward this goal will be monitored by the school's Guiding Coalition, including our ELD coordinator and special education team.

When/how often will they monitor progress toward this overarching goal?

Quarterly

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*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.*

*\*Each evidence based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence based Practice = Support of SMARTIE Goal)*

<b>Evidence based practice (intervention, activity, or strategy) to support SMARTIE Goal</b>	<b>Data Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Targeted professional and coaching to implement the utilization of Universal Design for Learning school wide.</p> <p>Although a change this size is a multi year activity, action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>● building staff capacity and readiness</li> <li>● identifying targeted strategies for building-wide use</li> <li>● developing UDL staff leads</li> </ul>	<p>Short term data</p> <ul style="list-style-type: none"> <li>● Walk through data</li> <li>● Teacher knowledge data gathered at professional development</li> </ul> <p>Long-term data</p> <ul style="list-style-type: none"> <li>● SBAC Spring to Spring</li> <li>● Increase WIDA Data</li> </ul> <p>Process</p> <ul style="list-style-type: none"> <li>● Walk through data</li> </ul>	<p>This activity is projected to take 3-5 years for complete implementation. We are in year 1. Progress will be reviewed at monthly leadership team meetings.</p> <ul style="list-style-type: none"> <li>● Walk through data will be captured twice a month</li> <li>● Teacher knowledge data will be captured 3 times a year after professional development</li> </ul>	<p>The building leadership team is responsible for implementing, measuring, and adjusting the activity.</p> <p>Others who will be involved are:</p> <ul style="list-style-type: none"> <li>● OSSICIP</li> <li>● District UDL consultant</li> <li>● Building professional development coordinator</li> <li>● PLC leads</li> <li>● Para educators</li> </ul>	<p>To implement this activity we will need the following resources:</p> <ul style="list-style-type: none"> <li>● Additional time for BLT to implement, monitor and adjust the practice</li> <li>● Release funds for coaching cycles</li> <li>● Additional time for professional development for staff leads</li> <li>● Additional time for professional development for classroom para educators</li> </ul>

<ul style="list-style-type: none"> <li>• coaching for implementation and fidelity</li> <li>• developing progress monitoring tools</li> </ul> <p>Universal Design for Learning strategies will provide the largest benefit to IDENTIFIED GROUPS.</p> 		<ul style="list-style-type: none"> <li>• SBA data will be captured once a year</li> <li>• WIDA data will be captured once a year</li> </ul>		
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (LCAPs), Required Action Plans (RAPs), etc.), and must be focused the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<ol style="list-style-type: none"> <li>1. Professional Development UDL- \$6,000</li> </ol>
<ol style="list-style-type: none"> <li>2. Dual Language Strategies \$2,000</li> </ol>

5c. SY 2024–2025 SMARTIE Goal #3: Click or tap here to enter text.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

***\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal (Data + Evidence based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (LCAPs), Required Action Plans (RAPs), etc.), and must be focused the closure of educational equity gaps, specifically those driving identification through WSIF data.

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2. Click or tap here to enter text.

### Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

**NOTE** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Guiding Coalition stipends for six staff, one from each grade level, -K 5.
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education and to close educational achievement gaps.	Materials for student interventions. Staffing.
<b>School Improvement</b>	All funds are expressly intended for school level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Additional staff costs beyond what is allocated to all buildings for more intensive and specific professional learning.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> PD related to UDL
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Staffing support and PD funds.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Not Applicable

**Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)**

**NOTE** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> REading and Math intervention staff, paraprofessional support for students, materials for professional development
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Not Applicable
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	Not Applicable

## TITLE I, PART A SCHOOLWIDE PLAN

**Name of District/Building:** Walla Walla Public Schools/Sharpstein Elementary School

**Date:** 2024-2025 School Year

### Mission

We strive to create an academically challenging, student-centered community where we demonstrate a collective commitment to the academic success and general well-being of all students so they become productive citizens with a life-long love of learning.

### Vision

Every Child, Every Day, Every Step of the Way, Welcoming, Achieving, Caring, Educating

### COMPONENT #1: NEEDS ASSESSMENT

Sharpstein’s current enrollment is 348 students in grades K-5. Sharpstein’s population is socioeconomically diverse. Based on last year’s enrollment of 355 student and their OSPI data, 17.7% of students are English Language Learners, 80% are eligible for free and reduced price lunch, 41.7% of students are Hispanic, 51.8% of students are White, and 31% participate in Special Education services. Our special education numbers include two district self-contained programs. Interestingly, Sharpstein has significantly more boys than girls enrolled, at 57.5% and 42.3% respectively.

Sharpstein’s regular attendance/chronic absenteeism has continued to be problematic post-pandemic. During the 23-24 school year, only 54.2% of students attended regularly. In 22-23, that percentage was 54.3%

Sharpstein is fortunate to be situated in the center of town, within walking distance to Whitman College and Pioneer Park, providing many opportunities for community involvement. We have ongoing partnerships with several programs at Whitman College, including America Reads/America Counts and Whitman Mentors. We also enjoy partnerships with Friends of Walla Walla’s ABC program which provides in-school mentors for selected students once per week, with a neighborhood church, and with Walla Walla Valley Farm to School/Sustainable Living Center. Our school garden was the first in Walla Walla County, and continues to be a resource for our school community. Our school also houses a 21st Century Afterschool Program. Our partnership with Communities in Schools has allowed for more robust engagement of these community partners, with better coordination.

### Achievement data:

iReady provides three-times-per-year data on student achievement in the areas of reading and math. This fall’s results of the number of students who are Early On, Mid, or Above Grade Level as a result of our fall diagnostic are as follows:

	Kinder	First	Second	Third	Fourth	Fifth
Reading	19.5%	12.2%	19.6%	40%	26.7%	27%
Math	10.8%	10%	8.9%	18%	21.4%	31.8%

This data indicates significant room to grow in both reading and math. In reading, 3 grade levels demonstrated higher incoming skills than the prior year (1, 3, and 5). In math, three grade levels started this year higher than the prior year (1, 3, and 5).

### Perceptual Data:

Each year, stakeholders (staff, students, parents) respond to the Center for Educational Effectiveness perceptual survey. Spring 2024 data shows overall strengths in readiness for change and most areas of organizational trust. There is about a 6% decrease in the I vs. They gap in readiness for change. Staff perception of sharing new ideas and strategies with one another is at 92%. Staff perception of talking through problems and willingness to address conflict have decreased 4% and 7%, respectively, since last year.

### SEL Data:

Sharpstein’s SEL team has continued to find innovative ways to support all of our students. At this point in time in reading, 79% of our students are well-supported in Tier 1, with 21% needing Tier 2 support, and 20% needing Tier 3 support.

### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

#### Plan

As part of Vision 2030, we not only have our individual School Data Profile, but we also have access to our colleagues across the district to study the data and discuss next steps. In addition we have access to 5Lab, a data

	<p>dashboard that allows us to monitor multiple data points in real time, including attendance, discipline, academics, and other factors.</p> <ul style="list-style-type: none"> <li>● Based on that data, the school-wide focus areas for the 2024-25 at Sharpstein are: <ul style="list-style-type: none"> <li>○ Academic: Continue to improve math instruction, core and intervention time.</li> <li>○ Goal: 10% increase in the number of students on grade level or above AND 10% decrease in the number of students two or more grade levels below in both reading and math, from Fall to Winter as measured by iReady.</li> <li>○ Social: Promote a community that develops social and emotional literacy.</li> <li>○ Learner Characteristics: Foster a growth mindset in ourselves and our students.</li> </ul> </li> </ul>
Do	<ul style="list-style-type: none"> <li>● Sharpstein’s MTSS Team (Title I, LAP, Special Education, and ML personnel) will partner with each grade level in support of “What I Need” (WIN) time in both reading and math daily.</li> <li>● MTSS team members will collaborate with grade levels for the delivery of Tier 2 and Tier 3 interventions and supports.</li> <li>● Sharpstein will partner with Communities in Schools in order to develop a School Support Plan, to focus on strategies to increase engagement and reduce chronic absenteeism.</li> <li>● Grade level teams and their assigned specialists will adhere to a regular schedule of collaboration to ensure seamless alignment of core, Tier 2, and Tier 3 instruction and interventions.</li> <li>● Grade level teams will observe one another’s practice, spending time in each other’s classrooms.</li> <li>● Sharpstein’s SEL team has identified three schoolwide goals: 1. Improve student ability to set and monitor goals. 2. Build student coping skills. 3. Improve student ability to take responsibility for self and actions. These goals are all taken from state SEL standards.</li> </ul>
Study	<p>We will be looking at the following data to track the above school-wide strategies:</p> <ul style="list-style-type: none"> <li>● By-student-by-standard mastery data taken from Skyward regarding district identified promise standards in math</li> <li>● iReady</li> <li>● Teacher input</li> <li>● Parent input</li> <li>● EES survey data</li> </ul>
Adjust	To be completed after we study data in January.
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES-School-wide programs and a school-wide focus</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-HIGH LEVERAGE INSTRUCTIONAL STRATEGIES</b>	
Plan	<p>As part of Vision 2030, we now have district support to focus on high leverage instructional strategies. Through this plan, and district support, each early release Wednesday will be dedicated to answering the four questions related to district identified promise standards. Based on our student data and staff input, our building will be focusing on the following aspects related to high leverage instructional strategies:</p> <ul style="list-style-type: none"> <li>● Sharpstein’s PLC work will focus on Promise Standards, UFLI, and HMH curriculum</li> <li>● Sharpstein’s Guiding Coalition will lead the staff in aligning and improving practices in the area of ELA, UDL, and assessment data for consistency and planning.</li> <li>● Continue to place an intense focus on social/emotional support and well-being, both for students and staff.</li> </ul>
Do	<ul style="list-style-type: none"> <li>● Continued PLC implementation</li> <li>● Implementation of monthly MTSS process to monitor and support school-wide data on literacy and math interventions.</li> <li>● Implementation of monthly Focus of Concern meetings with select members of the MTSS team and grade levels to ensure unmet needs are promptly addressed.</li> <li>● Continue school-based SEL team, in conjunction with district level support, under the leadership of our school counselor.</li> </ul>
Study	<p>We will be looking at the following data to track the above school-wide strategies:</p> <ul style="list-style-type: none"> <li>● By-student-by-standard mastery data sheet for math</li> <li>● iReady</li> <li>● Attendance</li> <li>● Teacher input</li> <li>● Parent input</li> <li>● EES Survey results</li> </ul>

Adjust	To be completed after we study data in January.
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-ALIGNED AND COHERENT SYSTEMS</b>	
Plan	As part of Vision 2030, we continue to have district support to focus on aligned and coherent systems. The planning in our building is directly related to this Strategic Plan goal and primarily centered around the development of high-functioning professional learning communities in grade level teams.
Do	<ul style="list-style-type: none"> <li>Teachers will engage in peer observations as a means of supporting alignment of practice across classrooms and vertically.</li> <li>Sharpstein’s Guiding Coalition will lead alignment of high-leverage instructional strategies in the area of ELA, building on last year’s successful implementation of K-5 aligned expectations and support for using full sentences to answer questions, and agreed-upon oral rehearsal strategies. The GC will also begin study of UDL practices.</li> <li>School-based SEL team, with delivery of PurposeFull People SEL lessons for every class twice monthly with our school counselor.</li> <li>Continued emphasis on the PLC process and a focus on the Promise Standards.</li> </ul>
Study	<p>We will be looking at the following data to track the above school-wide strategies:</p> <ul style="list-style-type: none"> <li>By-student-by-standard mastery in math</li> <li>iReady</li> <li>Attendance</li> <li>Teacher input</li> <li>Parent input</li> <li>EES Survey results</li> </ul>
Adjust	To be completed after we study data in January.
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SOCIAL EMOTIONAL NEEDS</b>	
Plan	<p>As part of Vision 2030, we have continued district support to focus on safe and engaging environments. Sharpstein is implementing several layers of social/emotional support:</p> <ul style="list-style-type: none"> <li>Many teachers have participated in Trauma Informed Practices training</li> <li>All teachers have been trained in and are implementing the Purposeful People SEL curriculum</li> <li>Identified students need to take a planned sensory breaks throughout the day will be supported to do so.</li> <li>Our Social Services Team meets weekly to discuss and plan for our students who need social/emotional supports. Students are prioritized by need: ‘red’, ‘yellow’, or ‘green’, with those students flagged as ‘red’ discussed first, ‘yellow’ second, and ‘green’ third.</li> <li>Classroom teachers deliver at least weekly lessons from PurposeFul People</li> <li>Our SEL team monitors and supports school-wide SEL supports, with an emphasis on Tier 1. Tier 2 and Tier 3 supports are delivered as needed to small groups or individuals.</li> <li>Monthly character traits are taught through weekly learning targets, and rewarded through Student of the Month recognition.</li> <li>Sharpstein staff have identified and developed a suite of common expectations, language, and visuals that all staff are expected to use. These were reinforced through a “science fair” approach prior to the start of school with all staff rotating through stations to be reminded of those common expectations, language, and visuals.</li> </ul>
Do	<ul style="list-style-type: none"> <li>Continue to partner with our district SEL team for individual students in need of Tier III support.</li> <li>Schedule social skills groups and scheduled breaks.</li> </ul>
Study	<ul style="list-style-type: none"> <li>Attendance</li> <li>Teacher input on engagement</li> <li>Teacher input on behavior</li> <li>Parent input on behavior</li> <li>PBIS Tiered Fidelity Inventory</li> <li>EES Survey results</li> </ul>
Adjust	To be completed after we study data in January
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SAFE AND ENGAGING ENVIRONMENT</b>	

Plan	To support a higher level of student engagement in our building we are pursuing the following for the 2023-2024 school year: <ul style="list-style-type: none"> <li>• 21st Century After School Program</li> <li>• Whitman Mentors</li> <li>• Whitman America Reads/America Counts tutors</li> <li>• Friends of Walla Walla ABC Program</li> <li>• Communities in Schools</li> <li>• Garden Club</li> <li>• Boys' and Girls' basketball</li> <li>• Carnegie Picture Lab</li> <li>• VIP program</li> </ul>
Do	Continue to partner with CIS to enhance opportunities for student and community engagement.
Study	We will monitor attendance, discipline, SST tiers, and teacher input.
Adjust	To be completed after we study data in January.

**COMPONENT #3: ACTIVITIES TO ENSURE MASTERY-How students who have not met academic and non-academic standards will receive effectively and timely assistance**

**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

Plan	Our PLC initiative, including access to core instruction for all students, and access to interventions and extensions for all students, continues to be the structure for all our efforts.
Do	As a result of identifying areas of focus for ensuring mastery, we are using Wednesdays to focus on promise standards.. As part of this process grade level teams are discussing what they will do when students don't meet the identified essential standards. We currently have the following activities in place to support students to ensure mastery of our Promise Standards: <ul style="list-style-type: none"> <li>• Teams are engaged in backwards lesson planning, starting with what is expected in student work, designing or identifying assessments, and then planning lessons.</li> <li>• Teams are structuring opportunities for students who need extra time and practice on the essentials, as well as students who need extensions.</li> <li>• Teams are referring at-risk students to the SST.</li> </ul>
Study	This is the seventh year we have been systematically working towards becoming a high-functioning PLC school. Grade level teams are working productively toward this end. We continue to monitor student attainment of the Promise Standards through our by-student-by-standard data in math, including monitoring poverty and gender gaps.
Adjust	To be completed after we study data in January.

**COMPONENT #4: COORDINATION AND INTEGRATION-District funding, state and federal funding plans for how funding will be used.**

**PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	Through the integration of district, state and federal funds we can ensure all staff have the opportunity to participate in professional learning opportunities. The integration of funds also allows us to provide both ELA, math and social emotional supports in a more seamless manner as we know that without social emotional supports, students will struggle to access instruction. <p>Our overall desired outcomes for professional learning for staff are to build systematic capacity so that all staff have a common understanding of the social emotional and academic challenges students can present, and why. Professional learning related to interventions is essential so that we can flexibly respond to students' changing needs throughout the year, and from year to year. For the 2024 -25 school year the following professional learning and activities were identified to improve student learning outcomes:</p> <ul style="list-style-type: none"> <li>• PLC support, including release time for grade levels to plan</li> <li>• Attendance at PLC professional learning opportunities</li> <li>• Planning and delivering first/best instruction, including accommodating the diversity of learners present in our school.</li> </ul>
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	<ul style="list-style-type: none"> <li>Strategies to support academic language development, both oral and written.</li> </ul>
Do	In order to ensure the training occurs and meets the intended purpose, each building submits a proposed use of funds to the Teaching and Learning Department. Whether we are using building funds, or asking for additional support from district funds, our plans are approved and supported once they are checked for alignment and meet the funding guidelines.
Study	Through our School Data Profile sheets we will be able to measure the overall impact on student's growth over time. At the end of each professional learning session we collect exit ticket information to gather the strengths and areas for growth in regards to what teachers need. We learned the following in regards to strengths, challenges and modifications that need to be made as a result:
Adjust	To be completed after we study data in January.

**Title I, Part A Targeted Assistance Template**

**Building Data**

<b>Building:</b> Walla Walla Center for Children and Families	<b>F/R Percentage:</b> 71%
<b>Principal/Director:</b> Michelle Carpenter	<b>Grade Span:</b> TTK
<b>District:</b> Walla Walla Public Schools	<b>Building Enrollment:</b> 90
<b>Plan Date:</b> November 2024	<b>Board Approval Date:</b> January 2025

**School Leadership Team Members  
Parent-Community Partners**

<b>Name</b>	<b>Role</b>	<b>Email</b>
Michelle Carpenter	Principal	mcarpenter@wwps.org
Brent Cummings	Community Partnerships & Outreach Coordinator	bcummings@wwps.org
Pam Clayton	Family and Community Engagement Coordinator	pclayton@wwps.org

**Vision Statement**

To ensure children are better prepared to succeed by entering kindergarten with the knowledge, confidence, and skills they need to excel.

**TITLE I, PART A TARGETED ASSISTANCE TEMPLATE**

**COMPONENT #1: NEEDS ASSESSMENT**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan	The Transition to Kindergarten program was identified through a multi-year study of the successes and challenges of children in our community as they entered kindergarten. Historically, in Walla Walla, less than one in four students who enter kindergarten are deemed kindergarten ready according to the WaKIDS assessment that measures social and academic preparedness among other attributes. This is an alarming statistic that not only impacts our school system but the future success of our youth and greater community. This study also included extensive conversations about access to early childhood programming in our community. We have recognized for years the need to offer a program for children and families who are not served by Head Start, ECEAP, or other private preschool programs.
Do	The TTK program is the implementation of our needs assessment to provide more children in our community the opportunity to access an early learning program which helps close the opportunity gap that we have identified. The plan for this program was developed in conjunction with WWPS kindergarten teachers, building principals, district staff, and community members.

	<p>We will collect feedback through the annual administration of WaKIDS, and we will also monitor social emotional regulation and the growth of students in response to instruction in math, language arts, and science.</p> <p>The staff in the TTK program will also be supporting students under the district MTSS umbrella, providing Tier I support and individualized plans, as needed.</p>
Study	We are studying student growth in social emotional learning, as well as identified pre-kindergarten skills. We have been monitoring student and parent engagement through intentional connections with families. We will continue to assess the information we receive from outside-of-school contexts and cross-reference that data with our internal data collection processes.
Adjust	We are in the process of implementing and evaluating results from a spring 2023 self-assessment utilizing the Local District Preschool Inclusion Self-Assessment tool (Early Childhood Technical Assistance Center). Areas of focus include: MTSS approach to SEL, implementation of Conscious Discipline & Purposeful People with fidelity and inclusion of SPED students into their LRE's.
<b>COMPONENT #2: IDENTIFICATION OF STUDENTS</b>	
<b>PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS</b>	
Plan	A screening process is used to identify students who demonstrate a need of additional preparation to be successful in kindergarten the following year.
Do	<p>In alignment with Washington State's Office of Superintendent of Public Instruction (OSPI), the following describe the foundational elements of Walla Walla's Transition to Kindergarten program:</p> <ul style="list-style-type: none"> <li>▪ Per law, the TTK program's goal is to assist eligible children in need of additional preparation to be successful kindergarten students the next year.</li> <li>▪ Classrooms are staffed by certificated teachers and paraeducators who provide a curriculum that offers a rich, varied set of experiences in learning environments that are developmentally appropriate and address the whole child.</li> <li>▪ The program is inclusive, socioeconomically diverse, and responsive to the needs of children who qualify for participation.</li> <li>▪ Students are fully integrated into the school building, with access to transportation, specialists, recess, breakfast and lunch programs, etc.</li> </ul> <p>The TTK program works in collaboration with and does not adversely impact enrollment in Walla Walla's community-based preschool programs, including Head Start, ECEAP (the Early Childhood Education Assistance Program), and those operating in licensed child care centers and licensed family homes. As such, the Walla Walla Center for Children &amp; Families is committed to participating in coordinated outreach, referral and placement to assure best fit and appropriateness of services based on each child and family's need.</p>
Study	We are continuing an intentional and collaborative process of exploration, planning, and installation through the CCF's continued participation in the PreK-3 Leadership Network and the Washington Family Support Network. This work will help us intentionally grow our current MTSS approach, while also fully realizing the Washington Pyramid Model framework of inclusionary practices. In addition, recent

	local district assessment scores (iReady Fall/Winter benchmarks) reveal that over the past few years our TTK students at the subsequent grade levels are meeting and/or exceeding their non-attending peers in academic skills.
Adjust	Use the Washington Pyramid Model framework of inclusionary practices to strengthen support of identified students in classroom learning environments and to spur inclusionary placement practices to strive towards a goal of full integration.
<b>COMPONENT #3: PRACTICES AND STRATEGIES</b>	
<b>PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM</b>	
Plan	<p>Developmentally Appropriate Practice: Transition to Kindergarten is a place for children to learn and grow. TTK provides time for children to explore, make sense of the world around them, and to begin to find their place within it, in an environment that is developmentally appropriate (Washington State FDK Guide, 2017). The beginning of the TTK year focuses on slowly transitioning students into their first school experience in a developmentally appropriate way. Teachers respond to student needs and teach students how to be at school through play-based learning.</p> <p>Social-Emotional Development: Because school is a social experience, TTK focuses on the social and emotional development of the child. Prior to teaching academic skills, we teach students how to manage feelings, follow rules and adhere to expectations, take care of their own needs appropriately, and how to interact with peers through problem solving, empathy, and kindness.</p> <p>Transition to Kindergarten utilizes developmentally appropriate curricula (Creative Curriculum) designed to assist in maintaining high quality programs and guide professional development opportunities.</p> <p>Classrooms are staffed by certificated teachers and paraeducators who provide a curriculum that offers a rich, varied set of experiences in learning environments that are developmentally appropriate and address the whole child.</p> <p>The program is inclusive, socioeconomically diverse and responsive to the needs of children.</p> <p>Students are fully integrated into the school setting with access to transportation, specialists, recess, and breakfast/lunch programs. Attention is given to the developmental capabilities and needs specific to young children in these settings.</p>
Do	<p>Continue the implementation of the Washington Pyramid Model framework of inclusionary practices through continued leadership oversight. Specifically, utilize the weekly PLT process and dedicated PD to better instructional practices across all classrooms.</p> <p>Provide PD to staff from ESD123 for appropriate use of Creative Curriculum.</p>
Study	We are utilizing our district-level SEL Team, our contracted SEL specialist/coach, and our SPED Department to help us intentionally grow our current inclusionary multi-tiered student support approach. The Benchmarks of Quality assessment tool will be a guide in this process.
Adjust	Use the Washington Pyramid Model framework of inclusionary practices to strengthen support of identified students in classroom learning environments and to

	spur inclusionary placement practices to strive towards a goal of full integration of students into their LRE's.
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**COMPONENT #4: COORDINATION AND TRANSITIONS**

**PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES**

Plan	The program works in collaboration with and does not adversely impact enrollment in Walla Walla's community-based preschool programs including Head Start, ECEAP (Early Childhood Education Assistance Program) and those operating in licensed child care centers/homes. As such, the Walla Walla Transition to Kindergarten Program is committed to participate in coordinated outreach, referral and placement to assure best fit and appropriateness of services based on each child's and each family's need.
Do	We will continue the implementation of kindergarten transition plans during the 2024-2025 school year. Implementation will occur in the winter and spring of 2025, as we work intentionally with elementary buildings and families to register for kindergarten for the 2025-26 school year.
Study	Utilize available data from parent engagement, parent communication, and district partner feedback to address potential barriers (digital, socio-economic, language, etc.) regarding timely registration for kindergarten.
Adjust	Coordinate additional transition to kindergarten events, family engagement opportunities, move-up days, and celebrations in the spring of 2025. Families (and staff) requested that more information and support be provided with regard to the Dual Language program, and enrollment therein.

**COMPONENT #5: PARENT & FAMILY ENGAGEMENT**

**PROCEDURES TO SUPPORT PARENT AND FAMILY ENGAGEMENT WHICH ALIGNS TO TARGETED ASSISTANCE PRACTICES AND STRATEGIES**

Plan	<p>Jointly develop with and distribute to parents and family members of Transition to Kindergarten students a written parent and family engagement plan. Proposed activities in the plan include:</p> <ul style="list-style-type: none"> <li>● Annual Title I, Part A Meeting and Communications to Parents</li> <li>● School-Parent Compact</li> <li>● Build capacity of parents and families to engage in students learning through our newly adopted VIP Program (volunteerism)</li> <li>● Build capacity of school staff through intentional PD on how to reach out to, communicate, and work with parents as equal partners,</li> </ul> <p>Offer parenting education opportunities:</p> <ul style="list-style-type: none"> <li>● Ready for Kindergarten</li> <li>● Financial Literacy</li> <li>● Family Literacy</li> <li>● Ready Rosie</li> </ul> <p>Implement comparable Family Advocate (Head Start)/Family Support Specialist (ECEAP) services for Transition to Kindergarten families through the dual partnership</p>
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	of Children’s Home Society of Walla Walla (Family Navigator services) and Communities in Schools (Student and Community Advocate).
Do	<p><b>September 2024</b></p> <ul style="list-style-type: none"> <li>● Work with CIS to create implementation of Parent &amp; Family Engagement Plan</li> <li>● Ready Rosie offered to all PK-TTK parents</li> </ul> <p><b>October 2024</b></p> <ul style="list-style-type: none"> <li>● Ready for Kindergarten in-person workshops offered</li> <li>● Expand Children’s Home Society TTK Family Navigation services.</li> <li>● Conduct CIS school-needs assessment</li> <li>● Develop case-loads for CIS Student and Community Advocate.</li> <li>● Implement initial CIS-driven VIP framework.</li> </ul> <p><b>November 2023</b></p> <ul style="list-style-type: none"> <li>● Establish TTK Family Navigator schedule (via CIS) and case-loads for students/families in need.</li> </ul>
Study	Utilize TTK Family Navigator and CIS Student and Community Advocate data, cross-referenced with in-school academic, SEL, attendance data, to assess increased student outcomes of parent/family engagement for case-load families.
Adjust	Based on community assessment data and stakeholder feedback, expand the scope of services/partnership between the Center for Children and Families and the Children’s Home Society to include infants, waddlers (1-2 yr olds), and toddlers (2-3yr olds).
<b>COMPONENT #6: PROFESSIONAL DEVELOPMENT</b>	
<b>PROCEDURES TO SUPPORT THE PROFESSIONAL DEVELOPMENT NEEDS OF YOUR TARGETED BUILDING STAFF.</b>	
Plan	Professional development activities will focus on developmentally appropriate instruction, refining high-quality implementation of existing curriculum, and supporting the behavioral and social-emotional needs of our young children.
Do	<p>Professional Development offerings:</p> <ul style="list-style-type: none"> <li>● MTSS - PBIS and SEL Tiered framework (4x)</li> <li>● Tier I - Re Teaching Behavioral Expectations for all PreK Students</li> <li>● Tier II - Providing Individual Supports within PBIS</li> <li>● Standards of Quality - Family Strengthening &amp; Support</li> </ul>
Study	Complete the Early Childhood Program-Wide PBS Benchmarks of Quality Assessment to guide additional PD needs and resource allocation.
Adjust	Coordinate with the Walla Walla Public Schools Teaching & Learning, SEL, and SPED departments on PD related to teacher training outcomes and Benchmarks of Quality assessment data.

# Consolidated School Improvement Plan 2024–25

## Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Garrison	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): <a href="#">Click or tap here to enter text.</a></p>
School Code: 3510	<p>Grade Span: 6–8</p> <p>School Type: Middle School</p>
Principal: Kim Doepker	Building Enrollment: 560
School District: Walla Walla Public Schools	F/R Percentage: 54.3%
Board Approval Date: December 2024	Special Education Percentage: 14.4%
Plan Date: 2024–2025	English Learner Percentage: 16.5%
<p>Please select your school’s Washington School Improvement Framework (WSIF) Support Status by clicking “choose an item” below:</p> <p>Tier 3</p>	

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Section 2: School Leadership Team Members and Parent-Community Partners
Please list by (Name, Title/Role)



Kim Doepker, Principal Nicole Fish, Assistant Principal	Roger Garcia, Guiding Coalition Member Kim Endres, Guiding Coalition Member
Conor Fish, Guiding Coalition Member	Nate Ferraro, Guiding Coalition Member
Christy Kuhlman, Guiding Coalition Member	Sean Reid, Guiding Coalition Member

### Section 3: Vision and Mission Statement

Mission Statement: Learning is Required. Garrison Middle School ensures all students grow academically and socially, achieving high levels of learning to be successful in high school.

Vision Statement: Collectively we guarantee all students access to high levels of quality learning and opportunities for measurable growth both academically, socially and emotionally.

### Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school’s data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

**Note:** If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

**Note:** If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

**Note:** If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

#### Student Populations

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

**We have not received our state assessment results from the Spring of 2024. Based on i-Ready, our scores show that we are lagging in Math. Our students who are ML, on IEP's and live in poverty continue to score below the students that are not.**

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

**Schoolwide we are looking at our i-Ready data and leveraging advisory time to complete lessons for math. ELA teachers are also requiring students to do 30 minutes of i-Ready during class time. We created a WIN class for all 6th graders to support re-teaching for promise standards in math and ELA. We also created an Academic Support class for students on IEP's that will be used for the same purpose, as well as extra support accessing grade level curriculum with their accommodations and by filling holes/gaps in their learning.**

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

**Our students who are ML have basics of the English Language– phonics and high frequency words. Now it is translating that knowledge into content classes. What our data shows is that scores improved from 6th to 7th grade.**

**Our students who are on IEP's are receiving instruction on grade-level standards in their content classes. Overall, the students who are three or more grade-levels below decreased from Fall to Winter, we are still at 70% of our students on IEP's below grade-level. There was only a 7% difference between our students who are economically disadvantaged and those that are not on the Winter diagnostic. We are undergoing different strategies that will help mitigate the differences between ML, IEP, and the economically disadvantaged, so that ALL students regardless will have access to the content. As a Title 1 school, we are able to serve all kids. All students are given the same opportunities to show what they know through re-teaching and re-taking. Our paraeducators are funded primarily (90%) through Special Education; however, they are also helping all students in the classes they support. Our teachers are also using data trackers to modify their instruction and reteach students. They are also able to refer students to the Student Support Team for additional support.**

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Educators

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)? Summarize the plan for Staff PD based on staff input.

### Overview:

Based on staff input from a spring 2024 survey, this year-long PD plan focuses on Universal Design for Learning (UDL) strategies and other effective instructional methods to enhance student engagement and accessibility. Teachers will engage in a book study of *The Shift to Student-Led*, monthly focus group sessions, strategy implementation, and peer observations.

### Key Components:

1. **Focus Groups:** Staff select a focus area (UDL, AI, station teaching, or choice boards) to explore and apply in classrooms.
2. **Monthly Sessions:** From September to March, participants meet for 30-minute sessions to learn, apply, and reflect on instructional strategies.
3. **Application & Reflection:** Staff implement strategies using planning tools, conduct peer observations with "look fors," and share results during debriefs.

### Objectives:

1. Implement research-based strategies to improve engagement and accessibility.
2. Build collaborative learning through a book study and peer observations.
3. Foster a cycle of learning, application, and reflection to strengthen instructional practices.

### Outcome:

Empowered educators equipped with effective tools to enhance student learning and engagement while fostering a culture of collaboration and growth.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We've implemented effective professional learning through a district UDL cohort, with five Garrison staff members participating and sharing strategies during PLT sessions. Additionally, two non-cohort staff members successfully implemented Choice Boards in a social studies class, improving student access to grade-level curriculum.

## Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

### Metrics of Success:

- Increased use of innovative strategies like scaffolds and Choice Boards.
- Improved student engagement and access to diverse learning opportunities.
- Evidence of collaboration and teacher-led instructional growth.

### Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

**Our data revealed that multilingual learners and students with IEPs are performing below their non-ML and non-IEP peers. To address this, our master schedule has been designed to place students with IEPs in co-taught classes and provide additional support for multilingual learners through bilingual staff and paraeducators. This grant would offer essential funding to equip our teaching staff with additional instructional strategies, provide job-embedded professional development, and create dedicated time for collaboration among team members.**

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

**The school's system of support has demonstrated strength in meeting the cultural, behavioral, social-emotional, and academic needs of students. The weekly student support team meetings, which involve key staff such as the CIS coordinator, home liaison, truancy coordinator, and guidance counselors, have been instrumental in tracking student progress and ensuring individualized support. However, there are areas for growth, particularly in enhancing teacher training on culturally responsive practices, expanding proactive behavioral interventions, providing more targeted academic support, and ensuring all students receive the social-emotional and mental health services they need. By continuing to refine these areas, the school can further strengthen its commitment to supporting all students, fostering an inclusive and nurturing environment for every learner.**

3. How did your school identify these areas of strengths and improvement?

**We looked at attendance data, teacher referrals to our Student Support Team, SBA, iReady and classroom based assessments.**

4. How well do school and community systems interact to assure continuity of supports for students?

**We collaborate closely with our Communities in School Coordinator and Truancy Liaison to identify the necessary support services for students outside of school that can be integrated into the school environment. Additionally, we work alongside our School Psychologist to support students on IEPs by developing and implementing success plans.**

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#### Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

**Our strengths lie in teamwork, particularly when analyzing data and placing students in co-taught ELA and math classes. Another key strength is our Bilingual Coordinator, who collaborates closely with teachers and even team-teaches to overcome language barriers while providing job-embedded professional development. Additionally, we have been selected as a partner school to work with the District's Family Engagement Department and Educational Northwest to implement sustainable systems for initiatives based on a comprehensive needs assessment.**

## Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

**Note:** In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**Note:** This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

**Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1:

**By June 2025, our team will have become more proficient in responding to data to problem-solve and implement new instructional strategies learned through professional development to achieve a 10% increase in student attainment of grade level math and ELA standards. This goal will prioritize equitable outcomes, with targeted strategies to support students with disabilities and multilingual learners (MLs). Progress will be monitored through monthly data reviews, documentation of strategies in lesson plans, and quarterly metric reports that disaggregate data for these student groups.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

**CFA data, in program progress monitoring, i-Ready diagnostic and personalized pathway data, and end of unit assessments.**

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

**Mid-year, which coincides with the start of the second semester, will see a reduction in Ds and Fs.**

Who will monitor the progress of this overarching goal?

**Primarily the Guiding Coalition.**

When/how often will they monitor progress toward this overarching goal?

**At least monthly.**

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>We will be implementing PLCs.</b></p> <p>Although all students will benefit from this activity, the largest benefit will be to our multilingual learners, students with disabilities and students with low income.</p> <p>This activity will take multiple years to</p>	<p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>-PLC reflection notes (Google Form or personal visit from admin)</li> <li>-Leadership walkthroughs of PLC and classrooms</li> <li>-Student survey around engagement-how are lessons more engaging?</li> </ul> <p>What's going well? What would you like to</p>	<p>This activity is projected to take 3 years for complete implementation. We are in year 1.</p> <p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>-PLC reflection notes (Google Form or personal visit from admin) will be reviewed monthly</li> <li>-Leadership walkthroughs of PLC</li> </ul>	<p>The Guiding Coalition will be responsible for implementing, measuring, and adjusting the activity.</p> <p>Others involved will be PLC teams, classroom teachers, classified staff, and students.</p>	<p>This activity will require the following resources:</p> <ul style="list-style-type: none"> <li>-Money for professional development provided to staff by staff</li> <li>-Creation of a rubric for leadership to use during walkthroughs</li> <li>-Money for professional development provided to staff by other facilitators (Novak Consulting-- KC Knudson)</li> </ul>

<p>implement fully, action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>-using data to problem solve</li> <li>-implementing new instructional strategies based on professional development</li> <li>-seeing increased student engagement and attendance</li> </ul>	<p>see your teachers doing?</p> <ul style="list-style-type: none"> <li>-Attendance and exclusion data</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>-i-Ready Diagnostic</li> <li>-SBA and WIDA</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>-comparison of teacher reflections to leadership walkthrough data and comparison of student reflections to attendance and exclusion data and CEE survey data</li> </ul>	<p>and classrooms will be reviewed monthly</p> <ul style="list-style-type: none"> <li>-Student survey around engagement-how are lessons more engaging? What's going well? What would you like to see your teachers doing? will be reviewed quarterly</li> <li>-Attendance and exclusion data will be reviewed monthly</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>-i-Ready Diagnostic will be reviewed semester</li> <li>-SBA and WIDA will be reviewed yearly</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>-comparison of teacher reflections to leadership walkthrough data and comparison of student reflections to attendance and exclusion data and CEE survey data will be reviewed quarterly</li> </ul>		<ul style="list-style-type: none"> <li>-Support and feedback from Equity Director, SPED Director, Teaching and Learning Director, and MS Principal Colleagues</li> <li>-additional staff pay to implement, monitor, and adjust the activity</li> </ul>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. **Coaching for individual PLTs on how to answer the four questions with their specific data. This professional learning/coaching will come through building leaders participating with Solution Tree modules. \$1500 for the site license, Materials, which would be books to accompany the modules, would be \$500.**
2. **The PLT pilot team will meet an additional hour each week, beyond contract time from January to June. We expect this to include 5 staff for 1 hour each week. This will total approximately \$5700.**

## 5b. SY 2024–2025 SMARTIE Goal #2:

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**By June 2025, our team will work closely with UDL consultants to help our staff engage in Courageous Classroom Conversations to create a safe and inclusive learning environment, ensuring all students have access to grade-level standards. We will enhance our proficiency in responding to data, problem-solving, and implementing new instructional strategies gained through professional development. This initiative aims to achieve a 10% increase in student attainment of grade-level math and ELA standards, with a focus on equitable outcomes. Targeted strategies will be put in place to support students with disabilities and multilingual learners (MLs). Progress will be monitored through monthly data reviews, documentation of strategies in lesson plans, and quarterly metric reports that disaggregate data for these student groups.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

**Our Guiding Coalition members will examine attendance, discipline and iReady data.**

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

**Mid year we expect to see a decrease in discipline and increase in academic data.**

Who will monitor the progress of this overarching goal? <b>Guiding Coalition members</b>
When/how often will they monitor progress toward this overarching goal? <b>At least once a month</b>

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
Utilization of Universal Design for Learning school-wide with basic introduction of strategies. Staff members who wish to	Short term data <ul style="list-style-type: none"> <li>Walk through data</li> <li>Teacher knowledge data gathered at</li> </ul>	This activity is projected to take 3-5 years for complete implementation. Progress will be reviewed at HOW	The building leadership team is responsible for implementing, measuring, and adjusting the activity.	To implement this activity we will need the following resources: <ul style="list-style-type: none"> <li>Additional time for BLT to develop</li> </ul>

<p>extend their learning in UDL practices will participate in professional development throughout the 24.25 school year.</p> <p>Although a change this size is a multi-year activity, action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>• building staff capacity and readiness</li> <li>• identifying targeted strategies for building-wide use</li> <li>• developing UDL staff leads</li> <li>• coaching for implementation and fidelity</li> <li>• developing progress monitoring tools</li> </ul> <p>Universal Design for Learning strategies will provide the largest benefit to IDENTIFIED GROUPS.</p>	<p>professional development</p> <ul style="list-style-type: none"> <li>• Data collected during PLC meetings to assess efficacy of targeted strategies</li> </ul> <p>Process</p> <ul style="list-style-type: none"> <li>• Walk through data</li> <li>• Cycle of Inquiry that administration will use to track walk throughs, strategies implemented and growth for identified groups of students</li> </ul>	<p>OFTEN leadership team meetings.</p> <ul style="list-style-type: none"> <li>• Walk through data will be captured twice a month</li> <li>• Teacher knowledge data will be captured 3 times a year after professional development</li> <li>• Screening data using iReady will be captured 3 times a year</li> <li>• PLC data will be captured twice a month</li> <li>• SBA data will be captured once a year</li> </ul>	<p>Others who will be involved are:</p> <ul style="list-style-type: none"> <li>• OSSI CIP</li> <li>• District UDL consultant</li> <li>• Building professional development coordinator</li> <li>• PLC leads</li> <li>• Para educators</li> </ul>	<p>implementation systems</p> <ul style="list-style-type: none"> <li>• Release funds for coaching cycles</li> <li>• Additional time for professional development for staff leads</li> <li>• Additional time for professional development for classroom para educators</li> <li>• External consultants for both equity and academic supports.</li> </ul>
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Click or tap here to enter text.				

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. To ensure all students have access to a safe learning environment we will work with the consultants our school board is using to develop an equity policy to help us improve a sense of belonging for all our students. \$11,000.
2. Hire for an Americorp position to support student interventions before and after school options, as well as during the day. The cost would be \$5000 if someone is hired.

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### Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024-25)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Guiding Coalition stipends for six staff, one from each grade level/department.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Materials for student interventions. Staffing.

### Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

**NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Additional staff costs beyond what is allocated to all buildings for more intensive and specific professional learning and more intensive and specific learning support for students not yet meeting grade level standards.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training. PD related to UDL.</i>
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development. Staffing support and PD funds.</i>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Not Applicable
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> REading and Math intervention staff, paraprofessional support for students, materials for professional development
Local Funds	Local levy revenue may be combined in schoolwide programs.	Not Applicable
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Not Applicable

# OSPI School Improvement Plan 20242025

## [Step-by-Step School Improvement Planning and Implementation Guide](#)

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

### Building data

Please provide your school district and building name below.

School District: Walla Walla Public Schools
Building Name: Opportunity Youth Re-engagement Open Doors (Located at 2 different sites Opportunity and Lincoln High School)
School Code: 5460
Date: August 8, 2024
Does your school share a building with another school? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan) Opportunity 4130 and Lincoln High School 5050

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### School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Marci Knauff, Principal Lincoln Open Doors	Click or tap here to enter text.
Rob Ahrens, Principal Opportunity Open Doors	Click or tap here to enter text.
Erica Wauchek, Teacher and Open Doors Program Manager at Lincoln	Click or tap here to enter text.
Mary Burt, Teacher Opportunity Program	Click or tap here to enter text.

### WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the [Washington State Report Card](#) to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	<b>2023 WSIF Cycle Identification</b> Choose an item.
<b>WSIF Data Measures</b>	<b>2023 WSIF Identification Score</b> (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	
Comprehensive Graduation Rate	19.1%
<b>Student Group</b>	
American Indian/ Alaska Native	
Asian	
Black/ African American	

Hawaiian/Other Pacific Islander	
Hispanic/Latino	
Two or more races	
White	
English Learner	
Low Income	
Special Education	

### Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4- Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

<p><b>What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?</b> We had 14 Open Doors students who completed their GED and 16 students who earned their high school diploma during the 2023-24 school year (30 total completers). In the future, we can interview students and get their feedback and perspective to see what is working and what needs to be changed.</p>	
<p><b>Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.</b> The Open Doors student population historically struggles with attendance and engagement. Our goal is to increase materials and resources in order to offer more “real world” project based activities that students will find meaningful and relevant as well as to increase the options students have for studying for their GED tests. In addition, we feel that having additional staff time to monitor student progress will aid us in retaining current students and re-engaging our “leavers”.</p>	84
<p><b>What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?</b> One of the causes that our team feels impacted our students is the sense of community that is lost when students transfer to the Open Doors program. We didn’t have a formal process to introduce students into the Open Doors program, we didn’t have “regular” classes offered that students could access, we didn’t have project based, high engagement activities available for students, we had a limited amount of materials students could access to work toward their GED, and we didn’t have the “man power” to track down students when they left the program. Our desire is to continue to work together to create a variety of activities in order to help build connections and community with our students in an effort to engage them and to keep them engaged in our program until they meet their educational goal. One group</p>	
<p><b>Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.</b> Our plan this year is to build community and engagement through structured entry interviews with each student when they enroll and at semester, offering daily academic classes that students can access, having multiple options for materials for students to access who are working on their GEDs (i.e. math videos, workbooks, classes, large screen computers so that the GED tests will be more like the actual GED tests, etc.) and working to create hands-on “real-world” project based learning activities that students will find interesting and relevant.</p>	

### 2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off WSIF and additional school-level data compiled in your [Comprehensive Needs Assessment](#) and evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

### SMARTIE Goals

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?*

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**SY 2024–2025 SMARTIE Goal # 1: Based on our comprehensive needs assessment, our Goal 1 focus is on increasing student engagement. By the end of the 2024-25 school year, 80% of our students will earn at least 6 out of the 9 monthly IAPs.**

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see midyear to know if they are on track to meet the overarching goal? In order to monitor this goal, we will review student IAPs at the beginning of each month on count day. We will be collecting baseline data this year by reviewing IAPs monthly in order to determine if students are making progress

Who will monitor the progress of this overarching goal? Open Doors staff (Erica, Marci, Rob, and Mary)

When/how often will they monitor progress toward this overarching goal? Data will be collected and reviewed monthly and will be formally analyzed at the end of each quarter.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.*

*\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>We will be providing relevant and flexible learning opportunities (OSPI Statewide Youth Reengagement Theory of Action).</b></p> <p>All students will benefit from this activity.</p> <p>This activity will take multiple years to implement fully; the action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>- identifying opportunities for partial credit attainment through credit audits</li> <li>- developing small project based learning units based on student needs as gathered from entry interviews, GED pre tests, and credit attainment</li> </ul>	<p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>- student attendance at partial credit offerings monthly</li> <li>- student IAP or High School Credit earned monthly</li> <li>- student voice in class schedule and their graduation plan quarterly using a self-rating system</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>- data collected on monthly IAPs over the course of the school year</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- development of new PBL opportunities</li> </ul>	<p>This activity is projected to take 3 years for complete implementation. We are in year 2.</p> <p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>- student attendance at partial credit offerings will be reviewed quarterly</li> <li>- student IAP or High School Credit earned will be reviewed monthly</li> <li>- student voice in class schedule and their graduation plan will be reviewed quarterly</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>- data collected on monthly IAPs over the course of the school year</li> </ul> <p><b>Process:</b></p>	<p>The leadership team will be responsible for implementing, measuring, and adjusting the activity.</p> <p>Others involved will be teachers, students, counselors, paraeducators, district administrators, CIP.</p>	<p>This activity will require the following resources:</p> <ul style="list-style-type: none"> <li>- staff additional time to develop, implement, monitor, and adjust the practice</li> <li>- additional staff time for developing and delivering PBL opportunities outside of contract hours</li> <li>- supplies for PBL experiences for students</li> <li>- additional staff time for compilation and synthesis of information for the practice</li> <li>- planning/family contact time/supplies for instructor to prepare for a class that will be offered weekly for ML learners</li> <li>- as Skyward doesn't provide us with the individualized data that we need in order</li> </ul>

	<p>- developing additional individualized learning opportunities for engagement and goal attainment.</p>	<p>- development of new PBL/ learning opportunities opportunities will be reviewed quarterly</p>		<p>to monitor student progress, we are requesting funding to pay an outside computer consultant to update and provide support for our locally sourced data collection system</p> <ul style="list-style-type: none"> <li>- funding for 5 staff to attend the annual WALA conference to glean ideas to provide flexible learning opportunities for students (registration, meals, travel, hotel, subs for 3 staff)</li> <li>- annual WALA membership</li> <li>- Kris Bland math modules 40 hours to create 10 modules to give students opportunities for more flexible learning opportunities for students who may not be able to access in class support due to individual student circumstances</li> <li>- purchase books for staff book study around PBL/UDL to better engage students in their learning</li> <li>- 4 large screen laptops for student to take their GED pre tests on due to the fact that the GED pre tests are not formatted to be accessed on the basic education chromebooks that all students receive</li> <li>- purchase of 50 Kaplan GED study books for students who may not be able to study at home due to transiency, lack of internet at home, or are unable to attend school on a daily basis due to individual student circumstances, etc.</li> </ul>
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (LCAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Four large screen laptops for student to take their GED pre tests on (\$1,500 each) = \$6,000</p>
<p>2. Additional staff time to develop, implement, monitor, and adjust the practice = \$1,500</p>
<p>3. Additional staff time for developing and delivering PBL opportunities outside of contract hours (15 staff 10 hours each) = \$7,000</p>
<p>4. Supplies and supplemental costs (entrance fees, supplies, etc.) for PBL experiences for students = \$4,000</p>
<p>5. Additional staff time for compilation and synthesis of information for the practice = \$1,500</p>
<p>6. Planning/family contact time/supplies for instructor to prepare for a class that will be offered weekly for ML learners = \$0</p>
<p>7. Funding to pay an outside computer consultant to update and provide support for our data collection system = \$6,000</p>
<p>8. Funding for 5 staff to attend the annual WALA conference to glean ideas to engage students (registration, meals, travel, hotels for 3 staff) = \$7,500</p>
<p>9. Annual WALA membership = \$100</p>
<p>10. Kris Bland math modules (40 hours of planning to create 10 modules) \$ 2,000</p>
<p>11. 50 Kaplan GED study books (\$24.95 + tax and shipping) \$1,500</p>
<p>12. Purchase books for staff book study around PBL/UDL to better engage students in their learning (20 books \$25 each plus tax and shipping) = \$600</p>

SY2024–2025 SMARTIE Goal #2: Based on our comprehensive needs assessment, our Goal 2 focus is on student engagement. We will increase the number of students that we retain to help meet their high school goal (GED, high school diploma, job skills, etc) before they exit the Open Doors program and we will contact students who have left (leavers) to attempt to re-engage them. Our goal is to retain 85% of our students until they officially exit the program and re-engagement at least 10 leavers over the course of the school year.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see midyear to know if they are on track to meet the overarching goal?

We will use the monthly count to identify leavers and will attempt to re-engage those students each month. We will also use the monthly count to assess the progress of our existing students.

Who will monitor the progress of this overarching goal? Open Doors staff (Erica Marci, Rob, and Mary).

When/how often will they monitor progress toward this overarching goal? Data will be collected monthly and will be formally analyzed at the end of each quarter. Staff members will contact a minimum of 5 leavers per week in an attempt to re-engage them.

Instructions: Use the empty rows in the table below to detail evidencebased practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column on each evidence-based practices (intervention, activity, or strategy) described.

\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal (Data + Evidence based Practice = Support of SMARTIE Goal)

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur?</i></p> <p><i>What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>We will increase outreach, relationship building, and student voice and choice (OSPI Statewide Youth Reengagement Theory of Action).</b></p> <p>All students will benefit from this activity.</p> <p>This activity will take multiple years to implement fully; action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>- developing a system for contacting Open Doors students who drop out without completing their goal ("leavers")</li> <li>- identify needed resources based on information collected from students</li> <li>- identify needed community connections/partnerships for supporting post-secondary success</li> <li>- develop a strong onboarding/exit process to improve student success</li> </ul>	<p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>- "leavers" contacted</li> <li>- student survey/feedback form concerning onboarding</li> <li>- student continuous engagement based on monthly counts to the state</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>- IAPs monthly, attendance monthly, continuous enrollment</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- completion of onboarding and exit interview</li> <li>- completion of 50% or more "leaver" contacts</li> </ul>	<p>This activity is projected to take 3 years for complete implementation. We are in year 2.</p> <p><b>Short-term:</b></p> <ul style="list-style-type: none"> <li>- "leavers" contacted will be reviewed twice monthly</li> <li>- student survey/feedback form concerning onboarding will be reviewed monthly</li> <li>- student continuous engagement will be reviewed monthly</li> </ul> <p><b>Long-term:</b></p> <ul style="list-style-type: none"> <li>- Improve outcomes for all Open Doors students post high school</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- completion of onboarding and exit interview</li> <li>- completion of 50% or more "leaver" contacts</li> </ul>	<p>The leadership team will be responsible for implementing, measuring, and adjusting the activity.</p> <p>Others involved will be teachers, students, counselors, paraeducators, district administrators, CIP.</p>	<p>This activity will require the following resources:</p> <ul style="list-style-type: none"> <li>- additional staff hours for contacting students and compiling information</li> <li>- staff additional time to develop, implement, monitor, and adjust the practice</li> <li>- additional staff time for developing community partnerships based on student needs</li> <li>- additional staff time to create onboarding/exit interviews</li> <li>- postage for additional mailings to increase communication with students/families</li> </ul>

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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (LCAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

- |  |
|--|
| 1. Additional staff hours for contacting students and compiling information (max 5 hours per week) = \$6,500 |
| 2. Staff additional time to develop, implement, monitor, and adjust the practice = \$1,500                   |
| 3. Additional staff time for developing community partnerships based on student needs = \$1,500              |
| 4. Create onboarding/exit interviewing = \$1,500   |
| 5. Postage for mailings to increase communication with students/families = \$500                             |

# Consolidated School Improvement Plan 2024-25

## Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
<b>Building Name:</b> Pioneer	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	<b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): <a href="#">Click or tap here to enter text.</a>
<b>School Code:</b> 2780	<b>Grade Span:</b> 6-8 <b>School Type:</b> Comprehensive Middle School
<b>Principal:</b> Kris Duncan	<b>Building Enrollment:</b> 597
<b>School District:</b> Walla Walla Public Schools	<b>F/R Percentage:</b> 70.36%
<b>Board Approval Date:</b> December 2024	<b>Special Education Percentage:</b> 7.6%
<b>Plan Date:</b> October 2024	<b>English Learner Percentage:</b> 3%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: T3 Compounded	

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Section 2: School Leadership Team Members and Parent-Community Partners
Kris Duncan-Principal

Lisa Franklin Assistant Principal  
Guiding Coalition Members:  
Matt Manley  
Theresa Salemme  
Lani Kiefel  
Seth Ahrens  
John Avery  
Rachel Geiter

### Section 3: Vision and Mission Statement

To prepare all students for success in high school and participation in a global society

### Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

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**Note:** If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

**Note:** If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

**Note:** If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

#### Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

While our students on IEPs and our Multilingual learners have performed lower than other students on indicators of success, in recent years our students on IEPs have grown at an almost equitable rate, experiencing higher success than previously. Our multilingual learners are still struggling on achievement and growth towards grade level standards. Our students in poverty are still performing at lower levels than other students, with attendance as a regular concern.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

This year we are providing release time for Resource teachers and our ML coordinator to push into classrooms to provide coaching and targeted support for students. We have now moved almost exclusively to full inclusion school-wide, providing access to grade level core instruction for all students. This decision was made after examining how our students on IEPs and our multilingual learners were growing on both state and school-wide assessments. Lack of access was preventing measurable growth. Our resource teachers and ML coordinators team and plan with our Gen Ed core teachers, which allows for proactive accommodations and scaffolds.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

Our state, diagnostic and classroom assessments all indicate that our students on IEPs and multilingual learners were not growing, due to a lack of, or inability to, access grade level coursework. There was a need for scaffolding and accommodations to be built into Tier I instruction, which required staff development and time and resources for additional planning.

## Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Our staff needs learning and support around scaffolds and interventions for multilingual learners and how to plan from the lens of Universal Design for Learning, so that Tier I instruction is strong and scaffolded. Teachers also need support from peer coaches who observe and help them strengthen their core instruction. They need release time to incorporate these supports into their units and lesson plans.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We are noticing significant growth in state, diagnostic and classroom assessments in the above-mentioned populations with the steps we have already taken: full inclusion, push-in support from Resource teachers, implementation of Inclusionary practices at the Tier I level, indicating that we need to continue in this direction and add layers to support Multilingual learners as well.

## Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

There is a need for peer coaching and release time to support the needs of traditionally underserved students. Teachers need development and support to plan for accommodations for students with learning or language barriers. Development could include utilizing a training consultant, providing release time to plan for implementation, providing release time for peer coaching and observations, materials not provided through traditional school funding, etc.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Our existing supports as well as our goals for continued support are focused on providing equity of access for students with learning and/or language barriers. We are targeting resources to ensure that students traditionally underserved will get the support they need to achieve at high levels and have access to grade level learning.

3. How did your school identify these areas of strengths and improvement?

Through State, diagnostic and classroom based assessments and trends from year to year

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Pioneer works closely with elementary and high school staff to ensure that supports put in place continue from year to year. This includes utilizing our District equity team to ensure that staff at all levels are getting the same supports and training.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Our partnership with Communities in Schools and the work of the District Equity department, as well as the Teaching and Learning department all create the foundation for our students to achieve, regardless of needs. Our district training is focused around student engagement, and our Strategic Plan specifically addresses community and family engagement and partnership. Continued focus in these areas will strengthen our systems of support.

## Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goals** specific, measurable, attainable, realistic, timebound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

**Note:** This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

**Note:** For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3- Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal # 1: By June of 2025, Pioneer will have increased our grade level pass rate on the SBA by 20% and our Relative Risk Rate by 1.5 through targeted interventions for students traditionally underserved (MLs, Students on IEPs, Students in Poverty)

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

i- Ready data. By midyear, students traditionally underserved (MLs, students on IEPs, students in poverty) will have reached their stretch growth, with other students making at least traditional growth goals.

Common Formative Assessments developed by Professional Learning Teams

Who will monitor the progress of this overarching goal?

Guiding Coalition

When/how often will they monitor progress toward this overarching goal?

Monthly

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Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

**\*Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support</i>	<i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional</i>

<p><i>achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><b><i>(intervention, activity, or strategy)?</i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>projected length of time?</i></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>Who else will be involved?</i></p>	<p><i>development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>We will be improving the work of PLCs through focusing on intentional planning around Inclusionary practices</b></p> <p>Although all students will benefit from this activity, the largest benefit will be to our students with disabilities, multilingual learners and students with low income.</p>	<p><b>Short-term:</b> Guiding Coalition will look at PLT unit plans through a rubric focused on Inclusionary practices and appropriate scaffolds</p> <p><b>Long-term:</b> - i- Ready Diagnostic - SBA and WIDA</p> <p><b>Process:</b>Guiding Coalition examines data including iReady and CFAs to determine if teams are making impactful interventions and accommodations. Results impact upcoming professional development</p> <p>PLT selfreflection around intentional planning and inclusionary practices</p>	<p>2024- 2025 school year</p> <p><b>Short-term:</b> monthly examination of PLT units</p> <p><b>Long-term:</b> Quarterly examination of - i- Ready Diagnostic - SBA and WIDA</p> <p><b>Process:</b>bi- weekly meetings, GC will examine data and adjust professional development</p> <p>Quarterly examination of PLT self- reflections</p>	<p>The Guiding Coalition will be responsible for implementing, measuring, and adjusting the activity.</p> <p>Others involved will be PLTs, classroom teachers, and coaches</p>	<p>This activity will require the following resources:</p> <ul style="list-style-type: none"> <li>- Funding for professional development provided to staff</li> <li>- Creation of a rubric for leadership to evaluate PLT work</li> <li>- Support and feedback from Equity Director, SPED Director, Teaching and Learning Director, and MS Principal Colleagues</li> <li>- additional staff pay to implement, monitor, and adjust the activity</li> </ul>
<p>We will be implementing teacher Coaching</p>	<p><b>Short Term:</b> Observational data around Increased</p>	<p><b>Short Term:</b> Observational data around Increased</p>	<p>Guiding Coalition Building Administration</p>	<p>Release time for coaches to push into classrooms to</p>

	<p>student engagement in class work, Increased occurrences of Academic Discourse, implementation of Anchor Charts and Word Walls</p> <p>Reports from coaches on numbers of classroom visits and students being supported</p> <p><b>Long Term:</b>Regular diagnostic data from iReady and Common Assessments</p> <p><b>Process:</b>Guiding Coalition will pull data from iReady, Admin will chart data from observations to examine at monthly GC data meetings.</p>	<p>student engagement in class work, Increased occurrences of Academic Discourse, implementation of Anchor Charts and Word Walls - weekly</p> <p>Reports from coaches on numbers of classroom visits and students being supported- monthly</p> <p><b>Long Term:</b>Regular diagnostic data from iReady and Common Assessments quarterly</p> <p><b>Process:</b>Guiding Coalition will pull data from iReady, Admin will chart data from observations to examine at monthly GC data meetings. monthly</p>	<p>Teacher Coaches</p>	<p>provide timely, targeted support.</p> <p>Materials to support coaching</p> <p>Additional staff pay for implementation and regular data debriefs</p> <p>Professional development for teachers and coaches</p>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement

Plans (SIPs), LEA- Consolidated Accountability Plans (L- CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through W SIF data.
1. Supplies for a book study related to inclusionary practices. \$1000
2. Additional time for staff, beyond the contract day, for professional learning related to inclusionary practices. \$6500
3. Release time for internal coaches to push into other classrooms. \$4000

**5b. SY2024–2025 SMARTIE Goal #2: Pioneer will increase the number of students successfully accessing grade level standards to 95% as measured by enrollment in and passing grades in grade level Core classes**

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Grades and enrollment

Who will monitor the progress of this overarching goal?

Classroom teachers and Inclusionary Specialists

When/how often will they monitor progress toward this overarching goal?

Weekly

*Instructions: Use the empty rows in the table below to detail evidencebased practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidencebased practices (intervention, activity, or strategy) described.*

*\*Each evidence based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal (Data + Evidence based Practice = Support of SMARTIE Goal)*

<u>Evidence based practice (intervention,</u>	Data Measures	Timeframe	Lead	Resources
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<b>activity, or strategy) to support SMARTIE Goal</b>				
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Improve our utilization of Universal Design for Learning school wide??</p> <p>Although a change this size is a multi year activity, action steps we will be taking this year focus on:</p> <ul style="list-style-type: none"> <li>● building staff capacity and readiness</li> <li>● identifying targeted strategies for building-wide use</li> <li>● developing UDL staff leads</li> <li>● coaching for implementation</li> </ul>	<p>Short term data</p> <ul style="list-style-type: none"> <li>● Walk through screening data</li> <li>● Teacher capacity data gathered at professional development</li> </ul> <p>Long-term data</p> <ul style="list-style-type: none"> <li>● SBAC Spring to Spring</li> <li>● iReady Fall to Winter and Winter to Spring</li> </ul> <p>Process</p> <ul style="list-style-type: none"> <li>● Walk through data</li> </ul>	<p>This activity is projected to take 3-5 years for complete implementation. We are in year 2.</p> <p>Short term data- weekly</p> <ul style="list-style-type: none"> <li>● Walk through screening data</li> <li>● Teacher capacity data gathered at professional development</li> </ul> <p>Long-term data- quarterly</p> <ul style="list-style-type: none"> <li>● SBAC Spring to Spring</li> </ul>	<p>The Guiding Coalition is responsible for implementing, measuring, and adjusting the activity.</p>	<p>To implement this activity we will need the following resources:</p> <ul style="list-style-type: none"> <li>● Additional time for GC to develop implementation systems</li> <li>● Release funds for coaching cycles and peer classroom observations</li> <li>● Additional time for professional development for staff leads</li> <li>● Additional time for professional development for classroom para educators</li> </ul>

<ul style="list-style-type: none"> <li>developing progress monitoring tools</li> </ul> <p>Universal Design for Learning strategies will provide the largest benefit to our Multilingual learners, students in poverty and students on IEPs</p>		<ul style="list-style-type: none"> <li>iReady Fall to Winter and Winter to Spring</li> </ul> <p>Process</p> <ul style="list-style-type: none"> <li>Walk through data</li> </ul>		<ul style="list-style-type: none"> <li>Access and subscriptions to various tools for differentiation and intervention including audio services, video programs, etc.</li> <li>Consumables for student scaffolds and engagement strategies</li> </ul>
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (LCAPs), Required Action Plans (RAPs), etc.), and must be focused the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Supplemental subscriptions to enhance student opportunities for choice: \$2000</p>
<p>2. Supplemental materials for students who need additional scaffolds: \$4000</p>
<p>3. Extended learning time for staff: \$8,000</p>

### Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

**NOTE** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Provides for additional collaboration time to support math instruction, PLC training, ML, inclusionary practices, and reading comprehension strategies.</i>
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Interventions, additional
<b>School Improvement</b>	All funds are expressly intended for school level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Additional supports, beyond what’s provide by the district for all schools, to learn about inclusionary practices and move the work forward building- wide, instead of just with the guiding coalition.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Leveraging teacher leaders to onboard new staff.
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	Additional time for our ML coordinator to work with staff and have release time to push into classrooms.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	SEL support.
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Intervention teachers and para educators.</i>

**Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)**

**NOTE** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	NA
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	NA

<b>SCHOOLWIDE PLAN</b>	
<b>Name of District/Building:</b> Walla Walla Public Schools/Walla Walla High School	<b>Date:</b> 2024-25 School Year
<b>Mission</b> <i>Intellectually, socially, personally transformative for all.</i>	<b>Vision</b> <i>Ensuring high academic achievement, building meaningful relationships, and empowering all students to own their futures.</i>
<b>COMPONENT #1: NEEDS ASSESSMENT</b>	
<p>Wa-Hi has a current enrollment of 1,452 students. We are a 9-12 Comprehensive High School. Our student population is 50% White, 43% Hispanic, 5% Two or More Races, 1% Black/African American, 1% Asian, .4% American Indian/Alaskan Native, and .1% Native Hawaiian/Other Pacific. 51% of our students qualify for Free/Reduced Lunch, 10% qualify as ML, 14% qualify for Specially Designed Instruction (SDI) and about 10% have a 504.</p> <p>As part of Vision 2030, we have our individual School Data Profile as well as monthly reports to monitor attendance and grades to provide monthly check-ins on our progress. We are also starting to use 5 Lab to better monitor our attendance and student grades. Our beginning of year examination of SBA, data shows the following:</p> <p><b>Graduation Rates:</b> Wa-Hi's graduation rate for the class of 2023 was 96.5% Our Latino/Hispanic graduation rate is 98.0 % which is the highest of all demographics.</p> <p><b>SBA Data:</b> ELA - 63.3% of 10th grade students were on track for college level learning without needing remedial classes. Math - 33% of 10th grade students were on track for college level learning without needing remedial classes. Science - 47.1% of 11th grade students were on track for college level learning without needing remedial classes</p> <p><b>Perceptual Data:</b> Last year, Winter 2023 EES data showed our I vs They Gaps increase in the areas of willingness to work at change by 6%. There was a 4% decrease in the gap for openness to new ideas and willingness to be held accountable. We attribute this mainly to a new administrative team and a renewed focus on instruction and learning.</p> <p>Winter 2023 EES data from staff indicates our top areas of positive percentage change were staff could count on each other, belief that all students can meet state standards, and their colleagues are willing to be held accountable for student learning. The areas in which we need to focus for this year are addressing race and bigotry, principals collaborating with organizations outside of the school to support teachers, and the district facilitating the alignment of curriculum across schools and training to meet the diverse needs of students.</p>	
<b>PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN</b>	
<b>Plan</b>	<p><u>Goal #1 Fostering a Professional Learning Community Culture to Improve Student Outcomes</u></p> <ul style="list-style-type: none"> <li>Ensure that collaborative teams have Unit Goals for each unit of study and are collecting data focused around those unit goals.</li> </ul> <p><u>Goal #2: Improved Student Support for Learning</u></p> <ul style="list-style-type: none"> <li>Through professional development, staff will strengthen reading and writing skills across all subject areas, with a focus on high-yield strategies and differentiation.</li> </ul> <p><u>Goal #3: Improved Tier 1 Instruction</u></p> <ul style="list-style-type: none"> <li>Ensure that 90% of teachers are communicating what students are learning for each lesson (verbally and/or in writing).</li> </ul> <p><u>Goal #4: Improve Tier 2 Instruction</u></p>

<b>SCHOOLWIDE PLAN</b>	
	<ul style="list-style-type: none"> <li>● Ensure that 90% of teachers are utilizing Blue Devil Time for providing timely intervention/enrichment connected to their identified Promise Standards.</li> </ul> <p><u>Goal #5: Closing the Achievement Gap</u></p> <ul style="list-style-type: none"> <li>● Ensure that 80% of Freshman are considered “on track” for graduation.</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>● Continue to monitor the work of each collaborative team focused around the four critical questions.</li> <li>● Continue to monitor students with D’s and F’s and interventions.</li> <li>● Implement two school wide AVID Instructional Strategies to help address student learning gaps.</li> <li>● Regularly surveying both staff and students via Google forms and other means <ul style="list-style-type: none"> <li>○ Post professional development</li> <li>○ Climate survey</li> <li>○ Decision making</li> </ul> </li> </ul>
<b>Study</b>	<p>As we have studied our fall 2024 data, we have the following strengths:</p> <ul style="list-style-type: none"> <li>● We have clear systems for teaching schoolwide expectations and behaviors to students.</li> <li>● Majority of collaborative teams have identified Promise Standards for the academic year.</li> <li>● ELA SBA cohort pass rates increased by 15%</li> <li>● Math SBA cohort pass rates increased by 7%</li> <li>● Staff is willing to problem solve and think creatively to support student growth and success</li> </ul> <p>As we have studied our fall 2024 data, we have the following challenges:</p> <ul style="list-style-type: none"> <li>● Decreasing our Chronic absenteeism rate by 10% from 32.3% to 22.3%.</li> <li>● Decreasing the number of 9th &amp; 10th grade students failing courses. <ul style="list-style-type: none"> <li>○ 80% of freshmen are considered “on time” graduates.</li> </ul> </li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>● Continued use and refinement of academic support classes for 9th &amp; 10th graders failing multiple courses.</li> <li>● Increased monitoring of students with 2 or more F’s.</li> <li>● Implemented Blue Devil Time ( 30 minutes 3x a week) to ensure all students have access to additional time and support during the school day.</li> </ul>
<b>Adjust</b>	<i>To be completed after we study our end of semester data at the end of January.</i>
<b>COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES-School-wide programs and a school-wide focus</b>	
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-HIGH LEVERAGE INSTRUCTIONAL STRATEGIES</b>	
<b>Plan</b>	As part of Vision 2030 we work systematically to focus on the district and subject identified essential standards. With this focus, we are also collaborating on our instructional practices and those that best support the standards. PLC Teams collaborate each Wednesday to focus on the instruction, monitoring and response to our essential standards, common formative assessments, and what we will do when students do not meet the standard and when students demonstrate proficiency of the standard.
<b>Do</b>	<p>In addition to the district-wide focus on high leverage instructional strategies through collaboration to identify the most essential standards we will also implement the following:</p> <ul style="list-style-type: none"> <li>● Support teachers in streamlining their team’s proficiency maps so that they are focused on the most essential standards. Our Building Collaborations each month will be focused on collaborating around the four questions.</li> <li>● Provide opportunities for staff to participate in Learning Walks throughout the year.</li> <li>● Provide release days for departments with a focus on the work of the collaborative team.</li> <li>● Provide additional instructional and SEL strategies at our Building Collaborations through our AVID Site Team to improve student engagement. Continued to provide support through SST by analyzing data.</li> </ul>

<b>SCHOOLWIDE PLAN</b>	
	<ul style="list-style-type: none"> <li>Feedback will come through Guiding Coalition feedback, exit tickets after building collaboration, and through conversations at team collaboration opportunities.</li> </ul>
Study	<p>As we have studied our fall 2024 staff input data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>Ensuring staff have an opportunity to be part of the decision making process related to PD and master schedule courses.</li> <li>Including an instructional strategy focused on engagement in all Building Collaborations.</li> <li>Modify professional development experiences to model classroom experiences</li> <li>Incorporating SEL strategies into Building Collaborations, including modeling strategies.</li> </ul>
Adjust	<i>To be completed after we study our end of semester data at the end of January.</i>
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-ALIGNED AND COHERENT SYSTEMS</b>	
Plan	As part of Vision 2030, as a district we have focused on adopting aligned and coherent curriculum that is tied to essential standards. Part of this plan also includes support for social emotional concerns.
Do	<p>Wednesdays are dedicated to team collaboration and focused on answering the four questions: What do we want students to learn? How will we know when they have learned it? What will we do for students who need more support to meet the standard? What will we do for students who have already mastered the standard?</p> <ul style="list-style-type: none"> <li>Administrators review PLC meeting outcomes each week</li> <li>Administrators regularly attend PLC meetings</li> <li>Administrators are co-teaching with PLC teams and collaborating to develop commons assessments</li> <li>Support staff with professional development to related to the PLC process.</li> </ul>
Study	Study outcomes from PLC work and continually adjust PLC intervention.
Adjust	<i>To be completed after we study our end of semester data at the end of January.</i>
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SOCIAL EMOTIONAL NEEDS</b>	
Plan	As part of Vision 2030, we have district support to focus on safe and engaging environments. As part of this plan we have established a building-wide SEL team. This team will focus on Tier I strategies this year to promote consistent high leverage engagement strategies to build relationships and thus increase attendance and students' academic growth and social emotional well-being. We have established a team of adults and students to carry out the Sources of Strength. The students and leaders are meeting on a regular basis to enhance the learning and leadership of our students and staff.
Do	<ul style="list-style-type: none"> <li>The building SEL team will be presenting additional SEL strategies at Building Collaborations. This will include collecting input from staff about strategies they are already using and how we will elevate these to building-wide practices.</li> <li>Our Sources of Strengths students will be leading several activities during lunch this year to engage their peers and strengthen social emotional supports and connections across the campus.</li> </ul>
Study	We will be studying our EES data from this fall as well as over time to see if our students feel more connected to adults and school. We will also study the success of our Tier I strategies through data obtained from 5Lab and referrals obtained through our Office Referral Form. Additionally, we will be monitoring student attendance data as we support student engagement and belonging.
Adjust	<i>To be completed after we study our end of semester data at the end of January and throughout the spring.</i>
<b>PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES-SAFE AND ENGAGING ENVIRONMENT</b>	
Plan	Principals Goal #3 focuses on improved student outcomes, voice, and experience and we are working to incorporate ways to increase student feedback to teachers/staff as well as instructional techniques and strategies that increase student learning and engagement. We are also implementing activities and events that celebrate student success.

SCHOOLWIDE PLAN	
Do	<p>To increase student feedback to teachers/staff we are:</p> <ul style="list-style-type: none"> <li>● Sharing and discussing strategies at Staff Learning Meetings</li> <li>● Principal meets with ASB leadership monthly and reports back to staff.</li> <li>● Modeling use and response to different strategies</li> <li>● Encouraging staff to seek feedback from students and asking they share what they have learned</li> </ul> <p>To incorporate instructional techniques and strategies that increase student learning and engagement, we are:</p> <ul style="list-style-type: none"> <li>● Supporting staff to visit each other's classrooms to learn from those who are already implementing engagement strategies</li> <li>● Continuing to support collaborative teams as they work to become high functioning professional learning communities</li> <li>● Seeking feedback from our students and acting on that input</li> <li>● Sharing and discussing strategies at Staff Learning Meetings</li> </ul> <p>Planned activities and events that celebrate student success include:</p> <ul style="list-style-type: none"> <li>● Go Blue Student of the Month recognition and celebration</li> <li>● Academic Recognition and Celebration after 1st semester</li> <li>● Assemblies focusing on recognition of ALL student clubs and activities</li> </ul> <p>Other continuing schoolwide efforts focusing on safe and engaging environment include:</p> <ul style="list-style-type: none"> <li>● Variety of clubs and activities</li> <li>● Active Student Leadership and ASB programming focused on improving student experience</li> </ul>
Study	<p>We are focused on the following Winter 2024 EES data:</p> <ul style="list-style-type: none"> <li>● EES student survey question: <b><i>My teachers listen to my ideas and concerns (Currently 67%. Goal 72%).</i></b></li> <li>● EES student survey question: <b><i>My teachers help me learn in more ways than the teacher just talking in front of class (Currently 58%. Goal 70%).</i></b></li> <li>● EES survey question: <b><i>Student success is celebrated in this school (Currently 62%. Goal 72%).</i></b></li> <li>● EES survey question: <b><i>I feel safe at this school (Currently 61%. Goal 80%)</i></b></li> </ul> <p>Other data studied includes:</p> <ul style="list-style-type: none"> <li>● Staff Learning Meeting exit tickets and feedback</li> </ul>
Adjust	<i>To be completed after we study our end of semester data at the end of January.</i>
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY-How students who have not met academic and non-academic standards will receive effectively and timely assistance</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	<p>We are implementing a building-wide intervention plan based on teacher referrals for students of academic concern. This intervention occurs 2 days per week. Classroom teachers are asked to provide intervention within their classroom weekly.</p> <p>Leverage partnership with Community in Schools (CIS) to address barriers for students getting to school, and facilitate Community Engagement Boards (CEB) for students that casemanaged by CIS.</p>

<b>SCHOOLWIDE PLAN</b>	
<b>Do</b>	<p>We are modifying the master schedule to ensure supports are available for our most at risk students.</p> <p>Work with CIS to determine students that will be casemanged, and develop processes to determine if academic progress is being made and students attend class regularly.</p> <p>During registration, advise families and students about course requests that are based on student needs and/or interests.</p> <p>Work with Guiding Coalition to develop a proactive school wide system of support for students that need Tier 2 Academic Intervention.</p> <p>In order to provide clear support and interventions, PLC Teams use Wednesday collaboration time to complete the CFA Cycle and address the four questions.</p>
<b>Study</b>	<p>As we have studied our fall 2024 data, we have the following strengths:</p> <ul style="list-style-type: none"> <li>• Teams are working during collaborative time with a growth mindset and focusing on the most essential standards.</li> </ul> <p>As we have studied our fall 2024 data, we have the following challenges:</p> <ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Student behavior (truancy, substance abuse)</li> </ul> <p>As we have studied our fall 2024 data, we are making the following modifications:</p> <ul style="list-style-type: none"> <li>• Continue our Attendance Task Force to problem solve around chronic absenteeism</li> <li>• Coordination of school and community supports, leveraging Community in Schools</li> </ul>
<b>Adjust</b>	<i>To be completed after we study our end of semester data at the end of January.</i>

<b>COMPONENT #4: COORDINATION AND INTEGRATION-District funding, state and federal funding plans for how funding will be used.</b>	
<b>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</b>	
<b>Plan</b>	<p>Through the integration of building, district, state and federal funds we can ensure all staff have the opportunity to participate in professional learning opportunities. The integration of funds also allows us to provide support in a more seamless manner and ensure all departments that need additional release time to complete their proficiency maps, for example, have supportive collaborative time to do so.</p> <p>Working with the Guiding Coalition and SEL team to increase coordination between all of our efforts to ensure all staff have a voice in use of funds to meet building goals.</p>
<b>Do</b>	<p>Whether we are using building funds, or asking for additional support from district funds, our plans are approved and supported once they are checked for alignment and meet the funding guidelines.</p> <p>Our building leadership team will work with the Guiding Coalition members and SEL team leaders to monitor attendance and grade data on a regular basis to inform next steps throughout the year.</p>
<b>Study</b>	We will study data from 5LAB for attendance and grades, team CFA data, EES data and student feedback.
<b>Adjust</b>	Adjustments will be made based on ongoing data review.



TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: December 11, 2024  
RE: November's Financial Report

Attached is the November 2024 financial report consisting of:

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- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 8.5% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

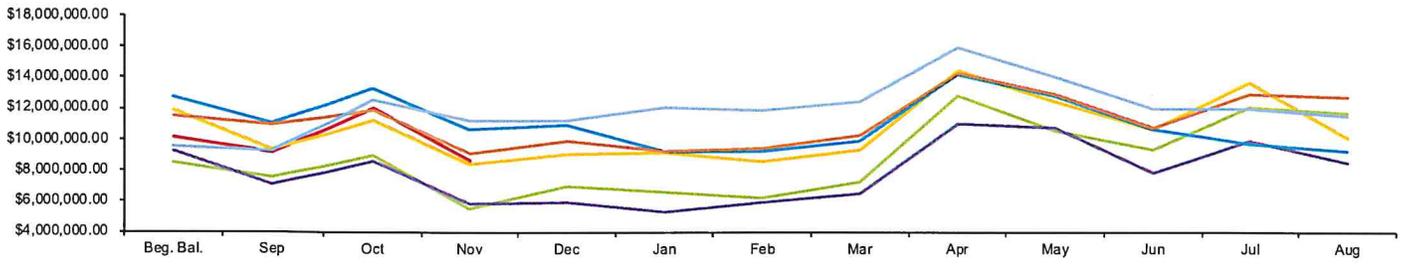
Monthly Financial Report

November 2024

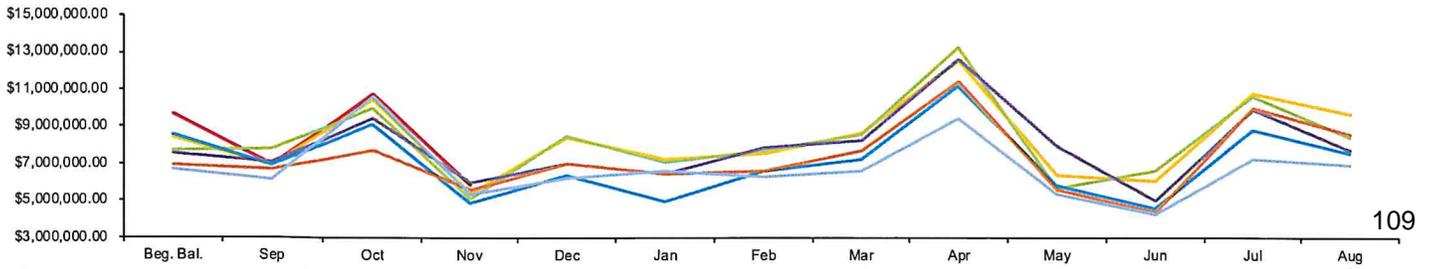
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 23,458,769
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (26,133,352)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (208,467)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 8,610,604 8.5%
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 14,500,000	\$ 11,647,644	\$ 11,647,644
Revenues	\$ 2,887,352	\$ 2,887,352	\$ 254,060
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (1,837,573)
Transfers	\$ (250,000)	\$ (250,000)	
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 10,064,131
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 3,051,794	\$ 3,149,247	\$ 3,149,247
Revenues	\$ 5,432,008	\$ 5,432,008	\$ 2,128,725
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (565)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 5,277,408
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 121,365
Expenditures	\$ (392,497)	\$ (392,497)	\$ (43,543)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 520,230
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 9,240
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ -
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 945,819

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

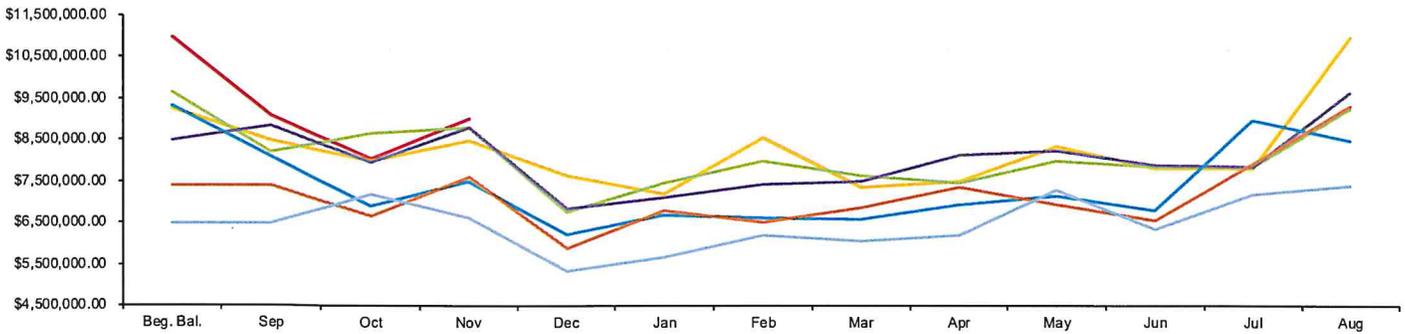
### NET CASH & INVESTMENTS



### RECEIPTS

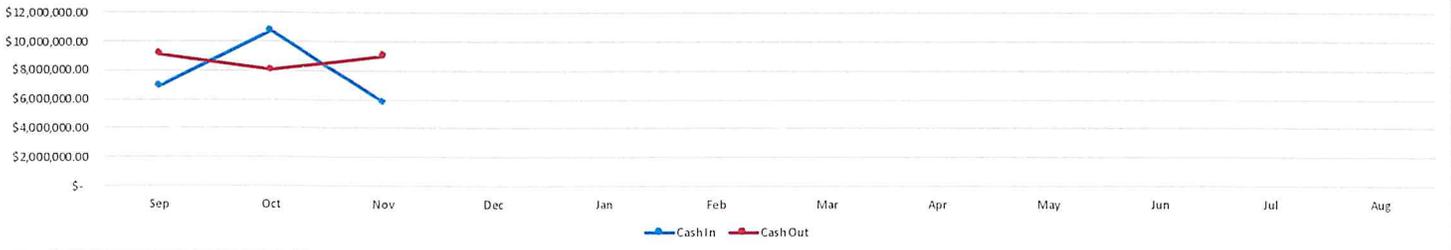


### EXPENDITURES

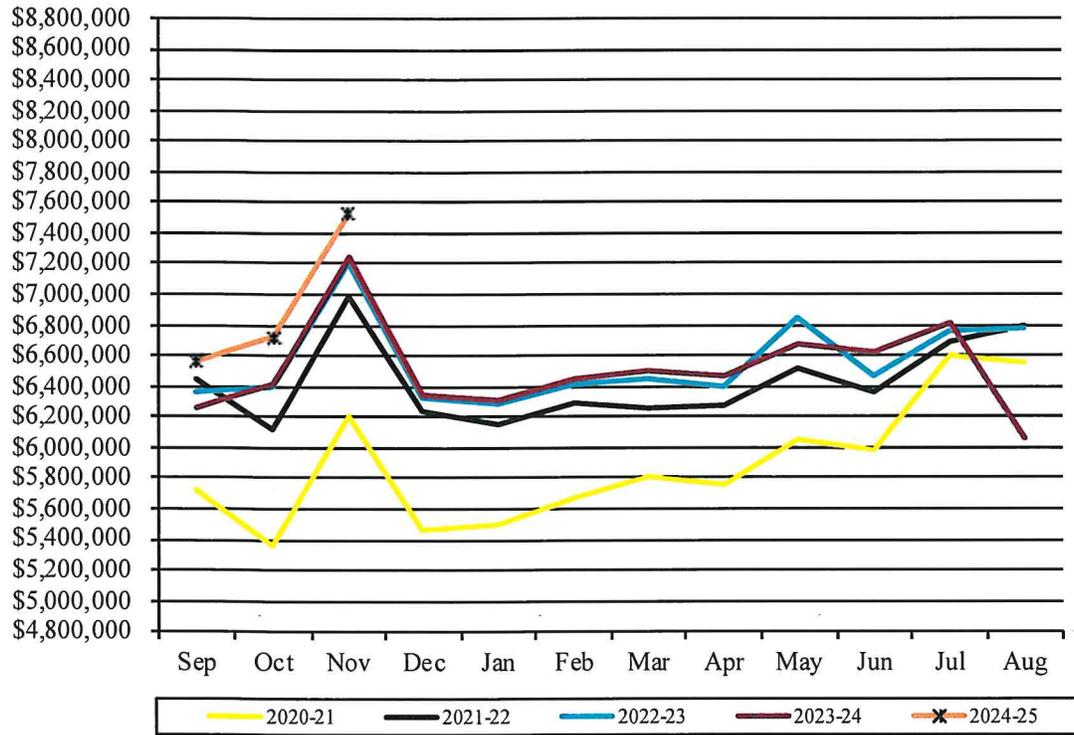


— 24-25   
 — 23-24   
 — 22-23   
 — 21-22   
 — 20-21   
 — 19-20   
 — 18-19

### 2023-24 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll



**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**November 19, 2024**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Ruth Ladderud, President

Terri Trick, Vice President

Alayna Brinton

Kathy Mulkerin

Derek Sarley

Eva Maxwell, Student Representative

Ari Kim-Leavitt, Student Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent

Christy Krutulis, Executive Director of Teaching & Learning

Janette Jeffris, Director of Fiscal Services

Dr. Julie Perron, Director of Equity & Dual Programs

Mark Higgins, Director of Communications

**AUDIENCE**

Including board members, administrators and guests, approximately 30 were in attendance.

**I. CALL TO ORDER**

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

**II. FLAG SALUTE**

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

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

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

**V. CONSENT AGENDA**

Motion by Terri Trick and seconded by Derek Sarley to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) November 5 & 19 accounts payable and October payroll; 5) August, September & October financial report; 6) CTE Program five-year plan; 7) resolution 11-2024 Murr Sports Park Field Lighting Project; 8) regular business meeting minutes of October 15, 2024; and 9) regular study meeting minutes of November 5, 2024. The motion carried unanimously.

**VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS**

**American Education Week, November 18-22, 2024:** Dr. Smith read a proclamation highlighting American Education Week, which is an opportunity to celebrate public education and honor individuals who ensure every child receives a quality education.

**Building Belonging Recognition:** Director of Equity and Dual Programs Dr. Julie Perron presented a Building Belonging award to Leidy Martinez and Kim Kelsay of Walla Walla High School. Dr. Perron noted the Building Belonging award is aligned to the district's "We All Belong Here" unity message promoting a civil, safe and compassionate learning environment. This board level recognition is awarded to students or staff who promote activities that create and sustain a sense of belonging, fairness, and justice for all students.

## VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT

ASB President Maddy Van Cleve reported on student activities at Walla Walla High School.

## VIII. CITIZENS' COMMENTS

Public comment was received by one individual.

## IX. REPORTS

**Board of Directors Report:** The Board members shared of events and activities in which they participated or attended since the last Board meeting, including student club and district and state organization committee meetings, and school events.

**Superintendent's Report:** Superintendent Dr. Wade Smith reported on the work of his Superintendent's Student Advisory Committee to prioritize several initiatives, which mirror what the school board has put into place with the Vision 2030 Strategic Plan and noted November enrollment is 5343 FTE.

**Vision 2030: Goal #4; Strategy #10 – Maximizing Family Engagement:** Partnership and Community Outreach Coordinator Brent Cummings, Family and Community Engagement Coordinator Pam Clayton, Multilingual Learner Support Principal on Special Assignment Marlen Perez and Director of Communications Mark Higgins provided an update on Vision 2030: Goal #4; Strategy #10 - Maximizing Family Engagement.

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

**Policies First Reading:** Dr. Smith presented the following policies for first reading.

- 2401 Financial Education Mastery-Based Learning and Credit
- 2402 English Language Arts Mastery-Based Learning and Credit
- 2403 Math Mastery-Based Learning and Credit
- 2404 Science Mastery-Based Learning and Credit
- 2405 Social Studies Mastery-Based Learning and Credit
- 2406 The Arts Mastery-Based Credit
- 2407 Health and Physical Education Mastery-Based Credit
- 2409 World Language Mastery-Based Credit
- 3241 Student Discipline
- 3419 Self-Administration of Asthma and Anaphylaxis Medications
- 3424 Opioid Related Overdose Reversal

## X. ACTION ITEMS

## XI. ADJOURNMENT

President Ladderud declared the meeting adjourned at 6:33 p.m.

Minutes to be presented for board approval on December 17, 2024.

**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/Work Session – 4:15 p.m.**  
**December 2, 2024**  
**WWPS Administration Building / 364 S. Park Street**

The Board of Directors conducted a special meeting on December 2 at 4:15 p.m. to discuss the development of an Equity Policy. All elected board members and student representatives were present. Including board members and guests there were 19 in attendance.

The special meeting concluded at 6:13 p.m. and was open to the public.

Minutes to be presented for board approval on December 17, 2024.

**APPROVED:**

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

\_\_\_\_\_  
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.

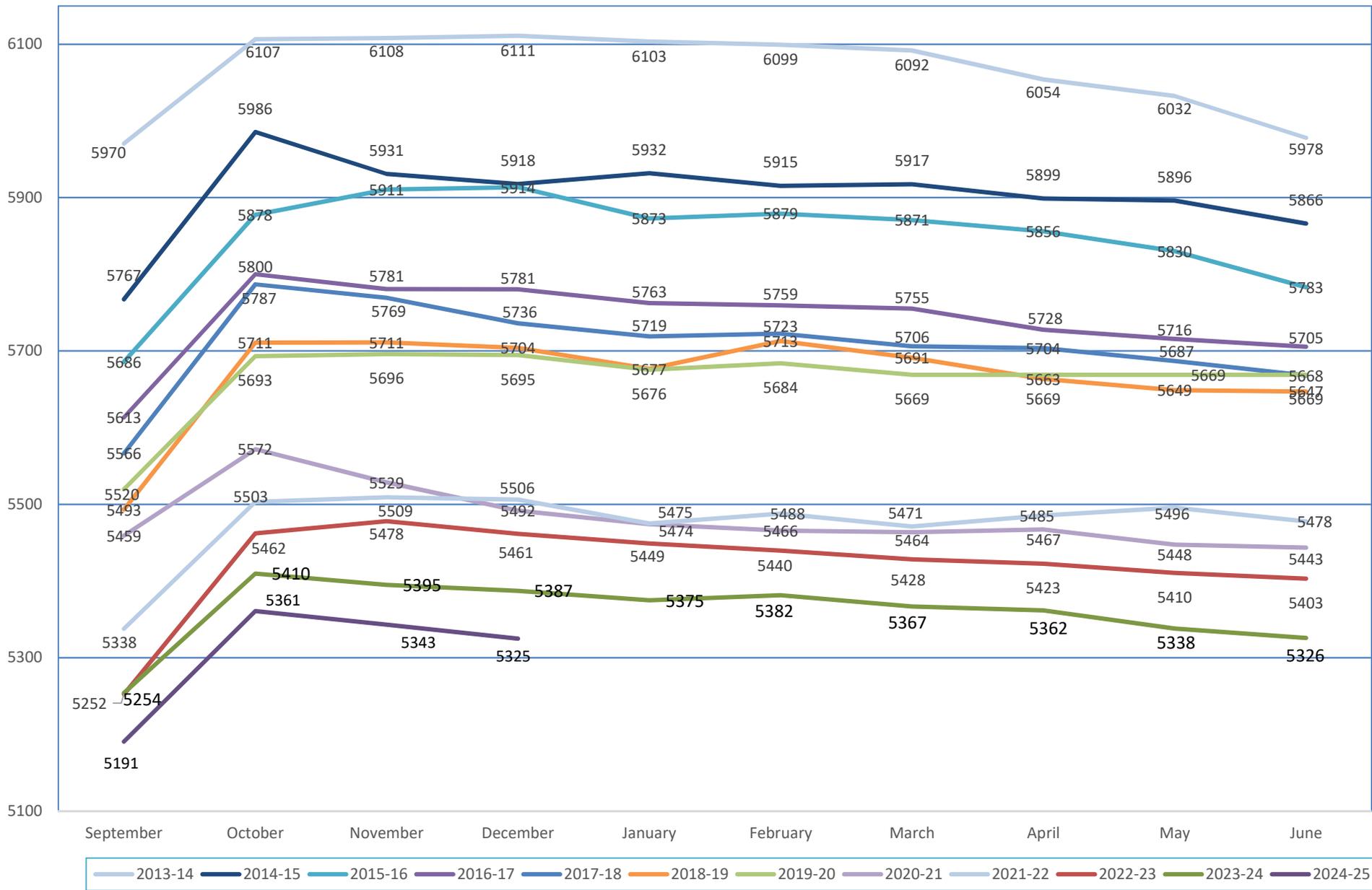
We also ask that you adhere to the following guidelines:

- 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

2024-2025	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
<b>Berney</b>	Brown, A	20	Diaz Madrigal, A	17	Kearbey, K	23	Baker, T	26	Ambler, C	20	Clearman, D	23	
	Hubbard, K	20	Gonzales, C	19	Parodi, D	22	Pekar, Katie	26	Bona, A	21	Holbrook, J	23	
			Morrison, S	18					Hartelius, S	20	James, I	23	
Behavior Prg K-5	Merrill, L		Merrill, L		Merrill, L	3	Merrill, L	1	Merrill, L	2	Merrill, L	1	
<b>SECTIONS</b>	<b>15</b>	40		54		45		52		61		69	321
slots available	32		21		9		2		23		15		Ratio 21.40
<b>Edison</b>	Espinosa, M	21	Maycumber, Y	23	Hobbs, S	17	Aceves, J	25	Ledesma, M	24	Ochoa, F	25	
	Helm, E	22	Berumen, B	22	Parsons, S	17	Estrada, A	26	Reed, J	24	Solis Martinez, V	24	
	Matson, E	17	Moreno, J	23	Saldivar, C	18	Lopez, J	25	Schafer, J	24	Solis, C	25	
	Valencia, A	20	Phillips, L	22	Williams, N	18							
<b>SECTIONS</b>	<b>21</b>	80		90		70		76		72		74	462
slots available*	4		(6)		14		5		12		10		Ratio 22.00
<b>Green Park</b>	Goble, E	23	Bahena-Flores, R	25	Chavez, R	21	Contreras, A	21	Esquivel, T	27	Maya, J	19	
	Nuno, J	20	Garcia, A	25	Salazar, I	24	Mora, G	20	Johnson, M	26	Lopez, M	18	
	Lamanna, S	18	Collins, A	23	Shuler, A	21	Boeckman, R	22	Tobin, J	27	Ambler, D	28	
	Katsel, E	16	James, L	23	Real, D	17	Gregoire, L	22			Lux, J	27	
Lifeskills Program	Angotti, E	4	Angotti, E	2	Angotti, E	1	Angotti, E	1	Angotti, E	1	Angotti, E	2	
	Scarborough, M	3	Scarborough, M	1	Scarborough, M	5	Scarborough, M	5	Scarborough, M	1	Scarborough, M	1	
<b>SECTIONS</b>	<b>23</b>	77		96		83		85		80		92	513
slots available	19		4		25		45		4		20		Ratio 22.30
<b>Prospect Point</b>	Ferraro, A	21	Hanson, K	22	Babbit, H	19	Jausoro, D	21	Prull, V	26	Mahan, L	27	
	Heinzman, A	19	Humphreys, S	21	Baldwin, W	20	Kuhlmann, K	21	Taylor, L	27	Parodi, D	26	
	Kaup Rose, S	20	Pederson, R	22	McFetridge, M	18	Reese, N	21	Watson, K	27	Pegel, G	25	
					Paul, M	16							
<b>SECTIONS</b>	<b>19</b>	60		65		73		63		80		78	419
slots available*	36		10		35		18		4		6		Ratio 22.05
<b>Sharpstein</b>	Gillin, L	17	Locati, R	17	Berg, L	19	Hutchinson, D	25	Keyes, K	27	Mendoza, L	23	
	Wilson, H	19	Russell, J	17	Griffith, R	19	Villanueva, S	26	VanDonge, B	27	Shirley, C	23	
			Ruvalcaba, G	16	York, L	18					Woiblet, B	23	
Developmental Prog	Stimmel, M	5	Stimmel, M	2	Stimmel, M	3	Stimmel, M	3	Amundson	5	Amundson	1	
Autism Program	Amundson		Amundson		Amundson	0	Amundson	2	Amundson	2	Amundson	1	
	Vaughan	3	Vaughan	2	Vaughan	3	Vaughan	2	Vaughan	2	Vaughan	1	
<b>SECTIONS</b>	<b>15</b>	36		50		56		51		54		69	316
slots available	31		23		25		3		2		15		Ratio 21.07
<b>WW Online/Homelink</b>		6		7		6		6		13		9	
		6		7		6		6		13		9	47
slots available													
<b>TOT SLOTS AVAIL</b>	122		52		108		73		45		66		
<b>GRADE LVL TOTAL</b>		293		355		327		327		347		382	2031
<b>GRADE LVL SECTNS</b>	15		17		17		14		14		16		
<b>AVERAGE LOADS</b>		19.53		20.88		19.24		23.36		24.79		23.88	
<b>TOTAL SC SPED</b>		12		5		6		9		8		4	44
<b>TOTAL ENROLLED</b>		311		367		339		342		368		395	2122

**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	\$ 235,000	\$ 60,212	\$ 6,495,493	\$ -	\$ 171,928	\$ 9,375	\$ -	\$ 6,972,008		\$ (86,658)	-1.24%
SEP ACTUAL	\$ 238,489	\$ 107,384	\$ 6,357,939	\$ -	\$ 174,152	\$ 7,387			\$ 6,885,350	\$ (86,658)	YTD
OCT PROJECTED	\$ 3,725,622	\$ 60,212	\$ 5,954,175	\$ 6,378	\$ 452,428	\$ 9,375	\$ -	\$ 10,208,190		\$ 521,180	5.11%
OCT ACTUAL	\$ 3,878,128	\$ 273,629	\$ 6,058,212	\$ 13,821	\$ 496,594	\$ 8,985			\$ 10,729,370	\$ 434,523	YTD
NOV PROJECTED	\$ 480,000	\$ 60,212	\$ 3,961,416	\$ 35,378	\$ 965,852	\$ 9,375	\$ -	\$ 5,512,233			
NOV ACTUAL									\$ -	\$ 434,523	YTD
DEC PROJECTED	\$ 30,000	\$ 60,212	\$ 6,579,828	\$ 23,378	\$ 756,877	\$ 9,375	\$ -	\$ 7,459,670			
DEC ACTUAL									\$ -	\$ 434,523	YTD
JAN PROJECTED	\$ 15,000	\$ 60,212	\$ 6,193,983	\$ 23,378	\$ 765,427	\$ 9,375	\$ -	\$ 7,067,375			
JAN ACTUAL									\$ -	\$ 434,523	YTD
FEB PROJECTED	\$ 55,000	\$ 60,212	\$ 6,583,743	\$ 23,378	\$ 756,877	\$ 9,375	\$ -	\$ 7,488,585			
FEB ACTUAL									\$ -	\$ 434,523	YTD
MAR PROJECTED	\$ 1,757,520	\$ 60,212	\$ 6,589,523	\$ 23,378	\$ 871,496	\$ 9,375	\$ -	\$ 9,311,504			
MAR ACTUAL									\$ -	\$ 434,523	YTD
APR PROJECTED	\$ 5,333,955	\$ 60,212	\$ 7,019,323	\$ 23,378	\$ 880,046	\$ 9,375	\$ -	\$ 13,326,289			
APR ACTUAL									\$ -	\$ 434,523	YTD
MAY PROJECTED	\$ 1,450,000	\$ 60,212	\$ 4,097,668	\$ 23,378	\$ 984,996	\$ 9,375	\$ -	\$ 6,625,629			
MAY ACTUAL									\$ -	\$ 434,523	YTD
JUN PROJECTED	\$ 40,000	\$ 60,212	\$ 4,452,458	\$ 23,378	\$ 871,496	\$ 9,375	\$ -	\$ 5,456,919			
JUN ACTUAL									\$ -	\$ 434,523	YTD
JUL PROJECTED	\$ 40,591	\$ 60,212	\$ 9,461,318	\$ 23,378	\$ 766,546	\$ 9,375	\$ -	\$ 10,361,420			
JUL ACTUAL									\$ -	\$ 434,523	117 YTD
AUG PROJECTED	\$ 105,768	\$ 60,212	\$ 7,504,948	\$ 23,378	\$ 1,302,769	\$ 9,375	\$ -	\$ 9,006,450			
AUG ACTUAL									\$ -	\$ 434,523	YTD
<b>Total Projected</b>	<b>\$ 13,268,456</b>	<b>\$ 722,544</b>	<b>\$ 74,893,876</b>	<b>\$ 252,153</b>	<b>\$ 9,546,738</b>	<b>\$ 112,500</b>	<b>\$ -</b>	<b>\$ 98,796,267</b>			
<b>Adopted Budget</b>	<b>\$ 13,544,008</b>	<b>\$ 676,000</b>	<b>\$ 76,052,154</b>	<b>\$ 255,000</b>	<b>\$ 9,872,684</b>	<b>\$ 112,500</b>	<b>\$ -</b>	<b>\$ 100,512,346</b>			
<b>Variance</b>	<b>\$ (275,552)</b>	<b>\$ 46,544</b>	<b>\$ (1,158,278)</b>	<b>\$ (2,847)</b>	<b>\$ (325,946)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (1,716,079)</b>			
TOTAL ACTUAL	\$ 4,116,617	\$ 381,012	\$ 12,416,151	\$ 13,821	\$ 670,746	\$ 16,372	\$ -	\$ 17,614,720	<b>FORECAST ACTUAL</b>	\$	<b>99,230,790</b>
% collected to PRO	31.03%	52.73%	16.58%	5.48%	7.03%	14.55%	#DIV/0!	17.83%			

**NOTES:**

**LEGEND**

Above or within 2.00% of projection

Between 2.01% & 5.00% below

Below 5.01% of projection

**MONTHLY EXPENDITURE REPORT**

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 6,509,497		\$ 2,733,011		\$ 9,242,508 MONTHLY	\$ (157,796) -1.71%
SEPTEMBER ACTUAL		\$ 6,559,056		\$ 2,525,656	\$ 9,084,712 YTD	\$ (157,796) -1.71%
OCTOBER PROJECTED	\$ 6,568,028		\$ 1,595,210		\$ 8,163,238 MONTHLY	\$ (131,821) -1.61%
OCTOBER ACTUAL		\$ 6,716,042		\$ 1,315,376	\$ 8,031,417 YTD	\$ (289,616) -1.66%
NOVEMBER PROJECTED	\$ 7,353,664		\$ 1,248,016		\$ 8,601,679 MONTHLY	
NOVEMBER ACTUAL					\$ - YTD	\$ (289,616) -1.11%
DECEMBER PROJECTED	\$ 6,504,763		\$ 1,295,309		\$ 7,800,072 MONTHLY	
DECEMBER ACTUAL					\$ - YTD	\$ (289,616) -0.86%
JANUARY PROJECTED	\$ 6,474,262		\$ 900,014		\$ 7,374,276 MONTHLY	
JANUARY ACTUAL					\$ - YTD	\$ (289,616) -0.70%
FEBRUARY PROJECTED	\$ 6,546,271		\$ 1,593,334		\$ 8,139,605 MONTHLY	
FEBRUARY ACTUAL					\$ - YTD	\$ (289,616) -0.59%
MARCH PROJECTED	\$ 6,600,518		\$ 1,204,576		\$ 7,805,093 MONTHLY	
MARCH ACTUAL					\$ - YTD	\$ (289,616) -0.51%
APRIL PROJECTED	\$ 6,523,937		\$ 1,044,039		\$ 7,567,976 MONTHLY	
APRIL ACTUAL					\$ - YTD	\$ (289,616) -0.45%
MAY PROJECTED	\$ 6,778,300		\$ 1,363,500		\$ 8,141,800 MONTHLY	
MAY ACTUAL					\$ - YTD	\$ (289,616) -0.40%
JUNE PROJECTED	\$ 6,725,870		\$ 1,293,596		\$ 8,019,466 MONTHLY	
JUNE ACTUAL					\$ - YTD	\$ (289,616) -0.36%
JULY PROJECTED	\$ 7,015,606		\$ 1,098,742		\$ 8,114,348 MONTHLY	
JULY ACTUAL					\$ - YTD	\$ (289,616) -0.33%
AUGUST PROJECTED	\$ 6,749,236		\$ 3,668,682		\$ 10,417,918 MONTHLY	
AUGUST ACTUAL					\$ - YTD	\$ (289,616) -0.29%
TOTAL PROJECTED	\$ 80,349,951		\$ 19,038,027		\$ 99,387,978	
ADOPTED BUDGET	\$ 81,357,348		\$ 19,763,023		\$ 101,120,371	
VARIANCE	\$ 1,007,397		\$ 724,996		\$ 1,732,393	
TOTAL ACTUAL		\$ 13,275,098		\$ 3,841,032	\$ 17,116,129	<b>FORECAST ACT \$ 99,098,362</b>
% spent to projected		16.52%		20.18%	17.22%	
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)				\$ 10,500,000			
Beginning Fund Balance (Actual)				\$ 11,493,655			
September	PROJECTED	\$ 6,972,008	\$ 9,242,508	\$ 8,229,500			
	ACTUAL	\$ 6,885,350	\$ 9,084,712	\$ 9,294,293	\$ 1,064,793	12.94%	10.27%
October	PROJECTED	\$ 10,208,190	\$ 8,163,238	\$ 10,274,452			
	ACTUAL	\$ 10,729,370	\$ 8,031,417	\$ 11,992,246	\$ 1,717,794	16.72%	10.92%
November	PROJECTED	\$ 5,512,233	\$ 8,601,679	\$ 7,185,005			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
December	PROJECTED	\$ 7,459,670	\$ 7,800,072	\$ 6,844,603			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
January	PROJECTED	\$ 7,067,375	\$ 7,374,276	\$ 6,537,702			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
February	PROJECTED	\$ 7,488,585	\$ 8,139,605	\$ 5,886,682			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
March	PROJECTED	\$ 9,311,504	\$ 7,805,093	\$ 7,393,092			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			119
April	PROJECTED	\$ 13,326,289	\$ 7,567,976	\$ 13,151,404			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
May	PROJECTED	\$ 6,625,629	\$ 8,141,800	\$ 11,635,233			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
June	PROJECTED	\$ 5,456,919	\$ 8,019,466	\$ 9,072,685			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
July	PROJECTED	\$ 10,361,420	\$ 8,114,348	\$ 11,319,757			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
August	PROJECTED	\$ 9,006,450	\$ 10,417,918	\$ 9,908,289			
	ACTUAL	\$ -	\$ -	\$ 11,992,246			
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 98,796,267</b>	<b>\$ 99,387,978</b>	<b>\$ 9,908,289</b>			9.89%
<b>ACTUALS TO DATE</b>		<b>\$ 17,614,720</b>	<b>\$ 17,116,129</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$99,230,790</b>	<b>\$99,098,362</b>	<b>\$10,826,083</b>	<b>YEAR END PROJECTION</b>		10.92%
<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. Includes August Maint Res Transfer of \$800K



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



# VISION 2030

GOAL #1: STRATEGY #2

A GUARANTEED AND VIABLE CURRICULUM (PROMISE STANDARDS)

CHRISTY KRUTULIS, DENYSE HUTCHINSON, SARAH EDWARDS

120



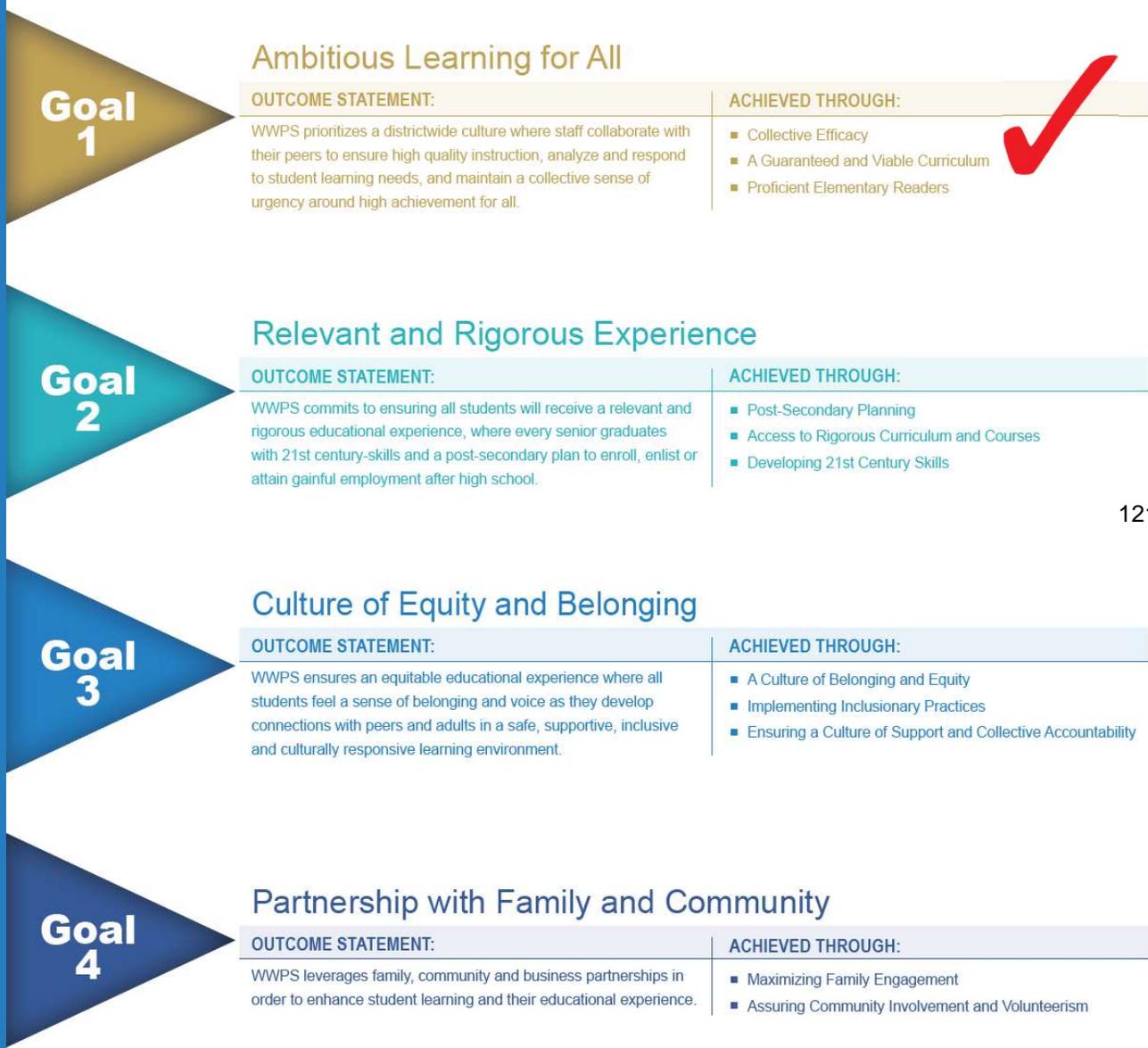
**Walla Walla Public Schools**

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

- A Guaranteed and Viable Curriculum
  - “Ensure district-wide Promise Standards are taught, assessed and met for every student” (Vision 2030)

# 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?
  - Our ultimate goal is that all students demonstrate proficiency on grade/subject promise standards. Full implementation will ensure all students, staff and families are aware of the significance of promise standards and serve as partners in the work to ensure mastery. This success will be facilitated by timely ongoing communication between teachers and students, and teachers and families, student by student and standard by standard.

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### Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Ambitious Learning for All	Achieved Through: A Guaranteed and Viable Curriculum	Committee Lead: Christy
Strategy Statement: Ensure district-wide Promise Standards are taught, assessed and met for every student		
Committee Membership: Angela Bona, Casey Monahan, Clayton Hudiburg, Chris Schumacher, Donnetta Elsasser, Helen Cantero, Iris Salazar, Jazmin Lopez, John Schumacher, Michelle Carpenter, Seth Ahrens, Shannon Jones, Scott Kasenga, Stacey Klingenberg, Tracy Walmsley, Matt Manley		
Brief Description of Committee Work and Process: Over the course of four meetings, the committee worked in small cross level groups to develop guidance for the following: <ul style="list-style-type: none"> <li>How do we ensure district-wide promise standards are developed? How do we ensure district-wide promise standards are reviewed/ revised?</li> <li>How do we ensure district-wide promise standards are taught? How do we ensure district-wide promise standards are assessed? How do we ensure district-wide promise standards are met?</li> <li>How do we ensure communication of student growth related to the promise standards with our colleagues, students and families?</li> </ul>		
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Our ultimate goal is that all students demonstrate proficiency on grade/subject promise standards. Full implementation will ensure all students, staff and families are aware of the significance of promise standards and serve as partners in the work to ensure mastery. This success will be facilitated by timely ongoing communication between teachers and students, and teachers and families, student by student and standard by standard.		
	<b>2023-24 School Year</b>	<b>2024-29 School Year</b>
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<ul style="list-style-type: none"> <li>Skyward Promise Standard reporting feature developed and staff trained by late fall (Math)</li> <li>Parents/students communicated with and trained on accessing Promise Standards through Skyward by late fall</li> <li>Building administration and Guiding Coalitions trained in 5Lab Promise Standard tracking and analysis</li> <li>Common assessments across schools with rubrics developed, shared and used</li> <li>Identification of K-12 science promise standards (follows year of adoption and instruction)</li> <li>Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions occur in a timely manner</li> <li>Timely ongoing communication with families about student progress on promise standards via Skyward</li> <li>Ensure new teachers have onboarding about promise standards from induction program and their teammates</li> <li>Promise standards posted for students, in student friendly language, in each classroom in content areas where they are already identified</li> <li>Beginning of year review of promise standards by teams</li> <li>End of year review of promise standards - using data to determine possible revisions</li> </ul>	<ul style="list-style-type: none"> <li>Skyward Promise Standard reporting feature developed and staff trained by late fall (Math)</li> <li>Common assessments across schools with rubrics consistently shared and revised</li> <li>Annual beginning and end of year review of identified promise standards, proficiency maps and unit plans</li> <li>Ensure new teachers have onboarding about promise standards from induction program and their teammates</li> <li>Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions happen in a timely manner</li> <li>Students track their progress toward mastery of promise standards</li> <li>Timely ongoing communication with families about student progress on promise standards via Skyward</li> <li>Promise standards posted for students in each classroom</li> <li>Identification of promise standards for new core curriculum following year 1 of implementation</li> </ul>
Who are the key personnel, people who will help lead this work?	<ul style="list-style-type: none"> <li>Guiding Coalitions with support from principals, Teaching and Learning staff, Teacher leaders for content areas, content TOSAs when staffing/funding is available</li> </ul>	
What specific resources or supports are needed to accomplish the above-described actions?	<ul style="list-style-type: none"> <li>Curriculum Coordinator and team/content leads to lead identification and/or review of promise standards</li> <li>Continue strong curriculum vetting process to ensure board-adopted core materials and then work with TL to find necessary supplemental materials to help fill any holes</li> <li>Built in annual BOY time for job/course alike teams to come together to annually calibrate around promise standards</li> <li>Built in annual EOY time for team leads to come together to revisit proficiency maps and unit plans and calibrate vertically</li> </ul>	
How will growth/success be measured, tracked and reported?	<b>Measured/Reported:</b> <ul style="list-style-type: none"> <li>Board review of PK-10 promise standard attainment in math by standard (Winter and Spring).</li> <li>Annual EES Survey (family): Monitor for Progress: "This school communicates with me about my student's progress"</li> </ul>	
Estimated funding necessary	\$50K annually from Title/LAP funding.	

# 2024-29 Focus

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## 2024-29 School Year

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- Skyward Promise Standard reporting feature developed and staff trained by late fall (Math)
- Common assessments across schools with rubrics consistently shared and revised
- Annual beginning and end of year review of identified promise standards, proficiency maps and unit plans
- Ensure new teachers have onboarding about promise standards from induction program and their teammates
- Teachers track student growth toward mastery of promise standards in a timely manner so interventions and extensions happen in a timely manner
- Students track their progress toward mastery of promise standards
- Timely ongoing communication with families about student progress on promise standards via Skyward
- Promise standards posted for students in each classroom
- Identification of promise standards for new core curriculum following year 1 of implementation

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# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

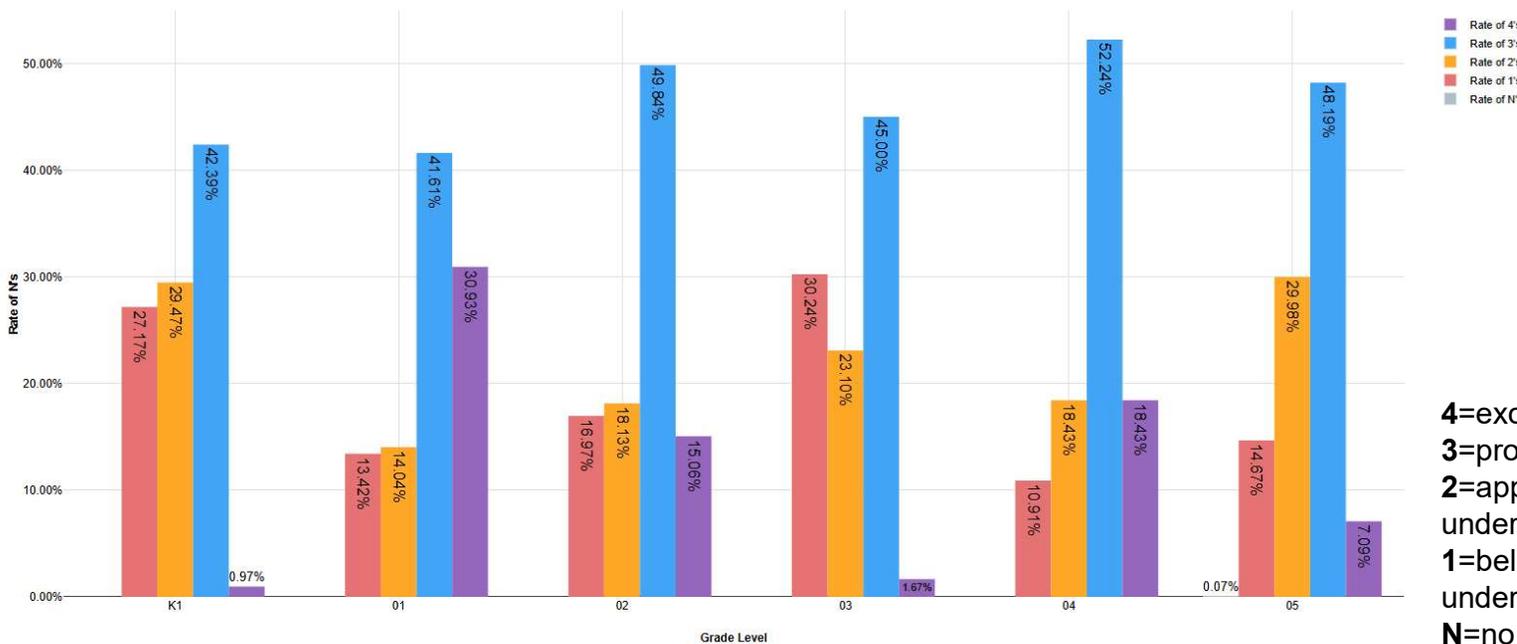
WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

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

### Fall 2024 Math Promise Standards

Promise Standard Score by Grade



At/Above Standard (CY)  
59.72%

Below Standard (CY):  
40.28%

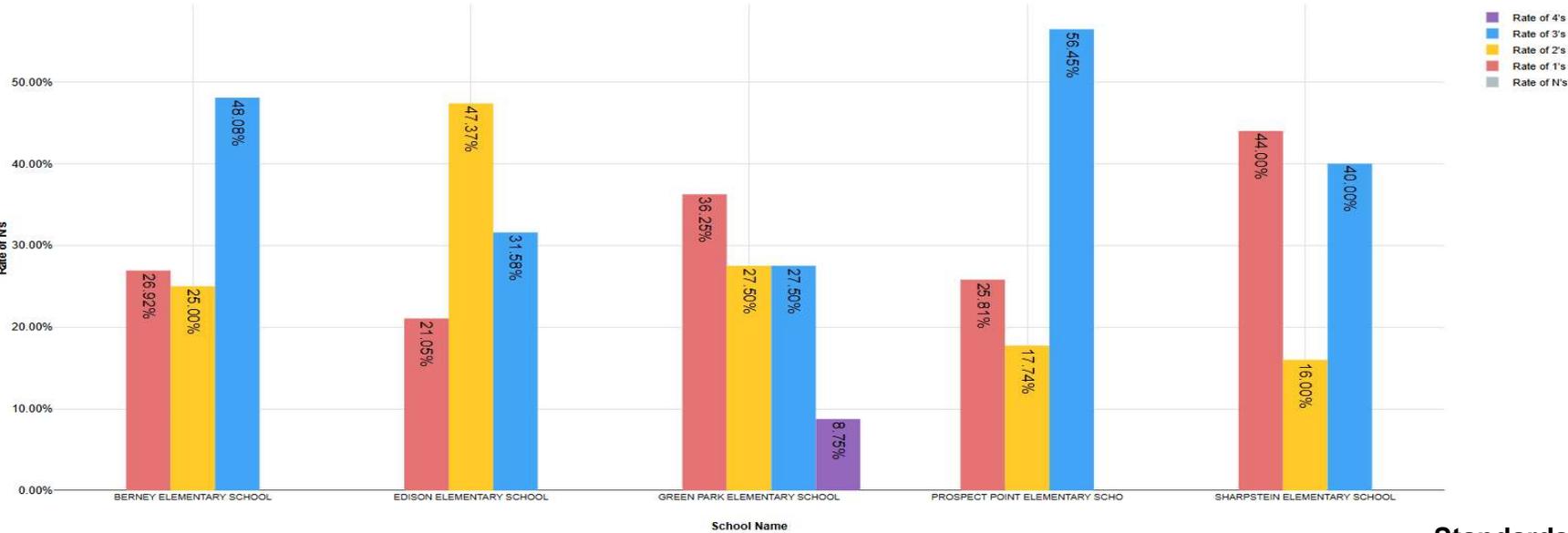
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### Standards Based Grading

- 4=exceeds grade level standard
- 3=proficient/meets grade level standard
- 2=approaching proficiency with partial understanding
- 1=below grade level standard with limited understanding
- N=no score for the student yet

Grade 3 (NBT.A.2): Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Grade 3 (NBT.A.2) Standards Based Score by School



**Standards Based Grading**

- 4=exceeds grade level standard
- 3=proficient/meets grade level standard
- 2=approaching proficiency with partial understanding
- 1=below grade level standard with limited understanding
- N=no score for the student yet

# Fall 2024 Attainment

Grade Level	At/Above Standard	Below Standard	# of Standards Assessed	# of Students
K	43.36%	56.64%	276	294
1 <sup>st</sup>	72.55%	27.45%	352	354
2 <sup>nd</sup>	64.90%	35.10%	325	330
3 <sup>rd</sup>	46.67%	53.33%	320	325
4 <sup>th</sup>	70.67%	29.33%	314	347
5 <sup>th</sup>	55.32%	44.68%	352	378

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# Posted Promise Standards



# Students tracking progress

Standards Proficiency Assessment  
Reflection & Growth Plan

UNIT 1: Whole Numbers: Place Value, Comparisons, Addition and Subtraction

Proficiency Level After CORE Instruction:

4.NBT.A.1	4.NBT.B.4 (Addition)	4.NBT.B.4 (Subtraction)
4   3   2   1	4   3   2   1	4   3   2   1

Student Reflection

Areas of Strength:  
My areas of strength are subtraction and place value.

Areas to Grow:  
My area to grow is my adding.

Growth Plan:  
My growth plan is to practice adding on i-ready and paying attention to what I'm writing.

# Week of December 9th-13th, 2024

## Math WIN



We can fluently + & - within 1,000

We can fluently x & ÷ within 100

## ELA Core

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

## Math Core

S4

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday



- We can ask & answer questions using text evidence
- We can use key details to determine the central message, lesson, or moral from fables, folklore, & myths
- We can explain how a character's traits, motivations or feelings contribute to the story



We can find the area of a rectangle using + & x



We can explain how weather is predicted in a particular place and time



## ELA WIN

We can read accurately and fluently in order to better comprehend



# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

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### ACHIEVED THROUGH:

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

### ■ Promise Standards

#### ■ What's working well?

- Annual review of K-8 math promise standards, proficiency maps, and unit plans occurred last spring
- Beginning of the year updates on math promise standards for new staff and families was easier, it's year 2
- Posting of promise standards and using AI to put in appropriate grade level language is becoming easier/less time consuming
- Tier II and Tier III intervention time built into master schedules to ensure timely interventions and extensions

#### ■ What's coming up?

- Continuing to increase communication and collaboration with families
- Continuing to respond to student data in new ways, including inclusionary practices, to accelerate learning
- Students tracking their progress
- Continuing calibration around common assessments

#### ■ Challenges and/or roadblocks?

- (K-5) Holding on reporting more than K-5 math until Q/Skyward upgrade (Summer 2026), so data entry for teachers to communicate with parents continues to require an additional step
- 6-12 math and other content areas also on hold until the Q upgrade occurs and OSPI updates standards\*
- Calibration of grading practices

*\* OSPI is updating standards by content area with rolling implementation over next 4 years*

# 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:

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- Proficient Elementary Readers

## ■ Questions?





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





# Superintendent Evaluation Process

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2024-25 EVALUATION YEAR



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Three Essential Responsibilities of a School Board

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- Adopt the budget
- Set policy
- Hire and evaluate the superintendent

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# Superintendent Evaluation Process

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“Selecting and evaluating the superintendent is one of the school board’s most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, clarifies roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability” (NSBA).

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# Multi-Part Evaluation Tool

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- Part #1: Performance Standards

Based on professional standards for the superintendency established by the American Association of School Administrators (AASA) and NSBA.

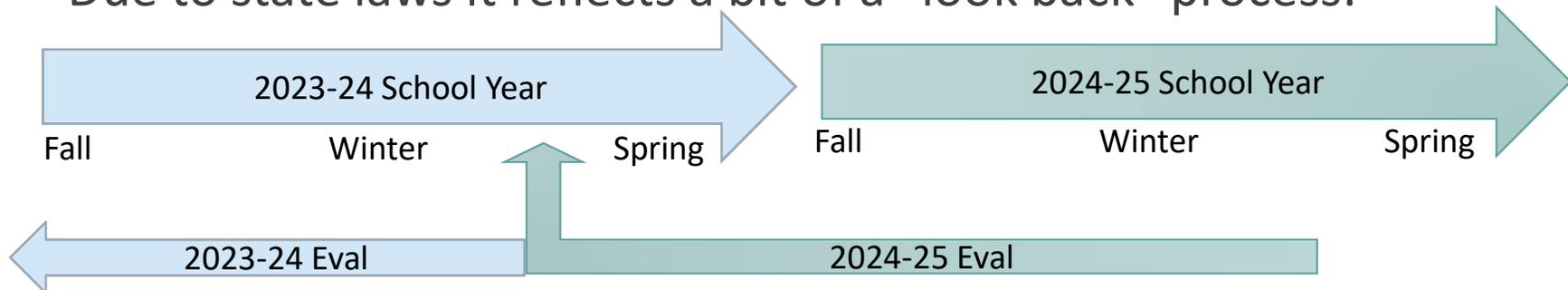
- Part #2: Superintendent Goals

Measures the success of the superintendent's action plan towards attaining established performance goals.

# Can Be a Complex Process

- “The superintendent works for the board as a whole, not individual board members. Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. Therefore, the board must make every effort to speak with a single voice in setting expectations and assessing success.”
- Due to state laws it reflects a bit of a “look back” process:

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# Part 1: Performance Standards

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- 7 Standards
  - Leadership and District Culture
  - Policy and Governance
  - Communications and Community Relations
  - Organization and Budget Management
  - Instructional Leadership
  - Human Resources and Labor Relations
  - Values and Ethics of Leadership

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**1. Standard 1: LEADERSHIP AND DISTRICT CULTURE**

This standard stresses the superintendent’s performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

**Performance Indicators:**

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school’s vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

**The superintendent’s performance for this standard:**  0

UNACCEPTABLE	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	OUTSTANDING
<input type="radio"/>				

**Comments:**

# Part 1: Performance Standards (cont'd)

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- Step #1: Filled out individually by each board member via Survey Monkey
- Step #2: Board President compiles the results for board member discussion
- Step #3: Consensus reached (if there are discrepancies)
- Step #4: Narrative summary of results presented to superintendent using performance standards as the basis:

ex: Mr./Mrs. Superintendent has done a good job in her leadership and district culture as demonstrated by ..... They have done an outstanding job at policy and governance. The superintendent needs improvement in communications and community relations in that they need to .....

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## Part 2: Superintendent Goals

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- Step #1: Superintendent presents goal accomplishment
- Step #2: Filled out individually by each board member via Survey Monkey
- Step #3: Board President compiles the results for board member discussion
- Step #4: Consensus reached (if there are discrepancies)
- Step #5: Narrative summary presented to superintendent using performance standards:

ex: Mr./Mrs. Superintendent has done a good job in establishing and following their action plan on attaining Goal #1 as demonstrated by .....

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# Part 2: Superintendent Goals (2024-25)

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## **Goal 1: Proficient Elementary Readers**

Goal Statement: The superintendent will ensure the successful implementation of Vision 2030 literacy strategies, professional development and curricular resources necessary to support the district's strategic plan goal of ensuring students are fluent readers in their language of instruction by the end of 2<sup>nd</sup> grade.

### Goal Deliverables:

- Ensure a successful Year #1 implementation of the district's new K-5 ELA/SLA curriculum (HMH Into Reading and Arriba la Lectura) and K-2 word reading supplemental UFLI Foundations.
- Ensure a successful LETERS 3 cohort training for teachers and specialists who have yet to be trained.
- Provide UFLI training to staff who have yet to be trained.

### Measurement:

- Increase Winter DIBELS 8 composite proficiency by 10% over 2023-24 results:
  - Therefor, 56% of K-2 students will score at or above benchmark on the winter DIBELS 8 composite.
- Increase Winter Lectura Composite proficiency by 10% over 2023-24 results:
  - Therefor, 69% of K-2 students will score at or above benchmark on the winter Lectura composite.

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# Part 2: Superintendent Goals (2024-25)

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## **Goal 2: Develop and Implement an Equity Action Plan Consistent with Vision 2030 and Board Identified Objectives**

Goal Statement: The superintendent will oversee the development and implementation of an Equity Action Plan consistent with the Board's Equity Resolution/Policy and strategies outlined in Goal 3 of the Vision 2030 strategic plan.

Goal Deliverables: The superintendent will develop the necessary training, support and implementation plans necessary to successfully address the district's equity objectives for the 2024-25 school year. Specific deliverables include:

- Oversee implementation of the various student and faculty equity-centered deliverables outlined in Goal #3/Strategy #7 (Culture of Equity and Belonging), of the district's Vision 2030 Strategic Plan.
  - When the Board advances development of an equity policy:
    - Assist the Board, as needed, in helping resource and draft policy language for Board consideration;
    - Once approved, develop and implement administrative procedures in order to operationalize the Board's adopted policy.
  - Work with equity consultants and represented employee group leadership to identify and develop a year-long training program to support the Board's Resolution and Vision 2030 objectives.
  - Develop and train equity teams at each site to champion equity deliverables and serve as a resource to support colleagues.
  - Report regularly to the Board regarding progress made in addressing Resolution/Policy and Strategic Plan objectives. This will include annual or semi-annual board reports (consistent with the Vision 2030 Plan), EES data review following survey administration, and monthly milestone updates.
  - In partnership with the Board, develop a custom EES question to assess lived student equity experience.
- Measurement:
- Student EES survey question response results
  - 10% Improvement in Staff EES results by subgroup in the percentage of staff who almost always(dark blue) and often(light blue) agree that their school has effective equity practices for all.

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# Part 2: Superintendent Goals (2024-25)

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## **Goal 3: Supporting Building Level Administrators**

Goal Statement: The Superintendent and his team will provide the support and professional development necessary to maximize principal leadership skills, experience and success.

Goal Deliverables: The Superintendent and his Cabinet team will:

- Seek out and implement training and mentorship opportunities to support principal professional growth and development, in addition to affinity group experiences for minority principals.
  - Identify and implement systems, efficiencies and practices that will offer relief in order to improve principal accessibility and workload issues.
- Measurement:
- Maintain or achieve (for schools whose response rate is less than 85%) staff EES results in the percentage of staff who almost always(dark blue) and often(light blue) agree that:
    - My principal cares about me as a person
    - My principal is committed to quality education
    - Support from my principal leads to progress on instructional improvement/professional growth

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# Final Process: Narrative evaluation which becomes public record

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**Board of Directors**  
364 S. Park Street  
Walla Walla, WA 99362  
(509) 527-3000  
[www.wwps.org](http://www.wwps.org)

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

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

Over the evaluation time period, Dr. Smith received outstanding ratings in policy and governance as well

# Timeline-Superintendent Evaluation

Dec 17 Mtg (open)	Group reviews Superintendent eval process
February 18 (exec)	Superintendent shares self-evaluation summary for priority standards and performance goal data. Board completes survey by February 23.
Feb 19 – 21	Individual board members complete Survey monkey ratings individually
Feb 24 – 28 (tbd date) (exec)	Board president consolidates feedback. Board reaches collective consensus and finalizes draft evaluation.
March 3-7 (tbd date) (exec)	Board presents draft document to Superintendent. Possible input/refinement.
March 11 (open)	Board approves evaluation/takes action on Sup contract renewal

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## BOARD POLICY

Policy No. 2401

Page 1 of 1

### FINANCIAL EDUCATION MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

Policy 2413 Equivalency Credit Opportunities

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

WAC 392-121-139 Full-time equivalent enrollment for paid work experience for elective credit

WAC 392-410-316 Equivalency course of study - elective credit for paid work experience

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2402

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### ENGLISH LANGUAGE ARTS MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

**Second Reading/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 2403

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### MATH MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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Cross References:  
Policy 2410 High School Graduation Requirements

Legal References:  
WAC 180-51-050 High school credit - Definition  
WAC 180-51-051 Procedure for granting students mastery-based credit  
RCW 28A.230.090 - High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2404

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### SCIENCE MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

**Second Reading/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 2405

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### SOCIAL STUDIES MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2406

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### THE ARTS MASTERY-BASED CREDITS

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2407

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### HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

RCW 28A.230.050 Physical education in high schools.

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2409

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### WORLD LANGUAGE MASTERY-BASED CREDIT

#### World Languages

The Board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, participation in dual language programs, attendance at language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language of proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

#### Seal of Biliteracy

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria, as established in WAC 392-410-350, will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

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#### Cross References:

Board Policy 2410 High School Graduation Requirements

#### Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies—Reevaluation of graduation requirements – Review and authorization of proposed changes - Credit for courses taken before attending high school--Postsecondary credit equivalencies

RCW 28A-300-575 Seal of Biliteracy

WAC 180-51-050 High school credit – Definition

WAC 392-410-350 Seal of Biliteracy

**Adopted: August 20, 2013**

**Revised: April 2020**

**Second Reading/Revision: December 17, 2024**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3241

Page 1 of 3

### STUDENT DISCIPLINE

The board of the Walla Walla Public Schools focuses on the educational achievement of each and every student. The district holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities.

#### **Rights and Responsibilities/District Commitment**

The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

## BOARD POLICY

Policy No. 3241

Page 2 of 3

### Development and review

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The district will ensure that school principals confer with certificated building employees as appropriate to review building discipline standards and review the fidelity of their implementation.

School principals will strive to ensure that teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#). This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the district will ensure it reviews disaggregated discipline data in accordance with WAC [392-190-048](#) at least annually.

### Distribution of policies and procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

### Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC [392-400-020](#).

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3241

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### Cross References:

Board Policy 2121 - Substance Abuse Program  
Board Policy 2161 - Special Education and Related Services for Eligible Students  
Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973  
Board Policy 3122 - Excused and Unexcused Absences  
Board Policy 3210 - Nondiscrimination  
Board Policy 3244 - Prohibition of Corporal Punishment  
Board Policy 3520 - Student Fees, Fines, or Charges  
Board Policy 4210 - Regulation of Dangerous Weapons on School Premises  
Board Policy 4218 - Language Access Plan

### Legal References:

RCW 9.41.280 - Possessing dangerous weapons on school facilities — Penalty — Exceptions  
RCW 28A.150.240 - Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty  
Chapter 28A.225 - RCW Compulsory school attendance and admission  
Chapter 28A.320 - RCW Provisions applicable to all districts  
RCW 28A.400.100 - Principals and vice principals — Employment of — Qualifications — Duties  
RCW 28A.400.110 - Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills  
Chapter 28A.600 RCW - Students  
WAC 392-190-048 - Access to course offerings – Student discipline  
Chapter 392-400 WAC - Student Discipline  
34 CFR Part 100.3 - Regulations implementing Civil Rights Act of 1964  
42 U.S.C. 2000d et seq. - Civil Rights Act of 1964

**Adopted: November 15, 2016**

**Revised: 03.17.2020; August 16, 2022**

**Second Reading/Revision: December 17, 2024**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3419  
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### SELF-ADMINISTRATION OF ASTHMA AND ANAPHYLAXIS MEDICATIONS

Asthma is an inflammatory disease of the respiratory tract. Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

It is the policy of the board of directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The student's parent or guardian will submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student must demonstrate to the school's professional registered nurse that the student is competent to possess and self-administer prescribed medications during school and at school sponsored events.

The superintendent will establish procedures that implement this policy and follow emergency rescue procedures outlined in the most recent edition of *AMES: Asthma Management in Educational Settings*, in cases of suspected asthma and the emergency rescue procedures outlined in the Office of the Superintendent of Public Instruction's *Guidelines for the Care of Students with Anaphylaxis (2013)* in cases of suspected anaphylaxis.

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#### Cross References:

Policy 3420 Anaphylaxis Prevention and Response

Policy 3416 Medication at School

Policy 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Policy 2161 Special Education and Related Services for Eligible Students

#### Legal References:

42 U.S.C. 280 Public Health Service Act

42 U.S.C. 12212 Section 512 Americans with Disabilities Act of 1990

34 CFR Part 104 Section 504 of Rehabilitation Act of 1973

RCW 28A.210.370 Students with Asthma

RCW 28A.210.380 Anaphylaxis-Policy guidelines-Procedures-Reports

**Second Reading/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 3424

Page 1 of 2

### OPIOID RELATED OVERDOSE REVERSAL

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its public schools.

The district has authority to obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will supply each of its public schools with one set of opioid reversal medication doses. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each school.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. If a district school does not have a full-time school nurse or trained health care clinic staff, the district shall identify at least one member of each school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

# Walla Walla Public Schools

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## BOARD POLICY

Policy No. 3424

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Cross References:

Policy 3418 Response to Student Injury or Illness

Policy 3416 Medication at School

Legal References:

Chapter 28A.210 RCW Health Screening and Requirements

Chapter 69.50.315 RCW Health Screening and Requirements

Chapter 69.50.315 RCW Drug-related overdose

**Adopted: July 21, 2020**

**Second Reading/Revision: December 17, 2024**

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# Walla Walla Public Schools

## BOARD POLICY

Policy No. 4301

Page 1 of 2

### ADDRESSING IMMIGRATION ENFORCEMENT IN SCHOOLS

#### Applicability of Policies to Immigration Enforcement

- Walla Walla Public Schools adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to Walla Walla Public Schools and all school facilities, which include, but are not limited to, adjacent sidewalks, parking areas, sports facilities, playgrounds and entrances and exits from said building spaces.
- Walla Walla Public Schools policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff and volunteers.
- Walla Walla Public Schools personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

#### Access to Schools

- Walla Walla Public Schools has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- Walla Walla Public Schools does not exclude students from receiving an education or unlawfully discriminate against anyone because of their race, color, national origin, age, disability, gender identity, immigration or citizenship status, sex, creed, use of a trained dog guide or service animal by a person with a disability, sexual orientation, or on any other basis prohibited by federal, state, or local law.

#### Immigration Enforcement on School Campus

1. Walla Walla Public Schools does not grant permission for any person engaging in, or intending to engage in, immigration enforcement, including surveillance, to access the nonpublic areas of Walla Walla Public Schools facilities, property, equipment, databases or otherwise on school grounds or their immediate vicinity.
2. District staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business, to the Superintendent or their authorized designee prior to permitting entrance to school grounds.
3. If anyone attempts to engage in immigration enforcement on or near school grounds, including requesting access to a student, employee, or school property:
  - a. District staff shall immediately alert and direct the person to the Superintendent or authorized designee, who shall: verify and record the person's credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person's business at the school, request a copy of the court order or judicial warrant, log the date and time, and forward the request to legal counsel for review.
  - b. District staff shall request that any person desiring to communicate with a student regarding immigration enforcement, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.
  - c. The Superintendent, authorized designee, and/or legal counsel shall review the court order or judicial warrant for signature by a judge and validity. For Walla Walla Public Schools to consider it valid, any court order or judicial warrant must state the purpose of the enforcement activity, identify the specific search location, name the specific person to whom access must be granted, include a current date and be signed by a judge.

## BOARD POLICY

Policy No. 4301

Page 2 of 2

- d. The Superintendent, authorized designee and/or legal counsel shall review written authority signed by an appropriate level director of an officer's agency that permits them to enter school district property, for a specific purpose. If no written authority exists, the Superintendent, authorized designee and/or legal counsel shall contact the appropriate level director for the officer's agency to confirm permission has been granted to enter school district property for the specific purpose identified.
- e. Upon receipt and examination of the required information, the Superintendent, authorized designee and/or legal counsel will determine whether the District will allow access to contact or question the identified individual.
- f. The Superintendent, authorized designee and/or legal counsel shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.
- g. The Superintendent, authorized designee and/or legal counsel shall request a District representative be present during any interview.
- h. The District shall not permit access to information, records or areas beyond that specified in the court order, judicial warrant or other legal requirement.

### Responding to Requests for Information:

1. District staff shall not share, provide or disclose personal information about any person for immigration enforcement purposes without a court order or judicial warrant requiring the information's disclosure and approval by the Superintendent or authorized designee. Requests by federal immigration authorities shall be presumed to be for immigration enforcement purposes.
2. District staff shall immediately report receipt of any information request relating to immigration enforcement to the Superintendent or their authorized designee, who shall document the request and refer the request to legal counsel. The Superintendent, authorized designee and/or legal counsel shall review the request to ensure compliance with FERPA, Keep Washington Working Act (KWW), the Public Records Act (PRA), and other relevant federal and state laws. This review shall be conducted expeditiously, but before any production of information is granted to the requesting party.
3. Walla Walla Public Schools shall, to the extent allowed by FERPA, notify an affected student's parent(s) and/or guardian(s) immediately of any request for information relating to immigration enforcement unless advised otherwise by legal counsel.

### Use of School Resources

1. District resources shall not be used for immigration enforcement.

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### Legal References:

RCW 43.10.310 – Immigration enforcement model policies

**Reading & Proposed Adoption/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 2401

Page 1 of 1

### FINANCIAL EDUCATION MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

Policy 2413 Equivalency Credit Opportunities

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

WAC 392-121-139 Full-time equivalent enrollment for paid work experience for elective credit

WAC 392-410-316 Equivalency course of study - elective credit for paid work experience

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2402

Page 1 of 1

### ENGLISH LANGUAGE ARTS MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

**Second Reading/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 2403

Page 1 of 1

### MATH MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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Cross References:  
Policy 2410 High School Graduation Requirements

Legal References:  
WAC 180-51-050 High school credit - Definition  
WAC 180-51-051 Procedure for granting students mastery-based credit  
RCW 28A.230.090 - High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2404

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### SCIENCE MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

**Second Reading/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 2405

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### SOCIAL STUDIES MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

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### THE ARTS MASTERY-BASED CREDITS

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2407

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### HEALTH AND PHYSICAL EDUCATION MASTERY-BASED CREDIT

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

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#### Cross References:

Policy 2410 High School Graduation Requirements

#### Legal References:

RCW 28A.230.050 Physical education in high schools.

WAC 180-51-050 High school credit - Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies

## BOARD POLICY

Policy No. 2409

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### WORLD LANGUAGE MASTERY-BASED CREDIT

#### World Languages

The Board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, participation in dual language programs, attendance at language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language of proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

#### Seal of Biliteracy

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria, as established in WAC 392-410-350, will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

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#### Cross References:

Board Policy 2410 High School Graduation Requirements

#### Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies—Reevaluation of graduation requirements – Review and authorization of proposed changes - Credit for courses taken before attending high school--Postsecondary credit equivalencies

RCW 28A-300-575 Seal of Biliteracy

WAC 180-51-050 High school credit – Definition

WAC 392-410-350 Seal of Biliteracy

**Adopted: August 20, 2013**

**Revised: April 2020**

**Second Reading/Revision: December 17, 2024**

## BOARD POLICY

Policy No. 3241

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### STUDENT DISCIPLINE

The board of the Walla Walla Public Schools focuses on the educational achievement of each and every student. The district holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities.

#### **Rights and Responsibilities/District Commitment**

The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This district's student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

## BOARD POLICY

Policy No. 3241

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### Development and review

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The district will ensure that school principals confer with certificated building employees as appropriate to review building discipline standards and review the fidelity of their implementation.

School principals will strive to ensure that teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#). This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the district will ensure it reviews disaggregated discipline data in accordance with WAC [392-190-048](#) at least annually.

### Distribution of policies and procedures

The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

### Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC [392-400-020](#).

# Walla Walla Public Schools

## BOARD POLICY

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### Cross References:

Board Policy 2121 - Substance Abuse Program  
Board Policy 2161 - Special Education and Related Services for Eligible Students  
Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973  
Board Policy 3122 - Excused and Unexcused Absences  
Board Policy 3210 - Nondiscrimination  
Board Policy 3244 - Prohibition of Corporal Punishment  
Board Policy 3520 - Student Fees, Fines, or Charges  
Board Policy 4210 - Regulation of Dangerous Weapons on School Premises  
Board Policy 4218 - Language Access Plan

### Legal References:

RCW 9.41.280 - Possessing dangerous weapons on school facilities — Penalty — Exceptions  
RCW 28A.150.240 - Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty  
Chapter 28A.225 - RCW Compulsory school attendance and admission  
Chapter 28A.320 - RCW Provisions applicable to all districts  
RCW 28A.400.100 - Principals and vice principals — Employment of — Qualifications — Duties  
RCW 28A.400.110 - Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills  
Chapter 28A.600 RCW - Students  
WAC 392-190-048 - Access to course offerings – Student discipline  
Chapter 392-400 WAC - Student Discipline  
34 CFR Part 100.3 - Regulations implementing Civil Rights Act of 1964  
42 U.S.C. 2000d et seq. - Civil Rights Act of 1964

**Adopted: November 15, 2016**

**Revised: 03.17.2020; August 16, 2022**

**Second Reading/Revision: December 17, 2024**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3419  
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### SELF-ADMINISTRATION OF ASTHMA AND ANAPHYLAXIS MEDICATIONS

Asthma is an inflammatory disease of the respiratory tract. Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

It is the policy of the board of directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The student's parent or guardian will submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student must demonstrate to the school's professional registered nurse that the student is competent to possess and self-administer prescribed medications during school and at school sponsored events.

The superintendent will establish procedures that implement this policy and follow emergency rescue procedures outlined in the most recent edition of *AMES: Asthma Management in Educational Settings*, in cases of suspected asthma and the emergency rescue procedures outlined in the Office of the Superintendent of Public Instruction's *Guidelines for the Care of Students with Anaphylaxis (2013)* in cases of suspected anaphylaxis.

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#### Cross References:

Policy 3420 Anaphylaxis Prevention and Response

Policy 3416 Medication at School

Policy 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Policy 2161 Special Education and Related Services for Eligible Students

#### Legal References:

42 U.S.C. 280 Public Health Service Act

42 U.S.C. 12212 Section 512 Americans with Disabilities Act of 1990

34 CFR Part 104 Section 504 of Rehabilitation Act of 1973

RCW 28A.210.370 Students with Asthma

RCW 28A.210.380 Anaphylaxis-Policy guidelines-Procedures-Reports

**Second Reading/New Policy: December 17, 2024**

## BOARD POLICY

Policy No. 3424

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### OPIOID RELATED OVERDOSE REVERSAL

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its public schools.

The district has authority to obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will supply each of its public schools with one set of opioid reversal medication doses. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each school.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. If a district school does not have a full-time school nurse or trained health care clinic staff, the district shall identify at least one member of each school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

# Walla Walla Public Schools

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## BOARD POLICY

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Cross References:

Policy 3418 Response to Student Injury or Illness

Policy 3416 Medication at School

Legal References:

Chapter 28A.210 RCW Health Screening and Requirements

Chapter 69.50.315 RCW Health Screening and Requirements

Chapter 69.50.315 RCW Drug-related overdose

**Adopted: July 21, 2020**

**Second Reading/Revision: December 17, 2024**

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# Walla Walla Public Schools

## BOARD POLICY

Policy No. 4301

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### ADDRESSING IMMIGRATION ENFORCEMENT IN SCHOOLS

#### Applicability of Policies to Immigration Enforcement

- Walla Walla Public Schools adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to Walla Walla Public Schools and all school facilities, which include, but are not limited to, adjacent sidewalks, parking areas, sports facilities, playgrounds and entrances and exits from said building spaces.
- Walla Walla Public Schools policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff and volunteers.
- Walla Walla Public Schools personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

#### Access to Schools

- Walla Walla Public Schools has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- Walla Walla Public Schools does not exclude students from receiving an education or unlawfully discriminate against anyone because of their race, color, national origin, age, disability, gender identity, immigration or citizenship status, sex, creed, use of a trained dog guide or service animal by a person with a disability, sexual orientation, or on any other basis prohibited by federal, state, or local law.

#### Immigration Enforcement on School Campus

1. Walla Walla Public Schools does not grant permission for any person engaging in, or intending to engage in, immigration enforcement, including surveillance, to access the nonpublic areas of Walla Walla Public Schools facilities, property, equipment, databases or otherwise on school grounds or their immediate vicinity.
2. District staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business, to the Superintendent or their authorized designee prior to permitting entrance to school grounds.
3. If anyone attempts to engage in immigration enforcement on or near school grounds, including requesting access to a student, employee, or school property:
  - a. District staff shall immediately alert and direct the person to the Superintendent or authorized designee, who shall: verify and record the person's credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person's business at the school, request a copy of the court order or judicial warrant, log the date and time, and forward the request to legal counsel for review.
  - b. District staff shall request that any person desiring to communicate with a student regarding immigration enforcement, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.
  - c. The Superintendent, authorized designee, and/or legal counsel shall review the court order or judicial warrant for signature by a judge and validity. For Walla Walla Public Schools to consider it valid, any court order or judicial warrant must state the purpose of the enforcement activity, identify the specific search location, name the specific person to whom access must be granted, include a current date and be signed by a judge.

## BOARD POLICY

Policy No. 4301

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- d. The Superintendent, authorized designee and/or legal counsel shall review written authority signed by an appropriate level director of an officer's agency that permits them to enter school district property, for a specific purpose. If no written authority exists, the Superintendent, authorized designee and/or legal counsel shall contact the appropriate level director for the officer's agency to confirm permission has been granted to enter school district property for the specific purpose identified.
- e. Upon receipt and examination of the required information, the Superintendent, authorized designee and/or legal counsel will determine whether the District will allow access to contact or question the identified individual.
- f. The Superintendent, authorized designee and/or legal counsel shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.
- g. The Superintendent, authorized designee and/or legal counsel shall request a District representative be present during any interview.
- h. The District shall not permit access to information, records or areas beyond that specified in the court order, judicial warrant or other legal requirement.

### Responding to Requests for Information:

1. District staff shall not share, provide or disclose personal information about any person for immigration enforcement purposes without a court order or judicial warrant requiring the information's disclosure and approval by the Superintendent or authorized designee. Requests by federal immigration authorities shall be presumed to be for immigration enforcement purposes.
2. District staff shall immediately report receipt of any information request relating to immigration enforcement to the Superintendent or their authorized designee, who shall document the request and refer the request to legal counsel. The Superintendent, authorized designee and/or legal counsel shall review the request to ensure compliance with FERPA, Keep Washington Working Act (KWW), the Public Records Act (PRA), and other relevant federal and state laws. This review shall be conducted expeditiously, but before any production of information is granted to the requesting party.
3. Walla Walla Public Schools shall, to the extent allowed by FERPA, notify an affected student's parent(s) and/or guardian(s) immediately of any request for information relating to immigration enforcement unless advised otherwise by legal counsel.

### Use of School Resources

1. District resources shall not be used for immigration enforcement.

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### Legal References:

RCW 43.10.310 – Immigration enforcement model policies

**Reading & Proposed Adoption/New Policy: December 17, 2024**