



WALLA WALLA PUBLIC SCHOOLS

STRATEGIC PLANNING PROCESS

2022-2023



COVID-19 Safety Protocols

Our Next Strategic Plan

ThoughtExchange

Strategic Plan (2017-2022)



Home • Strategic Plan

A+ A A-

Our Next Strategic Plan

[Print](#), [Email](#)

Our Next Strategic Plan Journey Has Begun!

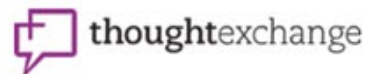
Walla Walla Public Schools is launching an inclusive strategic planning development process that spans from spring 2022 through spring 2023. This comprehensive outreach will involve multiple layers of engagement with all stakeholders.

Walla Walla Public Schools Board of Directors understands how critical it is that they deeply involve the entire community, from student to staff to parent to stakeholder, in this important process. The district has established a deliberate, six-phase plan (see below) that concludes in spring 2023. WWPS will be utilizing a number of different modes to elicit input. Tools such as [ThoughtExchange](#), an online survey and feedback instrument, face-to-face listening sessions in both English and Spanish, and focus groups will all be incorporated to ensure exhaustive and inclusive feedback.

In fall of 2022 Walla Walla Public Schools will enter the next phase of its process that prioritizes gathering significant stakeholder input. District leaders will begin to synthesize this feedback in late fall and then work on developing and refining a draft plan by winter. The district's work will conclude in spring 2023 after the school board and leadership team have operationalized and finalized the plan in preparation for a 2023-24 school year implementation.

Below is an outline of the planning process. Thank you for joining this journey as we continue striving to meet our vision of "Developing Washington's Most Sought-After Graduates."

Our Next Strategic Plan Video Spring 2022



[ThoughtExchange Online Survey](#)

Phase #1: Introduction



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Phase #1:
Introduction

ThoughtExchange Engagement

As we work towards achieving our vision of Developing Washington's Most Sought-After Graduates, what are the most important skills and attributes our graduates must gain in school in order to prepare them for success after graduation?



PARTICIPATION

Breakdown of Participation

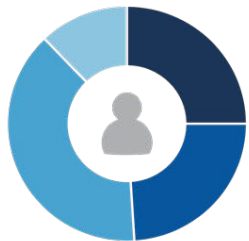



 **436**
Participants

 **253**
Thoughts

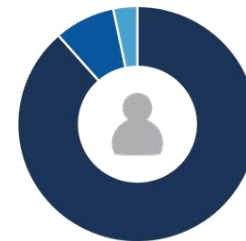
 **8,797**
Ratings


What best describes your relationship with the district.



%		Answer
25%	(104)	■ Parent
24%	(97)	■ Employee
39%	(163)	■ Student
12%	(49)	■ Community Member

The primary language spoke in my home is



%		Answer
89%	(366)	■ English
8%	(35)	■ Spanish
3%	(12)	■ Other



THOUGHTS

Top 12 Thoughts

All Respondents



<p>Respect No matter where you go in life, respecting others will get you further.</p>	<p>4.3 (41 🗳️) Ranked #1 of 253</p>	
<p>Knowing how to deal with real life problems such as taxes and bills. Nobody gets taught that and that is the one real thing we could benefit from learning in school and actually use it later on.</p>	<p>4.3 (39 🗳️) Ranked #2 of 253</p>	
<p>They need to learn to be accountable for their own actions. If you never own up to anything, you never learn to be responsible for anything damaging to you or others.</p>	<p>4.2 (41 🗳️) Ranked #3 of 253</p>	
<p>Problem Solving! It's applicable to ANY aspect of life and will help students succeed no matter what they choose to do.</p>	<p>4.1 (48 🗳️) Ranked #4 of 253</p>	
<p>Students need to learn that they can do hard things and learn to persevere It's important because it is a life skill. SO many kids are coming to school with no skill set as far as working through things that are difficult.</p>	<p>4.1 (45 🗳️) Ranked #5 of 253</p>	
<p>Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trades, global citizenship, languages, Resilience, kindness. They are attributes of leaders.</p>	<p>4.1 (42 🗳️) Ranked #6 of 253</p>	
<p>Critical thinking skills The ability to take in information from several sources and make sound decisions that can impact them or others around them.</p>	<p>4.1 (40 🗳️) Ranked #7 of 253</p>	
<p>Strong ability to read and write well, think critically, have a sense of how our community works as well as our country, have a sense of world history Our graduates will be our leaders, followers and will make important decisions</p>	<p>4.1 (36 🗳️) Ranked #8 of 253</p>	
<p>Flexibility, proficiency, a basic understanding of financial management, the ability to come to a compromise, and a strong optimistic mindset. The listed attributes are commonly desirable traits within the work and education industry; having these traits would result in more success later on</p>	<p>4.1 (34 🗳️) Ranked #9 of 253</p>	
<p>Students should have the ability to present and defend their thoughts in public settings. Someone with intelligent ideas and also able to share them and explain them to people at various levels will be sought after in all industries.</p>	<p>4.1 (23 🗳️) Ranked #10 of 253</p>	
<p>Some important skills to gain is the ability to work with others and understand a diverse group of people. This is important because it allows for effective and cooperative communication.</p>	<p>4.1 (18 🗳️) Ranked #11 of 253</p>	
<p>A strong work ethic, honesty, and personal responsibility are critical attributes to success. Employers are not going to put up with an employee that is ineffective, dishonest, and makes excuses. Students need to be ready for a dose reality.</p>	<p>4.0 (47 🗳️) Ranked #12 of 253</p>	



Phase #2: Gathering Input

- 4 surveys
- 21 focus groups
- Over 50 key communicators meetings
- Community Thought Exchange

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #2: Gather Input	Student	Survey	Healthy Youth Survey (Grades 6, 8, 10 and 12)	Completed Fall 21	Bi-annual measure of student perceptions around health, well-being, risk factors, behaviors, and other indicators
	Parent	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Student	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Staff	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Parent: Spanish Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented parent voice
	Community: English Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate community voice
	Community: Spanish Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented community voice
	Staff: Principals	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate staff voice
	Staff: Principals of Color	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented staff voice
	Staff: EEASE Teacher Task Force	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate staff voice
	Staff: Teachers of Color	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented staff voice
	Key Communicators	Individual Meetings With Superintendent	Individual meetings with approximately 50 key community leaders, parents, and stakeholders	September/October	Elevate community voice
	All Stakeholders	Thought Exchange Engagement	What do you value most about Walla Walla Schools and what can we do better to prepare our students for the challenges and opportunities of the future?	September	Revisit a shared vision for student success. Reaffirm current practices and/or identify new priorities.
	Parent: English Speaking	Zoom Focus Group	What do you value most about your child's Walla Walla school experience and what can we do better to meet their needs?	September	Reaffirm current practices and/or identify new priorities.
	Parent: Spanish Speaking	Zoom Focus Group	What do you value most about your child's Walla Walla school experience and what can we do better to meet their needs?	September	Reaffirm current practices and/or identify new priorities.
	Student (ELE)	5 th Grade Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Student (MS)	Separate Garrison and Pioneer Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Student (HS)	Separate WaHi, Lincoln and ALE Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Staff (ELE, MS, HS)	½ day Focus Group Listening	What do you value most about Walla Walla Public Schools and what can we do	September	Reaffirm current practices and/or identify new priorities.



PARTICIPATION

Breakdown of Participation



134
Participants



96
Thoughts



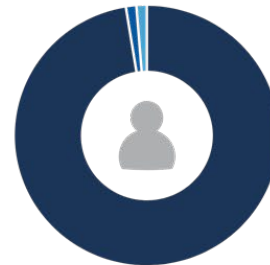
2,189
Ratings

What best describes your relationship with the district.



%	Person Icon	Answer
42%	(53)	■ Parent
44%	(56)	■ Employee
14%	(18)	■ Community Member

The primary language spoke in my home is



%	Person Icon	Answer
98%	(123)	■ English
1%	(2)	■ Spanish
1%	(1)	■ Other



TOP 10 THOUGHTS



We have bright, caring teachers! Relationships are most important!

4.3 (34) Ranked #1 of 96



Increase student voice. Bring students to the table so we know what they are learning or not and what they need.

4.3 (11) Ranked #2 of 96



I value the teachers dedication and hard work to create valuable learning environments for our children. When a teacher creates a positive learning environment that leads to a positive attitude to education.

4.2 (34) Ranked #3 of 96



The teachers and the relationships they build with the students is what I value most.

4.2 (34) Ranked #4 of 96



We have staff that genuinely care about kids There are so many caring adults that make meaningful relationships with students. This is present from all levels of admin/teachers/support/coaches

4.2 (34) Ranked #5 of 96



Culture of caring. Some of the best people in our community are our teachers. Our children need a whole community to raise them. Kindness and compassion are important.

4.2 (32) Ranked #6 of 96



The work of belonging is a good idea but the district isn't quite there yet. Belonging is a must for inclusion and higher levels of learning.

4.2 (13) Ranked #7 of 96



I appreciate how forward thinking this school district is. During the pandemic you were a leader in our state in preparedness . Our students need to be exposed to the newest technologies, critical thinking skills, and social-emotional well-being.

4.2 (7) Ranked #8 of 96



Students need to learn about diversity and our history. We are a global society and everything throughout the world is connected.

4.1 (36) Ranked #9 of 96



WWPS does a great job communicating with the community regarding plans and changes they are needing to make. It allows for more trust in the decisions that are being made. You can't share the reason why all decisions are made but the openness allows for trust

4.1 (36) Ranked #10 of 96



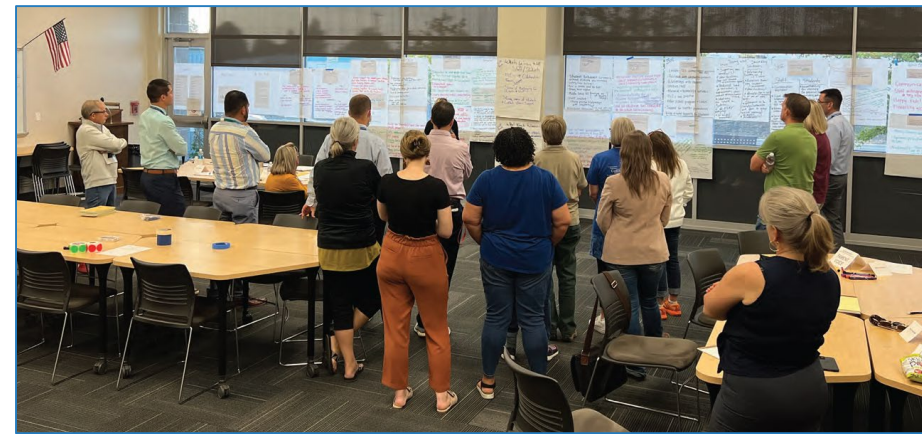
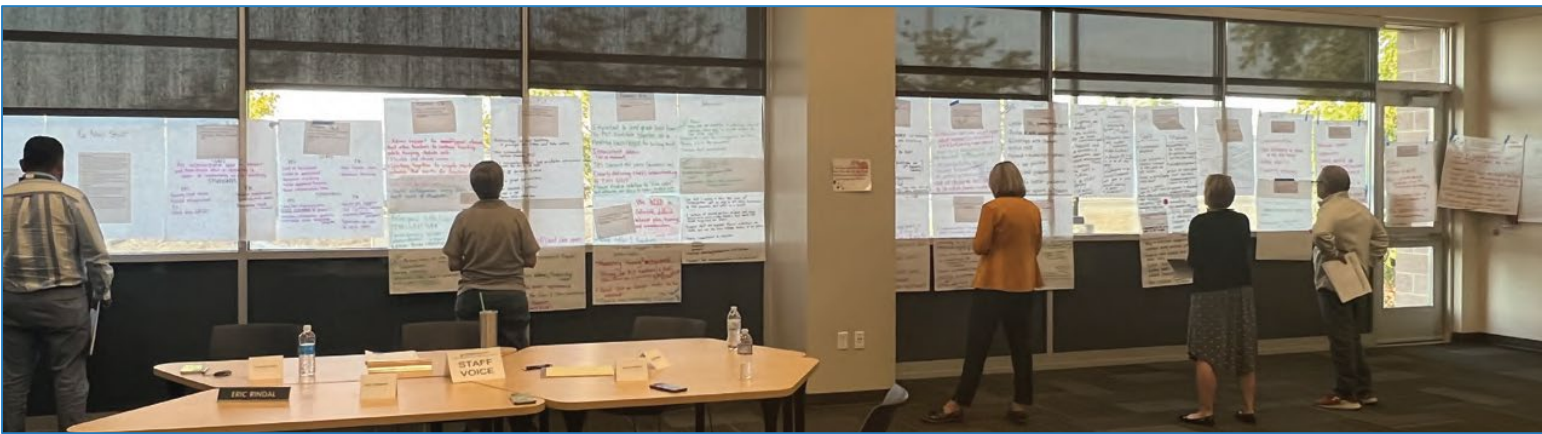
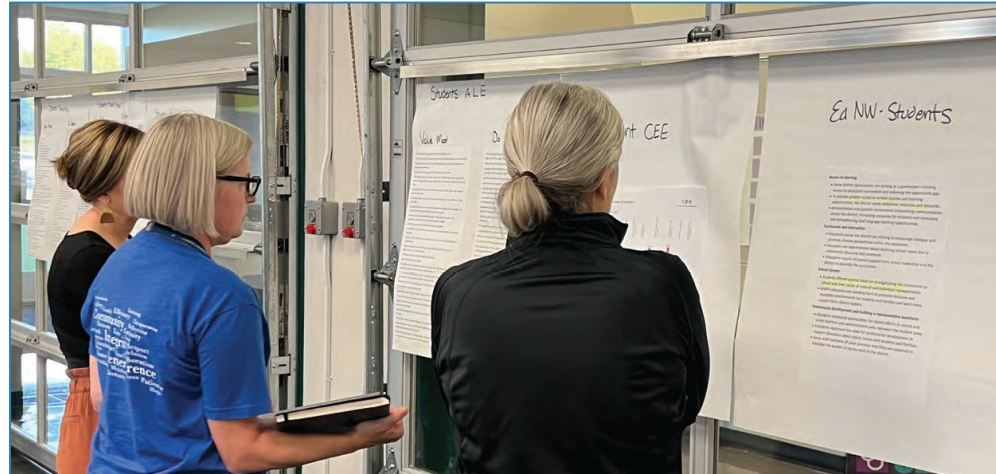
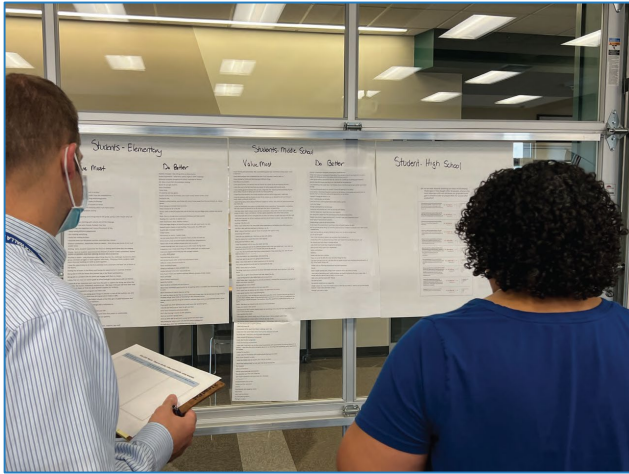


Phase #3: Synthesize Information

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #3: Synthesize Information	Senior Leadership and Board	Retreat Setting	From what we have learned so far, what are the most significant priorities you feel we need to build into our multi-year strategic plan?	October/November	Formulate plan priorities.



Board-Admin Phase #3 Retreat





Student Presentation to Board





Phase #3: What are our students saying?

What's Going Well?

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

What Needs Refinement?

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





Phase #3: What are our staff saying?

What's Going Well?

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

What Needs Refinement?

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

Phase #3: What are parents/ community saying?



What's Going Well?

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

What Needs Refinement?

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





Phase IV: Develop and Refine Draft Plan

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #4: Develop and Refine Draft Plan	Senior Leadership	Ad Council Workgroup	Develop draft pillars, priorities and strategies based on Phase 3 input.	November/December	Develop draft framework for board review.
	Board Leadership	Meetings/Retreats	Does this draft strategic plan framework reflect what was shared, learned and discovered as part of your engagement, research and thinking?	December/January	Test and refine strategic plan priorities.
	Community Wide (Staff, Students, Parents & Community)	Strategic Summit	What additional input, thoughts or questions do you have on the proposed Strategic Plan Draft?	January/February	Ensure the draft strategic plan priorities are thoroughly vetted and revised if necessary.



Ad Council Work Session: DRAFT Framework Development

- Pillar #1:
 - Ambitious Learning for All
- Pillar #2:
 - Partnering with Parents and Community
- Pillar #3:
 - Relevant and Challenging Educational Experiences
- Pillar #4:
 - Culture of Belonging and Support





Pillar #1: Ambitious Learning for All

Outcome Statement: Supporting a districtwide culture where all instructional staff collaborate with their peers to identify promise standards, analyze and respond to student learning, share and enhance their instructional practice, and maintain collective urgency that all students can and will achieve at high levels.

Achieved Through	Strategies	Success Indicators
Collective Teacher Efficacy	<ul style="list-style-type: none"> Fostering a productive climate of collaboration (PLC's) where staff analyze student data, are encouraged to take risks, learn from successes/failures, and explore new and different instructional approaches in order to maximize student learning. 	<ul style="list-style-type: none"> EES staff survey data
Guaranteed and Viable Curriculum	<ul style="list-style-type: none"> Ensuring district-wide Promise Standards are taught, assessed and met for every student. 	<ul style="list-style-type: none"> K-8 fall to winter iReady growth SBA achievement (3rd-HS) 6th and 9th grade course passing rates
A Shared Sense of Urgency	<ul style="list-style-type: none"> Fostering a collective sense of urgency and responsibility to ensure high expectations of learning for all. 	<ul style="list-style-type: none"> EES staff survey data



Pillar #2: Partnering with Parents and Community

Outcome Statement: Expanding parent, community and industry partnerships in order to collaboratively support student learning, educational experience and post-secondary success.

Achieved Through	Strategies	Success Indicators
Maximize Parent/Family Engagement	<ul style="list-style-type: none"> • Advance strategies, systems, and opportunities to maximize parental/family engagement. • Increase outreach, support and access to enhance parental involvement in their child’s learning and post high school success plans. 	<ul style="list-style-type: none"> • EES family, staff and student survey data • Parent/Teacher conference data • Parent/Family SchoolLinks engagement
Increase Community Volunteerism and Involvement Within our Schools	<ul style="list-style-type: none"> • Enhance systems, outreach and opportunities in order to increase volunteerism and community involvement with schools. 	<ul style="list-style-type: none"> • Annual review of volunteer data and metrics
Increase Partnerships and Collaboration with Business and Industry	<ul style="list-style-type: none"> • Expand student internship opportunities and exposure through enhanced partnerships with business and industry. 	<ul style="list-style-type: none"> • EES student and family survey data • Annual review of internship data and metrics



Pillar #3: Relevant and Challenging Educational Experiences

Outcome Statement: Ensuring all students are intellectually and academically challenged with engaging learning experiences that are relevant to their future goals.

Achieved Through	Strategies	Success Indicators
Post-Secondary Plans	<ul style="list-style-type: none"> Enhancing PK-12 pathways and opportunities to ensure all students graduate enrolled, enlisted or gainfully employed with a plan for their future. 	<ul style="list-style-type: none"> Senior presentation for all seniors that include post high school goals and steps they have taken to meet their goals Graduate senior survey that tracks post high school measures Culminating presentation at the conclusion of 5th and 8th grades
Access to Rigorous Curriculum and Courses	<ul style="list-style-type: none"> Ensuring all students have access to rigorous and challenging courses by expanding opportunities to compact learning opportunities, increase integrated honors course offerings at middle school, and enhance the number of college credit bearing classes and certifications offered at the high school level. 	<ul style="list-style-type: none"> Track and report annually on the increase of college credits and certificates earned by high school students Increase enrollment of minority and historically underrepresented students in honors, AP, and college credit bearing courses
Developing 21st Century Skills	<ul style="list-style-type: none"> Collaborate with industry and post high school partners to develop a PK-12 set of 21st Century Skill Promise Standards to be addressed by grade level/band. Develop curriculum and/or courses to ensure 21st Century Skill attainment. 	<ul style="list-style-type: none"> Development of 21st Century Promise Standards and accompanying curriculum/courses EES family survey data



Pillar #4: Culture of Belonging and Support

Outcome Statement: Ensuring all students feel a sense of belonging throughout their educational experience where they develop connections with peers and adults in a safe and supportive environment.

Achieved Through	Strategies	Success Indicators
We All Belong Here Efforts	<ul style="list-style-type: none"> Continue to promote, prioritize and celebrate We All Belong Here Efforts. Ensure opportunities for student voice and agency are provided through the establishment of student advisory committees at every campus. 	<ul style="list-style-type: none"> EES student survey data Chronic absenteeism rates Student attendance at activities/events Student representation and engagement on school Board and district committees
Implementing Inclusionary Practices	<ul style="list-style-type: none"> Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for students with disabilities. 	<ul style="list-style-type: none"> Inclusionary Practices staff survey OSPI LRE report EES family survey data (Parents of students with disabilities)
A Climate of Support and Accountability	<ul style="list-style-type: none"> Prioritize and promote the building of positive adult-student relationships and connection. Provide the training, support and accountability to ensure all staff implement with fidelity PBIS strategies and building-level behavior plans to ensure a safe, consistent and supportive learning environment for all. 	<ul style="list-style-type: none"> EES student, staff and family survey data Development of building-level PBIS plans and expectations



Board Discussion and Guidance

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #4: Develop and Refine Draft Plan	Senior Leadership	Ad Council Workgroup	Develop draft pillars, priorities and strategies based on Phase 3 input.	November/December	Develop draft framework for board review.
	Board Leadership	Meetings/Retreats	Does this draft strategic plan framework reflect what was shared, learned and discovered as part of your engagement, research and thinking?	December/January	Test and refine strategic plan priorities.
	Community Wide (Staff, Students, Parents & Community)	Strategic Summit	What additional input, thoughts or questions do you have on the proposed Strategic Plan Draft?	January/February	Ensure the draft strategic plan priorities are thoroughly vetted and revised if necessary.

- What resonates with you?
- What if anything is missing?
- What additional information do you need?