



WLWV Integrated Grants Application 2025

The West Linn-Wilsonville School District

*“How do we create learning communities for the greatest thinkers
and most thoughtful people... for the world?”*



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Needs Assessment Summary

1. *Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)*

WLWV School District Needs Assessment

The WLWV School District engages in needs assessment processes in an ongoing manner as part of our continuous improvement planning process. Artifacts collected to represent this community engagement included surveys of the entire community, targeted surveys of focal groups, and input gathered from notes of representative group meetings. These artifacts included CTE engagement input and outcome data.

This process culminated in a data reflection and analysis opportunity conducted by our February 2025 Leadership Forum. Leadership Forum includes district leaders, department leaders, building administrators, association leaders, and teachers.

These leaders worked in small, mixed-voice representation groups to 1.) analyze two artifacts each of the 17 community engagement artifacts gathered for the priorities and needs each of those groups brought forward, 2.) review the district's current grant strategies to identify where the priorities identified from those community groups are currently being addressed and identify where those ideas could be more clearly included, 3.) review student outcome data from the district's long term goals and other interim and summative assessments, looking for where there is evidence of impact from



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the current strategies and investments, 4.) provide ideas around what current strategies and investments should be continued and where potential changes should be made.

From this process, nine key themes emerged as priorities to support student success for all:

- *All students need positive connections with adults*
- *Positive peer relationships/school culture matter*
- *Students value interactive, project-based learning opportunities*
- *Strong instructional practices are important, particularly in the area of literacy*
- *Teacher learning must be supported*
- *Assessment of learning should be structured, used to adjust instruction, and clearly communicated to families*
- *Lower class sizes and caseloads are important to our families*
- *Representation matters in schools*
- *Strong parent and community partnerships benefit all students*

Additionally, student outcome data analysis themes were the following:

- The district's graduation rates for all students and for focal groups is a strength for the district.
- The district's ninth grade on-track data is improving.
- The district has some improvement in attendance rates overall but there is significant work to do for all students and for focal groups.
- The district's work in early literacy will continue to be a strong focus as the work invested in new curriculum and instructional strategies has not yet shown significant improvement in state testing scores.
- Student's sense of belonging in schools improved overall in middle schools last year but continues to vary across schools
- The district's CTE data shows an overall increase in CTE participation, which correlates nicely with overall improvement in graduation rates. Latino students, however, are not yet represented proportionally in CTE coursework.

The themes from community engagement, as well as from the data analysis, directly influenced all parts of the integrated plan's strategies and investments. However, due to general funding shortfall, not every current investment of grant funds can continue in the same way, and we are unable to add investments that came out of the needs assessment process at this time.



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Three Rivers Charter School Needs Assessment

West Linn-Wilsonville School District sponsors one charter school, Three Rivers Charter School (TRCS). This school uses a multi-age model for about 110 students from grades four through eight. Because of the smaller scale of the school, TRCS has informal and regular opportunities for input from their students, parents and other community partners. Strong and consistent input supports the decision to use their portion of SIA funds to fund part of a School Counselor. This school counseling role focuses on supporting the social emotional learning needs of students through a tiered approach. Their needs assessment process shows themes of needing proactive social emotional learning opportunities for all students, support for students with disabilities who qualify for Section 504 plans, implementing a smooth transition process for students from 8th to 9th grade at district high schools, and providing higher levels of counseling support on a referral basis. TRCS regularly connects with their local board and parent advisory groups, and these groups all indicate that funding a school counseling position is a top priority for the school.

Equity Advanced

1. *Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups. (250 words or less)*
 - a. Our equity lens is incorporated not only into all parts of this integrated planning process, but we strive to centerequity in all of our decision making as a district. We have specific district Equity Guiding Questions that we use to ground our thinking. These questions include thinking through how our decisions and actions are actively working to eliminate opportunity gaps, how our decisions may affect existing disparities or reinforce unintended consequences, how do we intentionally involve stakeholders of the communities affected by our decisions, and how do we continue to learn as an organization and move forward in our pursuit of inclusive and excellent learning communities for all? An explicit example of this is during our recent needs assessment process, our district Equity Guiding Questions were provided to every participant. Another example is that we regularly review disaggregated data to consider student outcomes, not only



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of the whole district but of specific groups of students who have been historically underserved.

- b. The strategies we are investing in are all centered around issues of equity. Here are just a few examples. The Family Empowerment Center is a specific strategy that elevates the voices of our Spanish speaking community, increases partnerships and services that empower families to better support their children's education, and celebrates the diversity in our district. Our work around Bridging Pathways and 9th Grade Success teams particularly supports historically underserved students to be more successful in high school, and the graduation results affirm the effectiveness of these investments.
2. *What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students? (250 words or less)*
 - a. There are many aspects of professional learning for our staff that will have a strong positive impact on all students, and in particular students from historically underserved groups. First, we are invested in an overarching commitment to Universal Design for Learning (UDL). UDL is part of providing accessible classrooms for students with disabilities, providing access to core content for multilingual students, and to providing culturally responsive classrooms that support student choice and reflection as appropriate. Additionally, the district's commitment to the 7 Components of Inclusive & Equitable Classrooms grounds our professional learning work around classroom cultures and restorative practices that support student success. The district's professional learning on structured literacy is significantly improving the ways academic needs of students are addressed in the early grades. Finally, all staff are being trained in recognizing and interrupting bias in the classroom.
3. *What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? (250 words or less)*
 - a. West Linn-Wilsonville identifies students who are houseless for McKinney-Vento Services in accordance with state and federal procedures. The district works hard to provide services to these students in compassionate and comprehensive ways that protect the privacy of the student and family involved. Services usually begin with the school counselor who often already has a strong relationship with the family. Last year, the district moved coordination of these services to the Family Empowerment Center, to streamline supports for families and to make sure that there were bilingual staff available for families as needed. Additional layers of



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resources are brought to bear as the details of the situation dictate. Social workers maintain lists of resources, may connect the family with private organizations that may provide fiscal or material support, or public agencies to enroll in assistance programs. The district maintains a partnership with Clackamas County to provide a Family Navigator who can meet with families at school or at the location the family chooses to help enroll the family in SNAP, TANF or other benefits. The Family Empowerment Center maintains backpacks, school supplies, coats and other supplies for families to easily access. If a student needs transportation to maintain school stability, this is always provided in a timely and discrete manner. The District also maintains close connections with the Clackamas Housing Authority (CHA) and Second Home to support direct housing referrals as appropriate.

4. *Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. (250 words or less)*
 - a. Here are some of the key strategies for recruitment for CTE programs of study that help ensure equitable access and participation. First, the district's CTE Coordinator provides strong visual materials, both paper and electronic formats, to help students and families know the options that are available to them. Second, 8th grade school counselors provide personalized invitations to students from focal groups who would benefit from starting high school early through the Bridging Pathways Program. This provides the opportunity for students who may not have enrolled in robotic or graphic arts to try these programs in a low-risk environment and increase the likelihood that they will enroll in further CTE courses. Finally, strengthening the knowledge and connection between CTE teachers and school counselors makes enrollment of traditionally underrepresented students more likely to select CTE options. When planning for CTE programs, the district continues to engage the Equity Guiding Questions (listed above) to examine and remove potential barriers. High school courses are laid out with a 9-12 trajectory of increasing student voice and student responsibility in their own learning. Finally, every CTE program has an Industry Advisory Council that is carefully selected to include professionals in the industry with diverse backgrounds of experience, gender, race and nationality. Teachers are thoughtful in planning activities that continue to expand the definition of who belongs in any given career pathway.



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Well Rounded Education

1. *Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. (250 words or less)*
 - a. Key components of the Oregon Literacy Framework are reflected throughout our district improvement work and integrated grants investments. Our commitment as an inclusive district is grounded in the importance of student belonging, investing in family & community partnerships and meeting the needs of all learners. These aspects permeate all of our work in schools, preK to 12. Specific work in the other aspects of early literacy (oral language development, research based models of reading instruction, foundational literacy skills, core instruction, and assessment) are deepening in our primary schools. The areas we identified that needed the most growth in our district were the core instruction of foundational skills and more effective assessment systems for accelerating learning. These two areas are clearly emphasized now in our plans and in our classroom practices.
 - b. Other areas emerging from our program review are providing guidance of where to expand or reinstate programs when our overall financial outlook (both general fund and grant funds) improves. These areas include more middle school learning, during the school year and the summer, that supports CTE/STEAM approaches and content; investing in lower class sizes; creating more collaborative planning time for teachers; and investing in more literacy coaches.
2. *Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.*
3. *How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? (250 words or less)*
 - a. The West Linn-Wilsonville School District updates curriculum and curriculum materials through a thorough instructional renewal and materials adoption process that follows state guidelines. Curriculum Renewal teams consist of relevant staff, teachers and district administrators. For some renewals, a small representative group of parents provides input during the materials review



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process. We have found this particularly useful in curriculum areas with sensitive topics such as Health. There is always also an opportunity for any interested families or community members to review the process and provide their input on curriculum materials. Final Curriculum Adoption selections are presented by teachers and staff involved in the process to the School Board for their review and final vote to approve the curriculum. Adoption processes always include time for key staff to come together to both provide input on the instructional practices, standards, scope and sequence; and to engage in professional learning around the new practices and/or materials. Staff work in building level Professional Learning Communities to iteratively bring information and questions back to the district level work group charged with adoption and alignment.

4. *Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. (250 words or less)*
- a. The work of instructional improvement is work that is shared among teachers, administrators and district staff. We strive for coherent values and instructional practices that occur across all classrooms and schools. Frameworks include:
 - i. 5 Dimensions of Teaching and Learning (Center for Educational Leadership)
 - ii. Dimensions of Equity; Dependent Learning/Independent Learning (Z. Hammond)
 - iii. 7 Components of Inclusive Practices (WLWV District)
 - iv. Universal Design for Learning (CAST)
 - b. The framework for teacher's professional development and evaluation is aligned to the 5 Dimensions of Teaching and Learning. Holding this framework consistent for many years supports ongoing alignment of instructional practices across buildings and content areas.

Teacher leadership is key in ensuring classroom instruction is intentional, engaging and challenging for all students. This leadership occurs among colleagues in the context of Professional Learning Community structures, teams that are looking for the impact of instruction through data analysis, frequent learning walks and peer observations. Co-planning, between job-alike partners or between classroom teachers and specialists in ELD or special education, also brings the best practices of instructional engagement to the forefront of the lesson planning and assessment processes, which are key to student success. Building administrators also play a key role in developing instructional practices. This occurs through planning ongoing professional learning opportunities in collaboration with teacher leaders, small group coaching opportunities, as well



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providing feedback through the more formal evaluation process. Building administrators prioritize spending time in classrooms. Professional development for building administrators focuses on strengthening the power habits of thinking for instructional leadership, in collaboration with the Center for Educational Leadership.

5. *How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? (250 words or less)*

- a. Safe and welcoming schools are a top priority in the West Linn-Wilsonville District. Creating a welcoming environment is a fundamental tenet of the district. Warm connection and relationships are prioritized in all interactions. Administrative assistants engage in ongoing training regarding cultural responsiveness that continues to broaden how families are welcomed into our schools. Teachers, operational staff, administrators all strive to convey warmth and respect in every interaction. Families are engaged in providing their feedback as to how safe and welcoming our schools are, from their perspective. This feedback led the district to prioritize hiring bilingual staff in school offices and update our parent communication system so that every family receives school communication in a language and method (text, email) of their choice.
- b. Many factors are critical to fostering a Safe School Climate, all of which are included in the Safety Plan section. Many aspects of WLWV's Safety Plan are the result of 2016 and 2023 safety audits conducted by True North Associates, the national safety and security consulting firm with whom the district contracts. Emergency protocol components such as school evacuation routes, reunification plans in the event of an evacuation, and pieces of the district's hazard assessment intentionally remain confidential.
- c. The district utilizes a three-tiered approach to reviewing, revising, and implementing district-wide security procedures and protocols as well as security upgrades at WLWV schools. This approach includes a safety team at every building, a district safety team with representatives from key groups, and a district safety leadership team to review recommendations.

6. *How do you ensure students have access to strong school library programs? (250 words or less)*



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- a. Libraries are the heart of learning in West Linn-Wilsonville Schools. This is seen through the physical design of our schools, as each school has an open central library in the middle of their building. Teacher Librarian expertise is valued, with a strong emphasis on ensuring that our libraries provide both windows and mirrors for every student to find books that reflect their identity as well as books that expose them to new thinking and experiences. As an inclusive school district, our libraries also provide high interest texts at varied levels of decodable to support every student's journey to being an engaged and independent reader. Collections that include texts in Spanish or Chinese are prioritized both at dual language schools and in schools where there are students needing access through native language text. At the primary school level, each class has regularly scheduled library time as a class period, which includes literacy lessons, supporting the joy of reading, and an opportunity for supporting the checking out of books. At the middle and high school levels, libraries serve as the hub of inquiry and learning for the building. Library texts are often selected to highlight the content that is being taught in social studies, science or language arts classes. Libraries also ensure that accessible texts are available through programs such as Learning Ally for students with dyslexia or other barriers to learning. Our libraries house rich and diverse texts, supporting students having both mirrors of themselves and windows into the world. Libraries also house maker spaces for supporting hands-on inquiry, hubs for celebrating things like Black History Month, and galleries to feature student work.
-
7. *How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation? (250 words or less)*
 - a. It is critical that schools plan for variability of the student experience. This includes expecting that there will be some students in our schools who experience depression, anxiety, stress and challenges with dysregulation. Our district adoption of the 7 Components of Inclusive & Equitable Learning Communities is the basis of planning to create classrooms that can be adaptable and supportive for students with variable needs. In other words, creating classrooms that foster belonging and naturally allow for students to engage in strategies that help them cope with their own mental health or regulation challenges is the most important investment. Then, we can support specific interventions layered on top of that base for students as needed. This may take the form of a fairly informal plan that a teacher is working on with a student to access fidgets, breathing techniques or breaks, for example. As the intensity of the need increases, the formality of monitoring of the intervention increases



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proportionally. These plans may be part of a Section 504 plan, where a school counselor is regularly meeting with a student and teachers to monitor progress. Or, a plan may be part of an IEP, with a formalized functional behavioral assessment, behavior support plan, and documented monitoring through IEP progress notes. One tool that the SIA funds have supported in our district is the Student Success Platform that combines a user-friendly student data dashboard, the ability to track individual or group intervention plans easily, and a playbook of research-based intervention strategies.

8. *How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? (250 words or less)*
- a. The process in place for identifying and supporting the needs of students who are not meeting state and national standards is known as the Circles of Support process.
 - b. Guiding Principles for Circles of Support
 - i. We recognize that all children have unique strengths and challenges.
 - ii. Understanding the learner is fundamental as we work together to improve Instruction, Curriculum, Classroom Environment and Culture.
 - iii. The student, parent and classroom teacher are at the center, even as we add layers of support.
 - iv. As we add additional circles of support, we intensify the interventions, increase the regularity of data collection, and add more formal systems of documentation and communication.
 - v. We have a responsibility to our students to provide high leverage interventions, and to take consistent data to monitor their growth and success.
 - c. Purpose of Circles of Support
 - i. To come together to find ways to provide opportunities for students (what ways can we change the environment or instruction to help the student to access learning?)
 - ii. Empowering students by helping them to understand themselves as learners.



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9. *If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.*
 - a. The district is very interested in developing new CTE Programs of Study. The program that is closest to launch is an Education CTE Program at West Linn High School. We recently launched an Education CTE Program at Wilsonville High School that is focused on elementary and bilingual education; and this program has been extremely successful. We would like to offer a related option at West Linn High School focusing on secondary and special education. We have many of the building blocks in place now. However, our current budget reductions make it imprudent to start a new program at this time; though we are confident we could quickly move forward if financial outlooks improve. There are two other programs we have strong interest in developing but would take more facility planning and support. Those programs are Culinary Arts and Agriculture. Culinary Arts is consistently at the top of student survey requests around CTE programs, and Agriculture fills a request for more hands-on and outdoor learning opportunities for students.

10. *What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. (250 words or less)*
 - a. There are a variety of work-based learning experiences available for students in our district. These are achieved through a combination of industry professionals coming into CTE programs to provide authentic projects and feedback over time, and industry partners providing opportunities for CTE students to come to their work spaces to engage in specific projects or broader internships. Four strategies are working well to continue to expand these efforts. The first is the combined work of CTE teachers, coordinators and administrators to deepen these industry partnerships. The second is to intentionally use the Industry Advisory Council for each CTE program to brainstorm and implement opportunities for work-based learning experiences. The third is to start small with industry partners and to gradually expand the investment and openness as trust is built. Often, the industry partners see the CTE programs as potential future workforce pipelines, especially for hard to fill positions. Finally, through writing grants, our CTE programs have connected with industry groups such as BOLI, and have developed specific pre-apprenticeship programs in several pathways.



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11. *Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.*

- a. Yes, most of our CTE pathways have several courses specifically articulated to earn college credit.

Engaged Community

1. *What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?*

- a. West Linn-Wilsonville School District deeply values the engagement of our community, including focal students, families, and staff. In the past two years, we committed to a number of improvements in this area. One significant improvement is the adoption of the communication system, Parent Square. This system addresses many of the concerns that have been raised by families and students in the past. These include the ability to receive messages in the family's home language. The school can write a message in English, and the family can receive that message instantaneously in Spanish, Vietnamese, Arabic, or any of 100 languages. Parent Square also allows families to select whether those messages go to an email account or are sent as a text message to the family member's phone. Using phones and texting to communicate has come forward as an important factor, particularly for many of our mobile families and Latino families. Improvements in staff communication come through more explicit training in anti-bias work, and clearer support for affinity groups. These two actions support staff of color and LGBTQ2SIA+ staff feeling safer to engage in district dialogue.
- b. Barriers that we are facing in this area center around two factors. First, the national political conversation does impact the engagement of community members in different ways. An example is if families are not feeling safe in coming to a school building in terms of immigration status, they are less likely to engage in school and district activities. The second big barrier that we are facing is the ongoing educational funding challenge in the state of Oregon. As we look at a significant budget shortfall, we are faced with hard decisions around commitments we have made to using video to communicate with our community; positions that are non-classroom based that had more time and responsibility to connect with families; and as our class sizes and case loads



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increase, each teacher/staff member will have less capacity to make those vital personal connections with families.

2. *Who was engaged in any aspect of your planning processes within these initiatives?*
(Check all that apply)

- ☒ Students of color and families of students of color
- ☒ Students with disabilities and families of students with disabilities
- ☒ Students and families who are navigating poverty, houselessness, and foster care
- ☒ Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- ☐ Students and families who recently arrived
- ☒ Migratory students and families of migratory students
- ☒ Justice involved youth
- ☐ Families of justice involved youth as appropriate
- ☐ Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- ☐ Students and families experiencing active duty military service
- ☒ Emerging bilingual students and families of emerging bilingual students
- ☒ Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- ☒ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☐ Local or regional business and/or industry community
- ☒ Local Community College CTE Deans and/or Instructors
- ☒ Local or Regional Workforce Development Board
- ☒ CTE Regional Coordinators
- ☐ Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- ☐ Other _____

3. *List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)*

- a. We used a variety of strategies to engage with focal students and families about the integrated plan throughout the planning process. These included surveys, focal groups, empathy interviews, and notes from existing structures that elevate those voices. One specific example is the empathy interviews conducted with 9th



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grade students who are focal students and whose attendance in the first month of school needed to be improved. Another specific example is the survey sent to all families of students who identified as Native American/Alaska Native. This was a group that we have never specifically engaged before and we were so excited to have their voices heard in our planning process.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

- a. Two strategies that West Linn-Wilsonville School District used to engage staff in the integrated planning process are as follows. First, we had a small work group that included classified, certified and administrative staff that reviewed the process requirements and developed the plan for gathering community engagement input and conducting a thorough needs assessment. Second, when we conducted our needs assessment process at Leadership Forum in February, we ensured that the leaders of our classified and certified association were present and fully engaged in the process, alongside the teachers, specialists and administrators that are always part of Leadership Forum.

Evidence of Engagement

You will be asked to upload at least five artifacts of engagement that are the strongest examples of authentic engagement that relate to and contributed to this plan. Our smallest districts, charters, and consortia of 80 ADMr or less and our YCEP/JDEPs are required to submit two artifacts. Clearly label each artifact with title, date(s), community(ies) engaged, and description. If a sponsored charter is applying with a district, the district will need to submit one artifact from each charter school showing evidence of engagement, in addition to your five district artifacts.

5. Artifact one needs to demonstrate focal group engagement. Which focal group(s) does this artifact show you engaged with? What was the biggest learning from this engagement effort?

- a. Native American/Alaska Native survey results
- b. This engagement effort brought forth several areas of learning. First, these surveys were conducted by the parents/families of the Native American/Alaska Native students. In the future, we would also like to elevate the voices of the students directly. Second, the families in this survey emphasized that academic support was more important to them and the success of their children than mental health supports.



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6. Artifact two needs to demonstrate staff (classified and/or certified) engagement. Which staff group does this artifact show you engaged with? What was the biggest learning from this engagement effort?

- a. Educational Equity Advisory Committee
- b. This group includes classified staff, certified staff, community members, parents, administrators, and students.
- c. Some of the important areas of learning from this engagement effort included a priority in recruiting and retaining diverse staff, curiosity around how we are checking our own biases in this process, and looking to ensure that we consider the schedules of families when we plan interventions.

7. Artifact three needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

- a. Community Budget Survey
- b. Our community at large continues to value effective class sizes, investments in mental health resources, and academic support resources.

8. Artifact four needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

- a. CTE Focused Student Listening Session
- b. Students truly value hands-on learning opportunities that they gain through CTE programs. Often, this is where students experience leadership opportunities and find belonging.

9. Artifact five needs to demonstrate focal group, staff, or community engagement. Who was engaged? What was the biggest learning from this engagement effort?

- a. Community Literacy Curriculum Input
- b. The community members in this group emphasized the importance of teaching foundational literacy skills, have quality tiered interventions, support for professional learning for teachers, improving communication regarding literacy assessments and maintaining effective class sizes in the early grades.

10. Response required only if applying with a sponsored charter. *If a sponsored charter is applying with a district, one artifact per charter needs to be submitted and should demonstrate focal group, staff, or community engagement. Who was engaged in each charter artifact? What*



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was the biggest learning from the engagement effort(s)? (Please note: If the charter has the same outcomes and strategies as the district, this is not a requirement.)

N/A (Charter has same outcomes and strategies as the district)

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning

- a. The themes that emerged from our community engagement process are the following:
 - *All students need positive connections with adults*
 - *Positive peer relationships/school culture matter*
 - *Students value interactive, project-based learning opportunities*
 - *Strong instructional practices are important, particularly in the area of literacy*
 - *Teacher learning must be supported*
 - *Assessment of learning should be structured, used to adjust instruction, and clearly communicated to families*
 - *Lower class sizes and caseloads are important to our families*
 - *Representation matters in schools*
 - *Strong parent and community partnerships benefit all students*
- b. These themes are reflected in the strategies that are outlined in our integrated plan, and are cross cutting throughout the Student Investment Account, the High School Success Grant, the Early Literacy Grant, and in the individual school improvement plans.

Strengthening Systems and Capacity

1. *What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? (250 words or less)*
 - a. In West Linn-Wilsonville, our people are truly our most important asset. Significant effort goes into recruiting, onboarding and developing quality educators and leaders. Recruitment efforts include everything from committing to hosting practicum experiences for teacher education candidates, to investing time to speak at conferences and events all over the state, to attending job fairs at universities. The district also works to develop candidates from within through several formal support efforts, such as a significant tuition reimbursement benefit



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And mentoring. Onboarding educators is a shared responsibility from individual meetings that happen with the Human Resources team, to informal peer support, to new staff welcome events, to engaging with teacher mentors. The professional development of educators is an ongoing process that includes professional learning opportunities and workshops, job embedded feedback from peers and supervisors, and developing a culture of continuous improvement. District leaders will use informal “meet & greet” opportunities with prospective candidates to describe the district's commitment to equity and inclusion. District HR continues to broaden presence at local and regional career fairs, Dual Language conferences, web presence, and advertising. District HR will partner with universities and community colleges with strong DEI priorities to train and recruit classified and certified staff. Additionally, district leaders identify, invite and promote Latino teachers with leadership aspirations into the OALA Aspiring Administrator program.

2. *What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (250 words or less)*
 - a. West Linn-Wilsonville School District values the role of teacher effectiveness in creating improved outcomes for all students, particularly those students who have been historically underserved. The vast majority of our teachers are appropriately licensed and assigned. By continuing to invest in teachers in tangible ways, such as providing roles for teacher leadership within the district, supporting robust reimbursement for continuing education, working to maintain reasonable class sizes, and collaborating effectively with local associations; we see many teachers stay in our system for long periods of time. In addition, we prioritize recruiting and retaining diverse staff to better serve our BIPOC students. One area where we have more teachers on emergency or restricted licenses is in the area of special education. We will continue to work to ameliorate these concerns by increasing our mentoring support for these new teachers, providing effective on the job coaching and job embedded training.
3. *Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. (250 words or less)*
 - a. Everyone deserves to feel valued, safe, cared for and a sense of belonging to their school community. Schools teach and facilitate informal and formal processes to proactively build relationships and a strong sense of community. Our schools teach explicit behavioral norms for communication and conduct within the school community. Adults work to create relationships with high



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expectations with all students. All children experience lessons on how to safely and peacefully resolve conflict. With practice, young people improve skills for careful listening, empathy, perspective-taking and responding to the needs of others. When harm is caused, we address the harm and repair relationships. In addition to the proactive information already provided, West Linn-Wilsonville School District believes that behavior is communication and every discipline situation is an opportunity to teach more effective strategies. Teachers and administrators work incredibly hard to support student accountability, learning, and safety while maintaining all students in school and in the general education classroom. Exclusionary discipline is only employed in the most serious situations, where a team may need more time to develop a plan for a student's safe return to school or where most significant concerns around weapons, drugs, or significant assault are present. Data is frequently reviewed in terms of race and other focal factors regarding behavioral referrals and the application of school discipline. We have worked collaboratively with our certified Association to create key agreements around behavior and safety, outlining our common commitments to children, and a commitment to best practices for increasing safety and reducing exclusionary discipline.

4. *What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools? (250 words or less)*

- a. Schools work hard to maintain connections with students who may be transitioning between care, hospital or juvenile programs. Each student has a point person who oversees that communication and transition process. This may be a school counselor, a learning specialist, or a school social worker depending on the specifics of the student's situation. We work hard to create individualized transition plans that meet the needs of the student. Another system in place for supporting transitions for students in the juvenile system are regular YST (Youth Services Team) meetings that occur at each high school on a regular basis. These YST meetings bring caseworkers from the juvenile system together with school counselors and administrators to plan for the support needs of these students. One challenge to creating individualized plans that work for students in transition, is the Oregon law around abbreviated day. The strictness of this law allows very little flexibility for a team to create a step up or partial day plan that may be in the best interest of the student.



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5. *How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? (250 words or less)*
 - a. Transitions between levels require special care to ensure that students can make those transitions to a new setting as smoothly as possible. This is one reason that West Linn-Wilsonville continues to offer preschool programs in most of our primary schools. West Linn-Wilsonville maintains a strong partnership with Clackamas Education Service District (CESD) to provide inclusive early childhood special education services within the district's preschool programs. This significantly improves the alignment of preschool and kindergarten programs, as our K-12 schools are fully inclusive. Students are welcomed into kindergarten in multiple ways in the West Linn-Wilsonville School District, including open houses, individual visits, and a staggered start in the first week of school. The transition from 5th grade to middle school, likewise, has many components including student visits to the new school, staff meetings around students who may need extra support, and peer support programs. Students transitioning to high school have a similar process with visits to and from the high schools in the spring, a 9th grade orientation process, and Link Crew experiences where older students help to welcome the new students. With SIA funds, we added a "Smart Start" day at all levels, to allow students with disabilities or specialized plans to meet with teachers individually before school starts. Transition from high school to post high/career options is embedded in our college career planning process as well as the special education Adult Transition Services process.

6. *What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. (250 words or less)*
 - a. Career exploration is embedded into the role of the school counselor as one of their key areas of practice, according to the American Association of School Counselors. Counselors in primary and middle schools may teach classroom lessons on career exploration, provide interactive displays, engage students in field trips to college campuses, or sponsor College Days. Of course, career exploration is also embedded in exposure to diverse literary characters, library displays and a variety of other school activities. At the middle and into the high



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school level, these career exploration activities become more formal and explicit. Interest inventories and other ways for students to consider their strengths and interests are built into the Educational Plan and Profile process. Specific invitations to college visits, women in trades days, and other exposure opportunities are provided to students who may not see themselves with clear postsecondary success. Each high school provides individualized counseling on this topic, as well as events for families such as FAFSA nights. Additionally, 8th grade school counselors provided personalized invitations to students from focal groups who would benefit from starting high school early. This provides the opportunity for students who may not have enrolled in robotic or graphic arts to try these programs in a low risk environment and increase the likelihood that they will enroll in further CTE courses. Finally, strengthening the knowledge and connection between CTE teachers and school counselors makes enrollment of traditionally underrepresented students more likely to select CTE options.

Early Literacy Inventory and Prioritization

1. *Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). No narrative response required.*
2. *What is the name of the funding source for the 25% match for early literacy? (check all that apply)*
 - ☐ General Fund
 - ☐ Student Investment Account (SIA)
 - ☒ State School Fund SSF
 - ☒ Title I
 - ☐ Title II
 - ☐ Title III
 - ☐ Title IV
 - ☐ N/A (less than 50 ADMw, no match required)
 - ☐ Other



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3. If you answered "Other" on #2, please describe below:
4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- ☒ Hiring
- ☐ Purchasing Curricula & Materials
- ☒ High-Dosage Tutoring
- ☒ Extended Learning Programs
- ☒ Professional Development & Coaching
- ☐ Other purposes

Feedback

1. *How can ODE support your continuous improvement process?*
 - a. There is appreciation for the work that has happened to align the various grants and legislation into one integrated plan.
 - b. The planning for prioritizing grants within the context of a general fund that does not keep up with the basic costs of running a school district continues to be challenging. It is difficult to communicate around how to spend grant money without an overall understanding from stakeholders regarding the overall fiscal challenges of education in Oregon.
 - c. Continuing to streamline and shorten the documentation process would be very helpful. We are deeply engaged in extensive continuous improvement work yet it is an additional challenge to translate the ways we make sense of this work as a district to the particular formats and questions that are required by ODE.
 - d. This application process was a huge lift for our district. It is difficult to think of smaller districts with less staff having the capacity to work on a plan like this, that comes with a 170 directions book, in any meaningful way.



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Plan Summary

1. *Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)*
 - a. In the West Linn-Wilsonville School District, we center our work in the vision question: How do we create learning communities for the greatest thinkers and most thoughtful people...for the world? As we work to move from inspirational ideas to actionable plans, we focus our work on strengthening academic excellence for all learners; creating school cultures that support belonging and foster problem-solving; and finally on elevating student voice, strengthening community engagement and supporting our amazing staff. These overarching goals lead us to practices and habits of interaction that are outlined in ODE's Progress Markers. Nested within these are the specific strategies that we outline in our plan, each working together to support overall district improvement and progress towards our specific LPGT Metrics.
 - b. The strategies in our plan include supporting effective class sizes and caseloads for specialists working with students from historically underserved communities. Effective class sizes were mentioned extensively in our needs assessment process, and we know that effective class sizes create the conditions for strong classroom communities. Additionally, we see the need for expertise in academic intervention expertise, as this was also a clear theme that came through from our community engagement. We know that if we are not improving outcomes for all students, we have not yet met our equity goals. Another key strategy in our plan is to increase our capacity to support the mental health needs of our students by investing in educators with this expertise. This investment is supported by many community, staff, and parent voices, as well as in some of our student survey data. Providing options for different learners is seen in our strategies around online learning, investing in different high school coursework options, and ensuring that every student has a pathway towards graduation. Student listening sessions and very positive data around CTE completion supports this strategy. Finally, our community and staff strongly support the investments in early literacy strategies that include building professional capacity, investing in useful assessments, and providing additional effective learning opportunities for students who need it.



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- c. Each of these strategies support the student outcomes that are captured in our LPGTs, as we believe all of these strategies together, within our broader work on instructional improvement and building inclusive learning cultures, will result in improved 3rd grade reading scores (as well as more students who love to read), improved school attendance (as well as more students feeling belonging and community in their schools), and more students graduating from high school (having had a positive experience and ready for a bright future of their choosing).
2. **Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

Connection to WLWV Needs Assessment Themes	Strategies	Grant	Current or Anticipated Investments <i>Tier A: Less Funding</i> Tier B: Current Allocation Estimate <i>Tier C: More Funding</i>
<i>Lower caseload of mental health professionals</i>	Strategy #1: Meet students' mental and behavioral health needs by funding additional Social Workers, School Psychologists, Counselors and Nurses	SIA	Tier A: Reduce and fund less FTE Tier B: Reduce by 1 FTE due to roll up costs, fund 26.0 FTE and \$80,000 towards counselor at TRCS Tier C: Fund all current 28.0 FTE
<i>Strong instructional support, lower case loads & class sizes, support teacher learning, positive adult connections</i>	Strategy #2: Increase academic achievement and reduce academic disparities by Supporting Class Size Targets and funding professionals that specifically support students in focal groups: Learning Specialists, Special Education Instructional Coordinators, ELD Specialists, Paraeducators	SIA	Tier A: Reduce and fund less FTE Tier B: Reduce by 2.65 FTE due to roll up costs, fund 27.9 FTE Tier C: Fund all current 30.55 FTE
<i>Positive adult connections, positive peer relationships, clear assessment plan</i>	Strategy #3: Support mental health and behavioral needs by Investing in SEL curriculum, assessments and training	SIA	Tier A: Discontinue purchase of SSEL Surveys, Curriculum Playbook and part of data dashboard, relying on state tools instead Tier B: Fund SEL Surveys, Curriculum Playbook and part of data dashboard at \$85,000 Tier C: Fund B + 1 day PD focused on



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			SEL implementation and using data to inform SEL interventions
<i>Strong instructional practice, choices for interactive or project based learning opportunities</i>	Strategy #4: Increase academic achievement and reduce academic disparities by providing options for students through an Online Learning Program and blended learning options	SIA	Tier A: Fund 1 FTE Online Learning Coordinator Tier B: Fund 1.0 FTE Online Learning Coordinator and 1.25 Teacher Librarians Tier C: Provide staff professional learning on blended learning, flipped learning, and other online learning best practices
<i>Strong instructional practice, connections with adults, representation matters, strong parent & community partnerships</i>	Strategy #5: Provide focused collaboration time between teachers, teachers & parents, and other specialists to support focal students and increase academic achievement.	SIA	Tier A: Suspend funding for this strategy Tier B: Provide limited, targeted time for teachers to collaborate with each other and parents to support focal students. Tier C: Fund 1 day of licensed staff time before school starts "Smart Start" to provide time for students with disabilities and other needs to proactively meet staff
<i>Connections with adults, representation matters, strong parent & community partnerships, support teacher learning</i>	Strategy #6: Increase academic achievement and reduce academic disparities and improve mental health by investing in strong culturally responsive family engagement efforts through funding the Family Empowerment Center	SIA	Tier A: Maintain 1 FTE Bilingual Engagement staff Tier B: Fund A and Fund Juntos Partnership Tier C: Fund A & B, and Fund 1 additional .5 FTE Bilingual Engagement Staff
<i>Connections with adults, positive peer relationships, lower class size/caseload to support academic achievement & mental health</i>	Strategy #7: Support all 9th graders being on track for graduation by supporting teams of teachers with common students that meet regularly to analyze data, implement effective instructional practices, communicate with families and provide professional development	HSS	Tier A: Fund .5 FTE, Bridging Pathways Program Tier B: Fund 1.0 FTE, Bridging Pathways Program Tier C: Maintain 2.8 FTE, and Fund Bridging Pathways Program
<i>Interactive project based classes, strong instruction, representation matters, strong parent and community partnerships</i>	Strategy 8: Increase access to and support for varied and rigorous coursework options for all high school students through Advanced Placement, International Baccalaureate, Dual Credit and CTE Coursework	HSS	Tier A: Fund 9 FTE Tier B: Fund 14 FTE in CTE, AP and IB programs Tier C: Fund B & 1 additional PD day focused on rigorous coursework options



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<i>Interactive project based classes, strong instruction, representation matters, strong parent and community partnerships, connections with adults, positive peer relationships</i>	<u>Strategy 9:</u> Ensure all high school students create a pathway to graduation and post secondary success plan through implementation of LIFE Class for all students at large high schools (stay with consistent cohort over 4 years, embed community building, provide learning in social emotional learning) and implementation of focused small group creative engagement strategies	HSS	Tier A: Fund 3.0 FTE to support LIFE Class, post high school planning, and pathways to graduation Tier B: Maintain 4.0 FTE to support LIFE Class, post high school planning, and pathways to graduation Tier C: Fund B and add PD for LIFE Class teachers
<i>Clear assessment plan, support teacher learning, strong instruction, representation matters</i>	<u>Strategy 10:</u> All high schools schools develop systems to identify and intervene early and effectively to support student success through use of data dashboard and support plan tool	EIIS	Tier A: Fund time to develop a google based data dashboard and support plan tool Tier B: Fund current Success Platform at \$26,000 Tier C: Fund B and 1 PD day focused on effective systems for identifying student needs and creating effective support plans, including looking at reducing bias in intervention planning
<i>Strong instruction, support teacher learning</i>	<u>Strategy 11:</u> Ensure all students receive strong structured literacy instruction for all through investing in professional learning and coaching for all primary school teachers, particularly grades k-3. Working towards these specific student outcomes: 1.) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 2.) Develop awareness of the segments of sound in speech and how they link to letters. 3.) Teach students to decode words, analyze word parts, and write and recognize words. 4.) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	ELSG	Tier A: Reduce to 1.0 FTE Instructional Coaches Tier B: Maintain 2.0 FTE Instructional Coaches Tier C: Increase to 4.0 FTE Instructional Coaches
<i>Clear assessment plan, strong instruction, strong parent</i>	<u>Strategy 12:</u> Invest in effective high dosage tutoring and other research based	ELSG	Tier A: Move literacy assessment purchase to General Fund



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<i>partnerships, connections with adults</i>	intervention strategies based on identification and monitoring of progress with appropriate literacy assessments. Working towards these specific student outcomes: 1.) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 2.) Develop awareness of the segments of sound in speech and how they link to letters. 3.) Teach students to decode words, analyze word parts, and write and recognize words. 4.) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.		Tier B: Purchase Literacy Assessment tool (AIMSweb) Tier C: Provide additional professional development on using literacy assessment to effectively monitor progress of high dosage tutoring
<i>Strong instruction, support teacher learning, connections with adults, positive peer partnerships</i>	Strategy 13: Provide high quality summer learning opportunities to increase instructional time and intensity for students who need additional support. These learning opportunities will include focus on: 1.) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. 2.) Develop awareness of the segments of sound in speech and how they link to letters. 3.) Teach students to decode words, analyze word parts, and write and recognize words. 4.) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	ELSG	Tier A: Reduce funding for Primary Summer Learning Tier B: Maintain funding for Primary Summer Learning Program focused on literacy, \$250,00 Tier C: Provide more funding for summer learning to increase and intensify learning experiences



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Assurances

West Linn-Wilsonville assures that we will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

West Linn-Wilsonville assures that we considered the following in developing our plan:

- *Oregon's Student Success Plans*
- *The Quality Education Model*
- *Disaggregated data by focal group during the planning process*
- *Consideration of multiple data sources used for the prioritization of Early Literacy Funds*
- *Compliance with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins and HSS activities*
- *Dropout/pushout prevention strategies and activities are applied at every high school within the district*
- *Our early literacy programs are in alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.*
- *Our literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.*
- *We will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.*
- *We will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.*
- *We will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.*
- *For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.*



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- *We have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.*
- *If we use literacy funds to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.*
- *We have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.*
- *We have engaged with the focal populations of our school community, including students, families, and school staff (both licensed and classified), and we have evidence of our engagement efforts on record.*

West Linn-Wilsonville assures that we will publicly post our plan on the district website.



Appendices

A. District Equity Guiding Questions



Equity Guiding Questions

1. How do our decisions and actions **raise rigor** and **eliminate opportunity gaps** and advance the goal of all students graduating with a range of **post-secondary options**?
2. How do our decisions and actions affect racial/ethnic groups and other underserved groups? How do these decisions and actions affect **existing disparities** or produce other **unintended consequences**?
3. How have we intentionally involved **stakeholders** who are also members of the communities affected by these decisions?
4. What are the **barriers** to more equitable outcomes?
5. How are we **collecting data** on race, ethnicity, language and special education status? How do we use these data to guide our decisions and actions and ensure that each learner's individual and cultural needs are met?
6. What more do we **need to learn** to continue to move forward with our commitment to creating inclusive, equitable and excellent learning communities?

5: Student Services/Equity Guiding Questions

revised 3/3/20

- B. [Community Engagement Input and Needs Matrix](#)
- C. [District Charter Program Agreement](#)
- D. [Student Success Plans Project Brief](#)
- E. [Quality Education Model Summary & Recommendations](#)