Wilsonville High School Work Plan 2022-2023

Theory of Action: If we have curriculum maps for each course, then teachers can design common unit maps that will lead to clear targets and common assessments which will lead toward the application of purposeful and equitable grading practices.

Theory of Action: If we know our learners, and use Panorama indicators, then can structure tiers of support to ensure 9th grade students are on track for graduation.

Data Summary Statements
1. From our staff survey, only 51% of our staff have aligned common units and assessments
    a. From our staff survey, 83% of our staff are willing to have aligned units, formative and summative assessments
2. From our spring Panorama survey, 36% of our students feel a sense of belonging at Wilsonville High School
3. From Quarter 1 data in 2022, 104 students were not passing 1 or more classes, which is 34 % that are not on track toward graduation

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Goals
1. Each department will have an aligned course-alike map by the end of 2023
    a. One hundred percent of teachers will have one unit aligned with a course-alike colleague by June 2023
    b. Staff will have complete curriculum maps for one course they teach (two semesters) by June of 2023
2. All students will improve their sense of belonging from October 2022-spring of 2023
    a. Based on fall and spring Panorama survey data, Wilsonville High School students will improve their sense of belonging by 10-15%
        i. SEL lunches
        ii. Knowing our learners and their stories
        iii. Greeting students at the door
        iv. Intentional community building
3. Improve on-track percentage for 9th grade students
    a. Based on Q 1 data, we will improve our "9th grade on-track" percentage by Q3 by 5-10?%
        i. Intentional strategies
        ii. Knowing all 9th graders
        iii. High leverage strategies and teaching
        iv. Invitations for study groups on Early Release Wednesdays
4. Grading will measure student learning and proficiency, and students, families and teachers will have a common understanding

Staff Learning Setting	Leadership Moves and Practices to Implement	Teacher/Counselor/Specialist Practices to Work Towards and Observe

Learning Communities
Whole Staff Learning
● Grading for Equity
● Workshop/Studio teachers
  ○ Monthly focus
  ○ Classroom visits
● Systems of Support
  ○ MTSS
  ○ 9th Grade Teams
  ○ Circles of Support
	● Continued Professional Development on equitable grading practices
	● Use of Panorama data to identify students who are not feeling connected
	● School-wide Instructional focus and inclusive practices and Assessment for Learning.
	● Staff Equity team renewal, leading and designing staff development working with McRen
		● Department course-alike work time for common assessments (formative and summative) and common units
		● Completed curriculum maps
		● SEL lessons for Language Arts and Biology classes (9th grade team)
		● Review data at the disaggregated level to examine outcomes, and drive instructional conversations.

Learning Observations & Walkthroughs
● Based on identified practices teachers are working on from frameworks: 5Ds, 7 Components
● Organized around inclusive practices and goals
● All teachers practice with observations, data collection, studio classroom reflection
	● Administrative team conducting classroom observations, walk throughs and providing feedback to staff
	● Studio classroom teachers
	  ○ Engagement
	  ○ 5Ds
	  ○ Accessible classrooms/UDL
		● Teachers engage in peer to peer classroom observations.
		● 9th grade team observations
		● Peer-peer observations for the month's focus
		● WL and WV 9th grade teams observations and calibration

Mentoring & Coaching ● Intentional connections between practices school is working towards and individuals' goals conference ● Making feedback process a regular part of leadership and school learning	● Connecting data and findings from classroom observations to professional development ● Monitor and track classroom visits	● Teacher Mentor supporting new staff ● Department Coordinators mentoring and supporting new staff through DC meetings.
External Expertise ● Connecting district-wide professional learning to school professional learning ● Informing and influencing district learning based on school learning needs ● Identifying what we don't have the internal capacity to learn and practice, using it to seek out external expertise	● Staff Equity Team : Design team and all staff will work with MCREN ● Counselors/admin training in use of Panorama data	● Observe teacher implementation of grading for equity and care and connections practices in their classrooms ● Departments sharing teacher experiences

Community Input ● Monthly opportunities for community input through forums, community nights, surveys etc.	**9th grade transition** ● Curriculum Night ● College and Career nights ● Community Business and Industry Partners ● Grading Practices ● High Schedule	
Workshops & Courses ● Fostering individuals' capacity building that supports school learning ● Forming cohorts for shared workshop and course learning ● Connecting workshops and outside learning to school learning	● Future leaders cohort ● Equity Team ● Student Advisory ● Affinity Group	Sharing with department colleagues

School-wide leadership moves

1. Observation and walk-throughs. Comprehensive Center for Educational Leadership Training, building walkthroughs and calibrations.
2. Staff Equity Team: Building trust and a culture that fosters kind and confident challenging conversations (see Equity Goal here)
   a. Connect with Multnomah County Regional Educator Network for support with Equity Leadership Team and School-Wide Equity focus
3. Continued focus on student engagement, voice and leadership through leadership groups, clubs, and activities. Student groups help to inform decisions and advise on school initiatives.
4. Systems of support being articulated with a multidisciplinary team (mental health specialist, administration, counseling , school psychologist, SRO). Defining tiers of support including expansion of HUB resources.

Professional Development- Cocreated with leadership, informed by classroom observations, teacher surveys, data

1. Grading for Equity
2. Care and Connections
3. Inclusive and Universal Design of Instruction
4. Studio classroom teachers
5. Ninth Grade success
6. Future Leaders group

Instructional Leadership moves in Action

New Courses-

1. Revamped: Primary Tutor
2. Early Childhood
3. Latino Art and Culture (in Spanish)
4. Creative Writing (in Spanish)
5. Modern US (Dual)

Additional learning opportunities

1. GED test site (in process)
2. GED pre-test, and test opportunities

CTE Expansions-

1. Added Early Childhood Course (semester 2)
2. Added Summer CTE explorer wheel course.