



West Linn High School Work Plan 2022-2023

Data Summary Statements (Look at data in these and added areas. Make a statement about student outcomes in each data area.)

What does the data tell us and how does it determine our focus?

- Panorama SEL data: sense of belonging (20th %ile), School Climate (10th %ile), Diversity and Inclusion (20th%ile)
- Panel interview and other feedback from WLHS affinity clubs
- Historical 9th grade on track data as well as 2022 9th grade on track
- Disproportionality of students NOT on track to graduate - students identifying as Hispanic, Black, English Learner, Special Education, Males.
- Attendance Data for students, disaggregated by groups
- Parent survey or formal/informal interview data about their students' learning and participation in school

Goals

In order to increase our schools capacity to meet every learner where they are and move them forward to the goal of graduation we will focus on the following areas:

1. Instructional Improvement
 - Universal Design for Learning
 - Grading for Equity
 - Standards and Targets
2. School Culture
 - Learning Culture
 - 6 Pillars
 - Student Supports
3. Equity
 - Restorative Justice
 - Student Group Connection and Support
 - Creating Brave Spaces

Student Outcomes:

1. 100% graduation rate for 12th graders
2. 100% of 9th graders on track to graduate
3. Increase in panorama data: Student Sense of Belonging, School Climate, and Diversity and Inclusion (increase in 20%ile points)
4. Disaggregated student grade data proportional with total student population data

Staff Learning Setting	Leadership Moves and Practices to Implement	Teacher/Specialist Practices to Work Towards and Observe
<p>Learning Communities - Setting</p> <ul style="list-style-type: none"> ● Whole Staff Learning - Teacher Workshops, Studio Teacher Sessions, Knowledge Workshops ● Grade Level / Subject Area PLCs and Department work ● School Teams (Equity, Circles of Support, Building Leadership, Student Engagement, Safety Team, Restorative Justice Team, Admin/Counseling, MCREN restorative justice implementation team) 	<ul style="list-style-type: none"> ● 6 Pillars - Compassion, Community, Integrity, Inspiration, Perseverance, Pride ● 5 year plan ● Studio teacher focus areas ● Restorative Justice training ● Leadership learning walks (districts and building) to improve observation and feedback skills ● PLC implementation of common standards and targets for each course. ● School wide grading for equity expectations ● Restorative Justice practices schoolwide ● UDL focus in professional development, 9th grade teams, and studio teacher work ● 	<ul style="list-style-type: none"> ● Peer observation and feedback (studio classrooms) ● Equitable grading practices (schoolwide and department wide agreements) ● Circles in the classroom ● PLC and department work to agree upon standards for each course ● 9th grade common agreements (curriculum and classroom expectations)
<p>Learning Observations & Walkthroughs</p> <ul style="list-style-type: none"> ● Look for practices teachers are working on from frameworks to provide feedback ● Use lens of equity and inclusive practices for classroom instruction ● Use generalized walkthrough data in school PD (whole staff & groups) 	<ul style="list-style-type: none"> ● Weekly Learning Walks as an Admin team - focus on engagement, student talk, and learning targets. Focus on teacher actions, student actions, and student tasks. ● Participation in Districtwide CEL learning and professional development ● Continued work on grading practices, ongoing assessment in classrooms and feedback. ● Small group restorative justice learning, rooted in instructional practices ● Support of studio classroom teachers. Assist in developing monthly focus areas and support in setting up logistics. 	<ul style="list-style-type: none"> ● Teacher learning goals rooted in 5 dimensions ● Schoolwide restorative justice learning, with emphasis on making connections between restorative justice and 5 dimensions of teaching and learning ● Studio classroom observation opportunities, monthly studio classroom professional development sessions ● A small group of RJ trained teachers and staff will work with MCREN on an restorative justice school implementation plan. ● PLC and department work to agree upon standards for each course
<p>Mentoring & Coaching - Observations</p> <ul style="list-style-type: none"> ● Intentional connections between practices school is working 	<ul style="list-style-type: none"> ● Implement regular feedback loops with staff (Check-In's, PLCs & Instruction) ● Supporting teachers in identifying relevant goals that connect to current work 	<ul style="list-style-type: none"> ● New teachers connecting with District Coach ● Regular check-ins with new teachers in our building ● Studio teacher walkthrough opportunities with time provided to debrief focus areas as a group

<p>towards and individuals' goals conference</p> <ul style="list-style-type: none"> ● Leaders' instructional leadership learning and daily practices ● Make the feedback process a regular part of leadership and school learning 	<ul style="list-style-type: none"> ● Supporting teachers implementing restorative justice practices in their classrooms. ● Connecting data obtained from classroom walkthroughs and observations to whole staff Professional development and studio teacher focus areas. ● Modeling circles as part of professional development 	<ul style="list-style-type: none"> ● Academic Success Coordinator teams with 9th grade Biology/Language Arts teams in order to focus on practice and student experience.
<p>External Expertise: Book Studies, Guest Speakers, Workshops & Courses</p> <ul style="list-style-type: none"> ● Inform and influence district learning based on school learning needs ● Identify what we don't have the internal capacity to learn and practice, using it to seek external expertise ● Foster individual capacity-building that aligns with school learning ● Provide differentiated staff learning and options ● Forming cohorts for workshops or courses ● Connect workshops and outside learning to school learning 	<ul style="list-style-type: none"> ● Provide opportunities for teacher led PD (Knowledge workshops) ● Support teacher teaming and learning in order to increase teacher efficacy ● Building and District level learning walks ● Work with Sidney Morgan to deepen Restorative Justice practices. 	<ul style="list-style-type: none"> ● Participate in small group and whole staff Restorative Justice training with Sidney Morgan ● District Wide bias training ● Counselor collaboration with American School Counselor Association (ASCA) ● Partnerships with MCREN, NWRESA, regional CTE committee.