



**West Linn-Wilsonville School District 3Jt
“Leading Together”**



Moving a Theory of Action into Practice
2017-2018 Work Plan

District Mission

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

Vision Themes

Personal and Academic Excellence ❖ Personalized Education ❖ Community Partnerships ❖ Circle of Support
Educating the Whole Child ❖ Integrating Technology

2017-2018 DISTRICT GOALS

1. Grow student achievement through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.
2. Align, evaluate and update integrated systems of professional growth, assessment, inclusive practices and accountability that build competence, confidence and self-efficacy for every student.
3. Operate in an accessible and transparent manner that encourages and fosters community involvement as our parents, students and community partners are an integral and valued voice in our district.

Goals, Strategies, Actions and Measurable Outcomes

Goal 1: Grow student achievement through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps.

Strategy 1.1: Focus on implementing research-based reading and writing practices		
Action	Description	Timeline
Action Step 1.1.1	Strengthen curriculum, instruction, and assessment through the focused implementation of the Common Core State Standards (CCSS) and use of culturally responsive and inclusive teaching practices PreK-12.	2017-2020
Action Step 1.1.2	Use learning targets to align curriculum, instruction and assessment and build student’s efficacy through their understanding and ownership of the target.	2017- 2019
Action Step 1.1.3	Continue to plan and implement Student Engagement strategies linked to student learning and efficacy.	2017-2019
Action Step 1.1.4	Increase the Depth of Knowledge (DOK) level in students’ daily classroom experiences.	2017-2018
Action Step 1.1.5	Examine the curricular and instructional practices in our World Language, Dual Language and English Language courses. Identify and revise areas where alignment is needed and gaps are addressed.	2017-2019
Progress Indicators	<p>Indicators for Action Steps 1.1.1 – 1.1.4: Through evidence observed during classroom walk-throughs: students engaged in tasks aligned to CCSS responding to culturally responsive and inclusive teaching practices with an emphasis on strategies that promote access to the curriculum; students talking about their progress in terms of learning targets; students engaging in productive student talk and interaction; and, students’ use of higher level thinking, talking, reading and writing strategies.</p> <p>Indicators for Action Step 1.1.5: Curriculum documents (K-5), Lesson Study/Unit Plans (G. 6-12) and K-12 classroom observations show students speaking, listening, reading and writing based on ACTFL standards.</p> <p>Action Step 1.1.5: Planning activities for all stakeholders in preparation for middle level Dual Language Program. Descriptive document about the middle level dual language courses and program that includes the continuation and strengthening of the K-5 program, parent input and parent networking.</p>	

<p>Measureable Student Outcomes</p>	<p>Note: We continue looking to see how students are doing at each grade level because it's important to see how the curriculum, instruction and assessment at each grade level contribute to the trajectory of learning K-12. This is especially important because Smarter Balanced is used as an outcome measure which reflects College and Career Readiness. Additionally, we have decided it is important to look at <i>cohorts</i> so that we can understand how a single student, a group of students or all of our students are progressing as a grade level.</p> <p>Grade Level Reading Growth Increase by 10% the number of students meeting or exceeding standards in Reading (2017-2018 SBAC), Grades 3 through 8. Increase by 5% the percentage students meeting or exceeding standards in Reading (2017-2018 SBAC), Grade 11.</p> <p>Baseline: Grade 3: 66.8% Grade 4: 73.4% Grade 5: 76.2% Grade 6: 62.4% Grade 7: 69.1% Grade 8: 64.8% Grade 11: 85.9%</p> <p>Increase by 10% the number of English Learners meeting or exceeding standards in Reading (2017-2018 SBAC), Grades 3-11. <i>[Note: These groups reflect students currently receiving language services; the number of students receiving services decreases as students progress through K-12.]</i></p> <p>Baseline: Grade 3: 14.7% Grade 4: 26.8% Grade 5: 34.1% Grade 6: 22.2% Grade 7: 11.1% Grade 8: 10.5% Grade 11: 20%</p> <p>Increase by 10% the number of students with IEPs meeting or exceeding standards in Reading (2017-2018 SBAC), Grades 3-11.</p> <p>Baseline: Grade 3: 33.3% Grade 4: 40% Grade 5: 28.9% Grade 6: 18.6% Grade 7: 16.5% Grade 8: 20.2% Grade 11: 47.7%</p> <p>Cohort Reading Growth Increase the percentage of students within a cohort who meet or exceed standards in Reading as they progress through grades 3 through 11.</p> <p>ELPA21 Students will increase a language proficiency level in Reading and Writing as measured by ELPA21.</p> <p>Biliteracy Seal Increase the number of graduating seniors receiving Biliteracy Seal from 16 students (2016-2017) to 18 students (2017-2018).</p>
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	<p>Freshman Credits Earned Increase the percentage of all freshman students earning 6 credits or more. Goal: All Students: 86.9% to 90% English Learners: 71.4% to 75% Students with IEPs: 72.2% to 75%</p> <p>Graduation Rates Increase the 4-year cohort graduation rate for all students, English Learners and students with IEPs. Goal: All students: 93.01% to 95% English Learners: 54.6% to 62% Students with IEPs: 76.6% to 83% Increase also the number of All students, English Learners and Students with IEPs who graduate in 4 years.</p>	
Strategy 1.2: Implement research-based programs supporting K-12 mathematics		
Action	Description	Timeline
Action Step 1.2.1	Use Lesson Study to align curriculum, instructional practices and assessment in K-5.	2017-2018
Action Step 1.2.2	Align instruction to increase both rigor and scaffolding between Grades 5-6 and 8-9.	2017-2018
Action Step 1.2.3	Renew high school Geometry and Advanced Algebra through a process that strengthens curriculum and instructional practices.	2017-2018
Action Step 1.2.4	Deepen the focus on Student Engagement in Mathematics through the use of academic talk, core math idea and explicit instruction on Habits of Mind and Habits of Interaction, PreK-12.	2017-2018
Action Step 1.2.5	Develop strategies for and increase the use of culturally responsive and inclusive practices to ensure access to content and promote understanding.	2017-2018
Progress Indicators	<p>Action Steps 1.2.1 – 1.2.5: Through evidence observed during classroom walk-throughs: students engaging in tasks aligned to CCSS responding to culturally responsive and inclusive teaching practices with an emphasis on strategies that promote access to the curriculum; students use of the Habits of Mind and Habits of Interaction; and, students engaging in productive student talk and interaction. Examination of students’ work in mathematics shows the use of math reasoning skills and higher level thinking.</p>	
Measureable Student Outcomes	<p>Note: We continue looking to see how students are doing at each grade level because it’s important to see how the curriculum, instruction and assessment at each grade level contribute to the trajectory of learning K-12. This is especially important because Smarter Balanced is used as an outcome measure which reflects College and Career Readiness. Additionally, we have decided it is important to look at <i>cohorts</i> so that we can understand how a single student, a group of students or all of our students are progressing as a grade level.</p>	

Grade Level Mathematics Growth

Increase by 10% the number of students meeting or exceeding standards in Mathematics (2017-2018 SBAC), Grades 3 through 8. Increase by 5% the percentage students meeting or exceeding standards in Mathematics (2017-2018 SBAC), Grade 11.

Baseline: Grade 3: 63.1% Grade 4: 67.3% Grade 5: 63.5% Grade 6: 51.8%
 Grade 7: 63.4% Grade 8: 59.7% Grade 11: 63.5%

Increase by 10% the number of English Learners meeting or exceeding standards in Mathematics (2017-2018 SBAC), Grades 3-11. *[Note: These groups reflect students currently receiving language services; the number of students receiving services decreases as students progress through K-12.]*

Baseline: Grade 3: 24.2% Grade 4: 29.3% Grade 5: 17.1% Grade 6: 5.6%
 Grade 7: 7.7% Grade 8: 10.5% Grade 11: 20%

Increase by 10% the number of students with IEPs meeting or exceeding standards in Mathematics (2017-2018 SBAC), Grades 3-11.

Baseline: Grade 3: 30.8% Grade 4: 36.8% Grade 5: 25.3% Grade 6: 9.8%
 Grade 7: 19% Grade 8: 17.9% Grade 11: 15.4%

Cohort Mathematics Growth

Increase the percentage of students within a cohort who meet or exceed standards in Mathematics as they progress through grades 3 through 11.

Freshman Credits Earned

Increase the percentage of all freshman students earning 6 credits or more.

Goal: All Students: 86.9% to 90% English Learners: 71.4% to 75% Students with IEPs: 72.2% to 75%

Graduation Rates

Increase the 4-year cohort graduation rate for all students, English Learners and students with IEPs.

Goal: All students: 93.01% to 95% English Learners: 54.6% to 62% Students with IEPs: 76.6% to 83%

Increase also the number of All students, English Learners and Students with IEPs who graduate in 4 years.

Strategy 1.3: Develop and implement curriculum and instruction based on the Next Generation Science Standards (NGSS) and Engineering Practices		
Action	Description	Timeline
Action Step 1.3.1	Develop and implement three Units of Study aligned with the NGSS, G. 1, 3, 5. (Full implementation will occur through 2020-2021.)	2017-2018
Action Step 1.3.2	Evaluate G. 6-8 curriculum to increase the focus on inquiry and integration of reading and writing in Science.	2017-2018
Action Step 1.3.3	Examine Grade 9 Biology to ensure alignment of the curriculum with NGSS.	2017-2018
Action Step 1.3.4	Expand opportunities for students to participate in Science and STEM learning.	2017-2018
Progress Indicators	<p>Action Step 1.3.1: The three Units of Study (G. 1, 3, 5) with an emphasis on the inquiry process and reading and writing to learn in science will be ready for implementation during the 2017-2018 school year. Through the Lesson Study process, teachers' lessons/unit plans will reflect the NGSS, increased academic talk and the use of modeling and story lines in science.</p> <p>Action Step 1.3.2: Classroom walkthroughs will show increased integration of reading and writing and academic talk and classroom activities that promote inquiry. All middle school science teachers will be working with students to frame a question and develop an inquiry design that could be taken to completion in ISEF.</p> <p>Action Step 1.3.3: Revised lessons/units of Grade 9 Biology will reflect the three dimensions of the NGSS.</p> <p>Action Step 1.3.4: College and Career Readiness PLC notes, high school counselor PLC documents, middle and high school science PLC documents will describe strategies used to familiarize, invite and support students to make use of expanded opportunities.</p>	
Measureable Student Outcomes	<p>Fifth, Eighth and Eleventh Grade Science</p> <p>Increase by 5% the number of 5th, 8th and 11th grade students meeting and exceeding standards in Science (2017-2018 OAKS)</p> <p>Goal: Grade 5: 85% to 89% Grade 8: 75.1% to 78% Grade 11: 70.6% to 73%</p> <p>Increase by 10% the number of 5th and 8th grade English Learners meeting or exceeding standards in Science (2017-2018 OAKS). <i>[Note: These groups reflect students currently receiving language services; the number of students receiving services decreases as students progress through K-12.]</i></p> <p>Goal: Grade 5: 51.2% to 56% Grade 8: 21.1% to 23% Grade 11: 20% to 23%</p>	

	<p>Increase by 10% the number of 5th, 8th and 11th grade students with IEPs meeting or exceeding standards in Science (2017-2018 OAKS)</p> <p>Goal: Grade 5: 60.4% to 66% Grade 8: 35.8% to 39% Grade 11: 40% to 44%</p> <p>Increase and diversify (gender, language, students with an IEP, race) the participation of students in robotics, World of Speed, OIT, middle and high school ISEF and CCC/PCC courses.</p>	
Strategy 1.4: Health and Wellness Renewal Process		
Action	Description	Timeline
Action Step 1.4.1	Develop and implement a process for renewing K-12 Health Curriculum and Instruction that integrates new standards, recent legislation and community input.	2017-2018
Action Step 1.4.2	Systemize the use of the Social-Emotional curriculum in PreK-8.	2017-2018
Progress Indicators	<p>Action Step 1.4.1: The K-12 Health Curriculum will show the integration with the new standards and reflect recent legislation.</p> <p>Action Step 1.4.2: Evidence, through classroom walkthroughs, of the implementation of the Second Steps Curriculum PreK-8. Counselors PLC will result in common language and common practices to work with safety for all students based on Second Steps.</p>	
Strategy 1.5: Renew Grades 6-12 Social Studies Curriculum and Instructional Practices		
Action	Description	Timeline
Action Step 1.5.1	Use upcoming standards (December 2017) and CCSS Literacy standards and practices to renew G. 6-12 Social Studies Curriculum.	2017-2018
Action Step 1.5.2	Implement Units of Study from summer curriculum camp, G. 6-12, with the emphasis on research & inquiry, culturally responsive curriculum and instructional practices.	2017-2018
Progress Indicators	<p>Action Steps 1.5.1 – 1.5.2: Units of Study, G. 6-12, will show how reading and writing CCSS standards are used and integrated with the updated content standards. Lesson plans in Units will include student-driven research activities. Units of Study, G. 6-12, will show social justice themes and the use of culturally responsive teaching practices.</p>	
Strategy 1.6: Strengthen systems and implement practices toward College and Career Readiness		
Action	Description	Timeline
Action Step 1.6.1	Improve the use of systems for tracking and acting on grades 7-12 students' achievement progress and plan for post-secondary learning.	2017-2018

Action Step 1.6.2	Expand career and technical education programs in our high schools. (Measure 98)	2017-2019
Action Step 1.6.3	Expand college-level education opportunities for students in high schools. (Measure 98)	2107-2019
Action Step 1.6.4	Create and use systems and pathways to identify and support students to ensure they all graduate high school and are prepared for post K-12 success.	2017-2019
Action Step 1.6.5	Expand and increase access for students typically underrepresented in college prep and AP Programs.	2017-2019
Action Step 1.6.6	Create coherency by designing pathways and systems to ensure quality transition from 5 th to 6 th grades and 8 th to 9 th grades and ensure the achievement of on-track success measures including analysis of previous and current data (course schedule, 8 th grade MAP data, SBAC, and attendance).	2017-2018
Action Step 1.6.7	Increase awareness to guide actions and supports regarding the impact of regular attendance on academic and overall school success.	2017-2018
Action Step 1.6.8	Increase and develop online and blended learning options.	2017-2018
Progress Indicators	<p>Action Steps 1.6.1 – 1.6.3: Document that describes current courses, expanded options and pathways that are linked to post-K12 learning and careers will be available guide counselors’ and teachers’ work with students.</p> <p>Action Step 1.6.4: Students and parents will participate in revised discussions and informational sessions at college nights</p> <p>Action Steps 1.6.4 – 1.6.7: Student and parent focus groups will provide information that leads to use of strategies and improved communication among parents, students and school staff.</p> <p>Action Steps 1.6.8: Online and blended learning options will be evidenced in middle and high school course options.</p>	
Measureable Student Outcomes	<p>Primary Grades on Track Increase the non-chronic attendance percentage of all G. K-5 students attending to 90% or higher. Goal: K-3: 87.7% to 90%+ G. 4-5: 89.0% to 90%+</p> <p>Sixth Grade On Track Increase the non-chronic attendance percentage of all 6th grade students attending. Goal: 84.4% to 90%+</p> <p>Ninth Grade On Track Increase the non-chronic attendance percentage of all 9th grade students attending. Goal: 86.6% to 90%+</p>	

	<p>Freshman Credits Earned Increase the percentage of all freshman students earning 6 credits or more. Goal: All Students: 86.9% to 90% English Learners: 71.4% to 75% Students with IEPs: 72.2% to 75%</p> <p>Graduation Rates Increase the 4-year cohort graduation rate for all students, English Learners and students with IEPs. Goal: All students: 93.01% to 95% English Learners: 54.6% to 62% Students with IEPs: 76.6% to 83% Increase also the number of All students, English Learners and Students with IEPs who graduate in 4 years.</p>
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Goal 2: Align, evaluate and update integrated systems of professional growth, assessment, inclusive practices and accountability that build competence, confidence and self-efficacy for every student.

Strategy 2.1: Provide high quality Professional Development to Increase Teacher/Administrator Efficacy and Effectiveness		
Action	Description	Timeline
Action Step 2.1.1	Plan and implement professional development to support teachers’ growth in both content and pedagogy and follow research-based professional development standards.	2017-2018
Action Step 2.1.2	Establish a program using researched-based practices to mentor new teachers and new principals.	2017-2018
Action Step 2.1.3	Provide mentoring and professional development for aspiring administrators.	2017-2018
Action Step 2.1.4	Provide professional development for administrators focused on instructional leadership that includes effective observation and targeted feedback to teachers.	2017-2018
Progress Indicators	Action Step 2.1.1: Analysis of growth trends using the district Professional Growth Handbook and observations from learning walks will show effectiveness of professional development. Teachers’ feedback on surveys as they participate in professional learning will be used to make improvement and analyze effectiveness. Action Step 2.1.2: Documents that describe the mentees, mentors, trainings, PLC meetings and mentorship strategies applied to support new teachers and new principals will help evaluate the effectiveness of the program. Action Step 2.1.3: Notes from Instructional Coordinator/Assistant Principal PLC time, Levels Meetings,	

	Leadership Forum and OALA Mentor Program that provide leadership structures and frameworks to mentor aspiring administrators will be used to determine next mentoring steps and evaluate progress with the program. Action Step 2.1.4: Documents from district-facilitated, structured walkthroughs provide evidence of opportunity for leadership practice with effective observations and examples of targeted feedback to teachers.	
Strategy 2.2: Evaluate and update professional growth systems and practices to promote internal accountability		
Action	Description	Timeline
Action Step 2.2.1	Integrate frameworks (5 Dimensions, Seven Components of Inclusive Practices, 4 Dimensions of Instructional Leadership, Culturally Responsive Teaching framework) and use them to design and deliver professional learning that increases student, teacher and collective efficacy.	2017-2018
Action Step 2.2.2	Deepen the work with de-privatizing practice and collaborative learning in order to generate strategic instructional practices that result in higher levels of learning and efficacy for each student.	2017-2018
Action Step 2.2.3	Leverage collaborative structures (PLC, triads, teams, Lesson Study) to take actions that increase student learning and efficacy.	2017-2018
Action Step 2.2.4	Continue the implementation of the new primary Progress Report, focusing on systematically using learning targets for instruction and assessment.	2017-2019
Progress Indicators	Action Step 2.2.1 – 2.2.2: Evidence from weekly structured walkthroughs will show common language and examples of frameworks and track the collaborative processes that were used. Action Step 2.2.3: Students’ goals and responses to questions during walkthroughs will determine the effectiveness of the planning and implementation that come from collaborative structures. Action 2.2.4: Evidence of use of learning targets aligned to the Report Card will be observed in teachers’ classroom through walkthroughs.	
Strategy 2.3: Increase assessment literacy to effectively analyze student learning and drive instructional practices		
Action	Description	Timeline
Action Step 2.3.1	Engage school leaders and teachers in analyzing evidence of student learning so it is useful in making decisions that improve student learning.	2017-2018
Action Step 2.3.2	Provide data displays that inform school leaders and teachers where evidence of student learning resulted from target instructional practices and identifies areas for next strategies.	2107-2018

Progress Indicators	Action Step 2.3.1: Assessment plans provide evidence of planning for and using formative, interim and summative assessments. Action Step 2.3.2: Cycles of Inquiry and school goals along with examples of data displays show the link between student learning evidence and instructional decisions.	
Strategy 2.4: Describe and develop inclusive practices to ensure the success of each and every student		
Action	Description	Timeline
Action Step 2.4.1	Use the <i>5th Dimension of Classroom Environment and Culture</i> and the <i>Seven Components of Inclusive Practices</i> to continually plan and implement practices that ensure students' access and successful participation in learning.	2017-2018
Action Step 2.4.2	Further develop school Equity Teams' work by creating goals and actions and evidence of effectiveness.	2017-2018
Action Step 2.4.3	Engage school leaders in learning about Restorative Practices with an emphasis on actions that promote successful participation in school by all students.	2017-2018
Action Step 2.4.4	Implement a Superintendent's High School Study that includes representative stakeholder groups for the purpose of analyzing and improving our high school program.	2017-2018
Progress Indicators	Action Step 2.4.1: Notes will show the development of descriptive examples of the <i>7 Components of Inclusive Practices</i> by teachers, administrators and support staff. Regular classroom walkthroughs provide evidence of practices being implemented. Action Steps 2.4.2 – 2.4.3: School goals and action plans will include equity actions and restorative practices that are focused on student outcomes. Action Step 2.4.4: A report describing the process and findings of the Superintendent's High School Study will be produced.	

Goal 3: Operate in an accessible and transparent manner that encourages and fosters community involvement as our parents, students and community partners are an integral and valued voice in our district.

Strategy 3.1: Expand communication to increase accessibility and transparency		
Action	Description	Timeline
Action Step 3.1.1	Align, improve and increase communication messages and forums disseminated from the district office to school leaders and the school community.	2017-2018

Action Step 3.1.2	Develop and use means of having two-way communication between the district, schools and stakeholders in our school community.	2017-2018
Action Step 3.1.3	Increase access to translated communications disseminated from the district office and school offices; ensure interpretive services during school conferences and parent-teacher meetings.	2017-2018
Action Step 3.1.4	Update school district website to improve accessibility to the information.	2017-2018
Action Step 3.1.5	Update school district website to improve the centralized information about district safety procedures and practices.	2017-2018
Progress Indicators	<p>Action Step 3.1.1: Evidence of expanded district communication include website, Facebook, other social media, WLWV Community Update and Board Briefs.</p> <p>Action Step 3.1.2: The use of surveys, social media responses, parent focus groups for curriculum renewals and high school study, parent groups (e.g. Latino Parent Group, Special Education Parent Group), and parent evenings connected to school programs reflect two-way communication between the district and school community.</p> <p>Action Step 3.1.3: Increased translated communications and interpretive services available to parents for conferences, meetings and school events.</p> <p>Action Step 3.1.4: School district website will include a refreshed template and comply with accessibility criteria.</p> <p>Action Step 3.1.5: School district website will include a refreshed and revised template to improve accessibility to information.</p>	
Strategy 3.2: Develop “Leading Together” opportunities that foster community involvement		
Action	Description	Timeline
Action Step 3.2.1	Increase awareness and opportunities for the school district and community groups that service both cities West Linn and Wilsonville such as libraries, Rotaries, Chambers, city leaders, faith organizations, MAP and West Linn-Wilsonville Education Foundation to “lead together” as a means of fostering community interaction and involvement.	2017-2018
Action Step 3.2.2	Involve city officials in opportunities to “lead together” through joint Board-Council meetings and participation in community events.	2017-2018
Progress Indicators	Action Steps 3.2.1 – 3.2.2: Evidence of meetings, joint sessions, community events, renewed or new partnerships to develop agendas that bring our communities together.	

Strategy 3.3: Partner with parents and service/community agencies to plan and support students and families		
Action	Description	Timeline
Action Step 3.3.1	Align volunteer opportunities through a district-based system that increases consistency, accessibility and the ability to monitor frequency and type of volunteer services	2017-2019
Action Step 3.3.2	Involve city Library Directors in district curriculum planning and resource development to increase accessibility of literacy materials in the school communities, joint literacy initiatives and collective support to families across both cities within the district.	2017-2018
Action Step 3.3.3	Recognize the contributions of the PTA/PTOs, city Rotaries, Kiwanis, Lions, Latino Parent Groups, Play Unified, FACT Oregon, All Born In, West Linn Alliance for Inclusive Communities (WLAIC), Community Living Above/Facing Addiction, Special Education Parent Action Group, West Linn-Wilsonville Education Foundation, Music and Arts Partners (MAP) and local youth sports organizations that foster community involvement towards every student's academic and social-emotional success.	2017-2018
Action Step 3.3.4	Partner with city officials and public safety agencies to increase communication, collaboration and align systems that strengthen safety responses within our schools and towards our students.	2017-2018
Action Step 3.3.5	Communicate opportunities for high school success with parents, service and community organizations.	2017-2018
Progress Indicators	<p>Action 3.3.1: District-wide HelpCounter Volunteer Program implementation that begins 2017-2018 with all daytime, school-based volunteers. Expansion of HelpCounter Volunteer Program the following year.</p> <p>Action 3.3.2: Evidence of city library program activities and services in schools. Participation of city library staff at district Teacher-Librarian meetings.</p> <p>Action 3.3.3: Evidence of local parent and patron organization involvement and partnership through WLWV Community Update and other district communications. Staff and district leaders' participation at the various organization events.</p> <p>Action 3.3.4: Evidence from joint participation at city-school board work sessions and joint participation in district-public safety agency meetings that identifies ways the district and community agencies can align certain practices and procedures to increase safety for students.</p> <p>Action 3.3.5: Evidence from district communications, school communications and high school events designed to increase information to parents and the community regarding high school success.</p>	

Strategy 3.4: Strengthen professional organization and university partnerships		
Action	Description	Timeline
Action Step 3.4.1	Participate in professional organization conferences, workshops and agendas which advocate for, equip and improve the quality of teaching, learning, equity and inclusive practices in public schools. These organizations include: COSA, OSBA, AASA, ATDLE, OAMME/OABE, OALA, Dual Language Cadre, All Born In, Learning Forward, Harvard Strategic Data Project, Chalkboard/CEL, COSA/UO Executive Leadership Development Program, Portland Equity Leader Network, Clackamas ESD.	2017-2018
Action Step 3.4.2	Partner with CCC, World of Speed, OIT, PSU Confucius Institute and local universities and colleges to access and integrate expanded opportunities for our students and staff to learn and grow.	2017-2018
Progress Indicators	<p>Action Step 3.4.1: Evidence of staff and district leaders' participation, presentation and partnership with professional conferences and workshops (including, but not limited to those listed above).</p> <p>Action Step 3.4.2: Evidence of staff and district leaders' participation in meetings and workshops and partnership with the staff of the organizations and higher education institutions listed (but not limited to) those above. Increase in the number of dual-credit course offerings.</p>	