West Linn-Wilsonville School District 3Jt
"Leading Together"

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

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	**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. **Progress Indicator Update: Regular observation cycles (Blue Time) showed learning targets reflecting the CCSS and DOK; a decrease in the amount of direct instruction and teacher-talk with an increase in student-talk; and, implementation of practices and strategies from subject-area professional learning.** **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. **Progress Indicator Update: Google Drive documents for G.K-5, G. 6-12 that reflect reading, writing, speaking and listening (for primary) and ACTFL "Can-Do" statements for G. 6-12.**	

Measureable Student Outcomes	**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. **Progress Indicator Update: Middle School Dual Language Work Group met weekly throughout 2017-2018 to develop curriculum outline for courses; planned evening events for parent input and involvement.** 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 *cohorts* so that we can understand how a single student, a group of students or all of our students are progressing as a grade level. **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.** 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% **2017-2018 Grade Level Comparison to 2016-2017 Baseline Outcome:** **Grade 3: 65.7% Grade 4: 70.6% Grade 5: 78.7% Grade 6: 76.8% Grade 7: 68.9% Grade 8: 73.2% Grade 11: 86.9%** **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. **Cohort Growth Outcome:** **Students in Grade 3 (2016-2017) to Grade 4 (2017-2018) Growth: 66.8% to 70.6%** **Students in Grade 4 (2016-2017) to Grade 5 (2017-2018) Growth: 73.4% to 78.7%** **Students in Grade 5 (2016-2017) to Grade 6 (2017-2018) Growth: 76.2% to 76.8%** **Students in Grade 6 (2016-2017) to Grade 7 (2017-2018) Growth: 62.4% to 68.9%** **Students in Grade 7 (2016-2017) to Grade 8 (2017-2018) Growth: 69.1% to 73.2%**

Increase by 10% the number of English Learners meeting or exceeding standards in Reading (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: 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%

2017-2018 Grade Level Comparison to 2016-2017 Baseline Outcome:
Grade 3: N/A   Grade 4: 26.2%   Grade 5: 33.3%   Grade 6: 36%   Grade 7: 18.2%   Grade 8: 30.8%
Grade 11: 33.3%

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.

Cohort Growth Outcome:
Students in Grade 3 (2016-2017) to Grade 4 (2017-2018) Growth: 14.7% to 26.2%
Students in Grade 4 (2016-2017) to Grade 5 (2017-2018) Growth: 26.8% to 33.3%
Students in Grade 5 (2016-2017) to Grade 6 (2017-2018) Growth: 34.1% to 36%
Students in Grade 6 (2016-2017) to Grade 7 (2017-2018) Growth: 22.2% to 18.2%
Students in Grade 7 (2016-2017) to Grade 8 (2017-2018) Growth: 11.1% to 30.8%

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

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%

2017-2018 Grade Level Comparison to 2016-2017 Baseline Outcome:
Grade 3: 33.8%   Grade 4: 43.9%   Grade 5: 48.5%   Grade 6: 15.8%   Grade 7: 26.8%   Grade 8: 16.4%
Grade 11: 39.6%

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.

Cohort Growth Outcome:
Students in Grade 3 (2016-2017) to Grade 4 (2017-2018) Growth: 33.3% to 43.9%
Students in Grade 4 (2016-2017) to Grade 5 (2017-2018) Growth: 40% to 48.5%
Students in Grade 5 (2016-2017) to Grade 6 (2017-2018) Growth: 28.9% to 15.8%
Students in Grade 6 (2016-2017) to Grade 7 (2017-2018) Growth: 18.6% to 26.8%
Students in Grade 7 (2016-2017) to Grade 8 (2017-2018) Growth: 16.5% to 16.4%

ELPA21

Students will increase a language proficiency level in Reading and Writing as measured by ELPA21.
2017-2018 Outcomes:
The stated goal for English Learners in the 2017-2018 Work Plan was for students to increase a proficiency level in Reading and Writing as measured by ELPA21. This means an increase in one language proficiency level (1-4) in the Reading and Writing domains from 2016-2017 to 2017-2018.

The results:
36.5% improved at least one level in Reading
38.5% improved at least one level in Writing
25.4% improved at least one level in Reading and Writing

Biliteracy Seal

Goal: Increase the number of graduating seniors receiving Biliteracy Seal from 16 students (2016-2017) to 18 students (2017-2018).
2017-2018 Outcome: 41 students, a 255% growth.

9th Grade 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%
2017-2018 Outcome: All Students 85% (663/780)   ELs: 36.4% (4/11) Students with IEPs: 56.8% (46/81)

	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. **Outcome: All Students: 94.5% Ever English Learners in HS: 100% Students with IEPs: 81.5%**	

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 **Measureable Student Outcomes**	**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. **Progress Indicator Update: Regular observation cycles (Blue Time) showed learning targets reflecting the CCSS and DOK; a decrease in the amount of direct instruction and teacher-talk with an increase in student-talk; mathematical <u>tasks</u> in G. K-12 reflected math reasoning skills and higher DOK; and, implementation of practices and strategies from subject-area professional learning.** 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 *cohorts* so that we can understand how a single student, a group of students or all of our students are progressing as a grade level.	

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%

2017-2018 Grade Level Comparison to 2016-2017 Baseline Outcome:
Grade 3: 64.9%   Grade 4: 63%   Grade 5: 66.6%   Grade 6: 59.6%   Grade 7: 55.3%   Grade 8: 61%
Grade 11: 64.9%

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.

Cohort Growth Outcome:
Students in Grade 3 (2016-2017) to Grade 4 (2017-2018) Growth: 63.1% to 63%
Students in Grade 4 (2016-2017) to Grade 5 (2017-2018) Growth: 67.3% to 66.6%
Students in Grade 5 (2016-2017) to Grade 6 (2017-2018) Growth: 63.5% to 59.6%
Students in Grade 6 (2016-2017) to Grade 7 (2017-2018) Growth: 51.8% to 55.3%
Students in Grade 7 (2016-2017) to Grade 8 (2017-2018) Growth: 63.4% to 61%

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%

2017-2018 Grade Level Comparison to 2016-2017 Baseline Outcome:
Grade 3: 17.3%   Grade 4: 21.4%   Grade 5: 22.9%   Grade 6: 20%   Grade 7: 18.6%   Grade 8: 20.5%
Grade 11: 16.7%

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.

Cohort Growth Outcome:
Students in Grade 3 (2016-2017) to Grade 4 (2017-2018) Growth: 24.2% to 21.4%
Students in Grade 4 (2016-2017) to Grade 5 (2017-2018) Growth: 29.3% to 22.9%
Students in Grade 5 (2016-2017) to Grade 6 (2017-2018) Growth: 17.1% to 20%
Students in Grade 6 (2016-2017) to Grade 7 (2017-2018) Growth: 5.6% to 18.6%
Students in Grade 7 (2016-2017) to Grade 8 (2017-2018) Growth: 7.7% to 20.5%

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%

2017-2018 Grade Level Comparison to 2016-2017 Baseline Outcome:
Grade 3: 30%   Grade 4: 37.1%   Grade 5: 28.4%   Grade 6: 6.4%   Grade 7: 11.6%   Grade 8: 16.2%
Grade 11: 7.3%

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.

Cohort Growth Outcome:
Students in Grade 3 (2016-2017) to Grade 4 (2017-2018) Growth: 30.8% to 37.1%
Students in Grade 4 (2016-2017) to Grade 5 (2017-2018) Growth: 36.8% to 28.4%
Students in Grade 5 (2016-2017) to Grade 6 (2017-2018) Growth: 25.3% to 6.4%
Students in Grade 6 (2016-2017) to Grade 7 (2017-2018) Growth: 9.8% to 11.6%
Students in Grade 7 (2016-2017) to Grade 8 (2017-2018) Growth: 19% to 16.2%

	9th Grade 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% **2017-2018 Outcome: All Students 85% (663/780) ELs: 36.4% (4/11) Students with IEPs: 56.8% (46/81)** **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. **Outcome: All Students: 94.5% Ever English Learners in HS: 100% Students with IEPs: 81.5%**

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	**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. **Progress Indicators Update: Units (G. 1, 3, 5) document the NGSS content and practices. Teacher lesson plans and observed lessons provide evidence of academic talk with specific content vocabulary. Student created models reflect developing understanding of concepts in G. 1, 3, 5.** **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. **Progress Indicators Update: Increased amounts and higher levels of DOK were evident in science, reading and writing in G. 6-8. All Middle Schools included developing an ISEF inquiry question as part of science at at least one grade level.**	

	Action Step 1.3.3: Revised lessons/units of Grade 9 Biology will reflect the three dimensions of the NGSS. **Progress Indicators Update: New Unit Plans for Grade 9 Biology include student interaction through modeling and storylines along with the three dimensions (content standards, cross-cutting concepts and science practices) of the NGSS.** **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. **Progress Indicators Update: Added courses in Engineering at WLHS; expanded opportunities for physics and engineering courses at ATHS; growth in Robotics teams and participation at middle schools; expanded opportunities at CREST with internships and Science applications; strong participation with G. K-8 and G. 9-12 ISEF science fairs.**
Measureable Student Outcomes	**Fifth, Eighth and Eleventh Grade Science** **Increase by 5% the number of 5th, 8th and 11th grade students meeting and exceeding standards in Science (2017-2018 OAKS)** Goal: Grade 5: 85% to 89% Grade 8: 75.1% to 78% Grade 11: 70.6% to 73% **Outcome: Grade 5: 86.4% Grade 8: 74.4% Grade 11: 72.8%** **Increase by 10% the number of 5th and 8th grade English Learners meeting or exceeding standards in Science (2017-2018 OAKS). *[Note: These groups reflect students currently receiving language services; the number of students receiving services decreases as students progress through K-12.]*** Goal: Grade 5: 51.2% to 56% Grade 8: 21.1% to 23% Grade 11: 20% to 23% **Outcome: Grade 5: 42% Grade 8: 28.2% Grade 11: 25%** **Increase by 10% the number of 5th, 8th and 11th grade students with IEPs meeting or exceeding standards in Science (2017-2018 OAKS)** Goal: Grade 5: 60.4% to 66% Grade 8: 35.8% to 39% Grade 11: 40% to 44% **Outcome: Grade 5: 65.3% Grade 8: 36.1% Grade 11: 25.9%** 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. **Outcome: Steady growth in diversifying the participation of students in World of Speed course, ISEF science projects and robotics teams.**

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	**Action Step 1.4.1:** The K-12 Health Curriculum will show the integration with the new standards and reflect recent legislation. **Progress Indicators Update: Process for renewing Health Curriculum that included all stakeholders and leads to development of units and selection of materials will continue into Fall 2018.** **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. **Progress Indicators Update: Strengthened the implementation of PreK-8 Social Emotional Curriculum and identified areas for bringing in additional resources. The process included Counselors and teachers with feedback from parents.**	

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	**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. **Progress Indicators Update: All Grades 6-12 Social Studies teachers participated in professional learning to align courses with standards and to begin the development of units that are completed by representative teachers during Summer Curriculum work. An online source of leveled reading materials to address social studies topics and meet the reading needs of all learners was added.**	

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 5th to 6th grades and 8th to 9th grades and ensure the achievement of on-track success measures including analysis of previous and current data (course schedule, 8th 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	**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. **Progress Indicators Update: A document to link all high school courses to CTE programs and/or Career Pathways was created.** **Action Step 1.6.4:** Students and parents will participate in revised discussions and informational sessions at college nights. **Progress Indicators Update: Counselors, administrators and college-career readiness staff facilitated an increased number of informational sessions and workshops to engage families in understanding and selecting post-K12 learning options.** **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. **Progress Indicators Update: High school TOSAs facilitated student focus groups and parent discussions to gather information from all groups in school communities. The information was shared with staff to generate**

	strategies for improved communication and student learning. Evening programs have been started for middle school parents and students introducing future high school and career planning.

Action Steps 1.6.8: Online and blended learning options will be evidenced in middle and high school course options.
Progress Indicators Update: Increased opportunities for World Language learning through online options for middle and high school. Revision of G. 6-12 Social Studies curriculum includes online and blended learning options. |
| **Measureable Student Outcomes** | **Primary Grades on Track**
Increase the non-chronic attendance (regular attenders) 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%+
Outcome: Grades K – 3: 88.4%   Grades 4-5: 89.7%

Sixth Grade On Track
Increase the non-chronic attendance (regular attenders) percentage of all 6th grade students attending.
Goal: 84.4% to 90%+
Outcome: 88%

Ninth Grade On Track
Increase the non-chronic attendance (regular attenders) percentage of all 9th grade students attending.
Goal: 86.6% to 90%+
Outcome: 84.7%

9th Grade 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%
2017-2018 Outcome: All Students 85% (663/780)   ELs: 36.4% (4/11) Students with IEPs: 56.8% (46/81)

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.
Outcome: All Students: 94.5%   Ever English Learners in HS: 100%   Students with IEPs: 81.5% |

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. **Progress Indicators Update: Exit Cards and brief surveys about next learning and anonymous surveys about effectiveness were used and analyzed to plan next sessions of all 2017-2018 (including summer) professional learnings. Feedback collected from administrator-designed observation tools (based on principal professional learning) was used with teachers to guide planning for improving practice.** **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. **Progress Indicators Update: New Teacher Center Action Logs and Observation Forms, documentation of principal interviews, and anonymous surveys were used during the school to year to continually improve the mentor program.** **Action Step 2.1.3-2.1.4:** 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. Documents from district-facilitated, structured walkthroughs provide evidence of opportunity for leadership practice with effective observations and examples of targeted feedback to teachers.

Progress Indicators Update: Documentation from Levels and IC/AP Meetings were used to create a visual representation of the relationship between different leadership structures and practices to improve student learning. Three formal-led district Walkthroughs, which included all school leaders, provided evidence of their observations and their feedback to teachers. During those sessions, aspiring administrators practiced and reflected on their skills with observing and giving feedback.

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. **Progress Indicators Update: Weekly walkthroughs (Blue Time) provided evidence of how frameworks are understood and synthesized through discussions with district leaders and discussions principals had with teachers.** **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. **Progress Indicators Update: Observers saw an increase in students' ability to articulate what they are learning as opposed to what they are doing and how they will know when they've learned it.**	

	Action 2.2.4: Evidence of use of learning targets aligned to the Report Card will be observed in teachers' classroom through walkthroughs. **Progress Indicators Update: In G. K-5 classrooms, there was visible evidence of learning targets and the use of learning targets in student talk, directly correlating to the primary progress report.**	

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 2.3.1-2.3.2:** 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. **Progress Indicators Update: In G. K-5, use of NWEA MAP Student Profile Information was correlated with formative (DRA) assessment to predict success on Smarter Balanced and plan instruction during the school year. In G. 6-8, assistant superintendents met with middle school principals to plan teacher use of data to improve learning in reading and math. In G. 9-12, interim course data was used to plan instruction in mathematics and biology. In both middle and high school, student writing was analyzed to plan next instruction. The assistant superintendents worked individually with principals to analyze cycle of inquiry data that showed progress towards school goals and to improve instruction and introduce interventions.**	

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 *5th Dimension of Classroom Environment and Culture* and the *Seven Components of Inclusive Practices* 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 *7 Components of Inclusive Practices* by teachers, administrators and support staff. Regular classroom walkthroughs provide evidence of practices being implemented.
	Progress Indicators Update: Student Services staff planned and implemented well-attended learning sessions to implement the *7 Components of Inclusive Practices*. Examples of implementation were then observed in classroom walkthroughs.
	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.
	Progress Indicators Update: All sixteen WLWV schools had goals and implementation plans that included equitable and inclusive practices for school and classroom culture and academic learning.
	Action Step 2.4.4: A report describing the process and findings of the Superintendent's High School Study will be produced.
	Progress Indicators Update: A report has been generated and will be included in the Long Range Plan and available on the district website: https://www.wlwv.k12.or.us/Page/14892.

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	**Action Step 3.1.1:** Evidence of expanded district communication include website, Facebook, other social media, WLWV Community Update and Board Briefs. **Progress Indicators Update: Expanded district communications as mentioned including increased translation in Spanish.** **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. **Progress Indicators Update: The use of surveys (e.g. High School Study); social media responses; parent and student focus groups for health curriculum renewal, Dual Language Nights and high school study; parent advocacy groups (e.g. Latino Parent Group, Special Education Parent Group); school equity teams; and parent evenings connected to school programs were implemented.** **Action Step 3.1.3:** Increased translated communications and interpretive services available to parents for conferences, meetings and school events. **Progress Indicators Update: District sent two groups to the ESD for Translator Skill Training. Increase in translation services to parents at school-sponsored events. Increased use of translated messages in list serves and on website.** **Action Step 3.1.4:** School district website will include a refreshed template and comply with accessibility criteria. **Progress Indicators Update: Portions of district website improved (e.g. Capital Bond, Community, Safety); significant progress made in ADA accessibility of website.** **Action Step 3.1.5:** School district website will include a refreshed and revised template to improve centralized information about district safety. **Progress Indicators Update: Portions of district website improved to better communicate District's safety procedures, including "Safety Tab" on main bar of website: https://www.wlwv.k12.or.us/domain/2549.**

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. **Progress Indicators Update: During the 2017-2018, both cities of West Linn and Wilsonville held joint meetings with School Board; we hosted a Joint WL and WV Rotary Luncheon and High School Study Update; both city librarians met with district librarians; meetings with faith leaders were upon request; meetings were held with leaders of MAP and WLWV Education Foundation.**	
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	**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. **Progress Indicator Update: HelpCounter Volunteer Program was fully implemented across all 16 schools.** **Action 3.3.2:** Evidence of city library program activities and services in schools. Participation of city library staff at district Teacher-Librarian meetings. **Progress Indicator Update: City library staff attended meetings with district librarians to align some programs and shared-reader processes (e.g. book drops).** **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. **Progress Indicator Update: Continuation of meetings and involvement of community partners in district-held events; board meetings; conferences; professional development; community forums.** **As our website and facebook page are more connected with the community and social media, we are monitoring "likes" on our facebook pages; monitoring number of subscribers to list serves, viewers on various sites and participants of online surveys. 2017-2018 will provide baseline data to then compare with future years. "Sign in" sheets at Board meetings and various district-hosted community events allows us to follow up with patrons, monitor involvement, and more accurately note which groups are participating and which are not in efforts to increase broader involvement.** **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. **Progress Indicator Update: Feedback from joint city-school board work sessions informed the need for more regular communication between the city and school district. Additional meetings between the City Managers and Superintendent were set up as liaisons for the organizations. Feedback from joint school district-first responders led to more frequent (quarterly) meetings and to implement table-talk scenarios for next year (2018-2019).** **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. **Progress Indicator Update: High School success messages in school list serves (e.g. attendance, teacher**

	availability, Saturday support, etc.); visitations to college campuses that included parents; additional parent information evenings in Spanish.	

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	**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). **Progress Indicator Update: Staff and district leader participation, presentation and partnership with above mentioned conferences either remained the same or increased. Staff who attend conferences are expected to "share back" their learning with their school teams, to build greater capacity across the organization.** **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. **Progress Indicator Update: Findings from the High School Study paired with actions from Measure 98 funding (to increase graduation, decrease chronic absenteeism and expand CTE/Dual Credit opportunities), resulted in a hiring staff (9th grade success coaches, internship coordinator, etc.); making some adjustments to the partnerships with CCC, World of Speed, PSU Confucius Institute, etc.** **New leadership and structures at CCC (e.g. Guided Pathways) and developing action plans based on the findings from the High School Study, will inform a strategic 3-year plan ("Charting Our Course") for our high school renewal. The plan will include expanding CTE and AP course options, examining the high school day, and implementing a more robust and systematic high school internship program as we consider "educational pathways" for our students that lead to college and career interests and pathways.**	