



West Linn-Wilsonville School District 3Jt



Moving a Theory of Action into Practice

Goals and Work Plan

2016-2017

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

2016-2017 BOARD 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 integrated systems of professional growth, assessment, accountability, feedback and growth mindset that build competence, confidence, and self-efficacy at all levels.
3. Engage family and community partners in support of the district vision and values of equity, access and excellence in education.
4. Successfully open one new school, Meridian Creek Middle School, and one re-imagined Sunset Primary School, while attending to bond projects and addressing safety, staffing adjustments, program alignment, boundary transitions, and equitable outcomes for all students, thereby strengthening all schools across the 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: Support Research-Based K-12 Literacy Programs		
Action	Description	Timeline
Action Step 1.1.1	Develop and implement instructional Literacy Units at the middle and high schools.	2015-2017
Action Step 1.1.2	Strengthen curriculum, instruction, and assessment through the Workshop Model at the primary schools.	2015-2017
Action Step 1.1.3	Strengthen K-12 Biliteracy Pathways (World Language, Dual Language, English Language development) to support emergent bilingualism for all students.	2016-2017
Measurable Outcomes	<p>Third, Fifth, Eighth and Eleventh Grade Reading By June 2017 we will increase the percentage of 3rd, 5th, 8th and 11th grade students meeting or exceeding standards in Reading (SBAC) Grade 3: 72% to 79% Grade 5: 76% to 83% Grade 8: 68% to 74% Grade 11: 87% to 91%</p> <p>By June 2017 we will increase the percentage of 3rd, 5th and 8th grade ELs (English Learners) meeting or exceeding standards in Reading (SBAC) Grade 3: 12% to 20% Grade 5: 42% to 50% Grade 8: ≥ 20%</p> <p>By June 2017 we will increase the percentage of 3rd, 5th, 8th and 11th grade students with disabilities meeting or exceeding standards in Reading (SBAC) Grade 3: 42% to 46% Grade 5: 35% to 38% Grade 8: 20% to 25% Grade 11: 39% to 43%</p> <p>ELPA21 District will meet the AMAO 1 target for annual increase in progress in learning English. District will meet the AMAO 3 target for participation and growth on state assessments and graduation rates.</p>	

	<p>Freshman Credits Earned By June 2017 we will increase the percentage of all freshman students earning 6 credits or more. All students: 88% to 90% English Learners: 29% to 33% Students with Disabilities: 55% to 60%</p> <p>Biliteracy Seal The number of graduating seniors receiving Biliteracy Seal will increase by 10%, bringing the total from 14 (2015-2016) to 16 students (2016-2017).</p> <p>Graduation Rates By June 2017 we will increase the 4 year cohort graduation rate for all students. We will increase the graduation rates for EL Students and for Students with Disabilities. All students: 93 to 95% English Learners: 57% to 62% Students with disabilities: 76% to 83%</p>	
Strategy 1.2: Implement Research-based programs supporting K-12 Mathematics		
Action Step 1.2.1	Implement research-based Mathematics curriculum materials and research-based best practices in all primary schools, K-5.	2016-2017
Action Step 1.2.2	Evaluate and continue to improve the K-12 trajectory for math learning, specifically between Grades 5-6 and 8-9.	2016-2017
Action Step 1.2.3	Learn and implement strategies for increasing student engagement in math learning in high School.	2016-2017
Action Step 1.2.4	Evaluate and implement strategies for accelerating and providing access for all students in math learning in primary and middle schools.	2016-2017
Measurable Outcomes	<p>Third, Fifth, Eighth and Eleventh Grade Mathematics By June 2017 we will increase by 10% the number of 3rd, 5th, 8th and 11th grade students meeting and exceeding standards in Mathematics (SBAC) Grade 3: 65% to 71% Grade 5: 56% to 61% Grade 8: 63% to 69% Grade 11: 61% to 67%</p> <p>By June 2017 we will increase the percentage of 3rd, 5th and 8th grade English Learners meeting or exceeding standards in Mathematics (SBAC) Grade 3: 9% to 20% Grade 5: 13% to 20% Grade 8: ≥ 20%</p> <p>By June 2017 we will increase the percentage of 3rd, 5th, 8th and 11th grade students with disabilities meeting or exceeding standards in Mathematics (SBAC) Grade 3: 35% to 38% Grade 5: 20% to 25% Grade 8: 14% to 20% Grade 11: ≥ 20%</p>	

	<p>Freshman Credits Earned By June 2017 we will increase the percentage of all freshman students earning 6 credits or more. All students: 88% to 90% English Learners: 29% to 33% Students with Disabilities: 55% to 60%</p> <p>Graduation Rates By June 2017 we will increase the 4-year cohort graduation rate for all students. We will increase the graduation rates for EL Students and for Students with Disabilities. All students: 93 to 95% English Learners: 57% to 62% Students with disabilities: 76% to 83%</p>	
Strategy 1.3: Develop and implement curriculum and instruction based on the Next Generation Science Standards and Engineering Practices		
Action Step 1.3.1	Implement the instructional practices that support the Next Generation Science Standards (NGSS) in middle school.	2016-2017
Action Step 1.3.2	Initiate the design of NGSS instructional units in primary school beginning in Grade 5.	2016-2017
Action Step 1.3.3	Initiate the design of NGSS instructional units in high school.	Summer 2017
Action Step 1.3.4	Expand engineering opportunities in primary science and at the middle schools within units of study, including robotics and maker spaces.	June 2017
Measureable Outcomes	<p>Fifth, Eighth and Eleventh Grade Science By June 2017 we will increase the percentage of 5th, 8th and 11th grade students meeting and exceeding standards in Science (OAKS) Grade 5: 84% to 88% Grade 8: 71% to 78% Grade 11: 71% to 78%</p> <p>By June 2017 we will increase the number of 5th and 8th grade English Learners meeting or exceeding standards in Science (OAKS) Grade 5: 42% to 46% Grade 8: 25% to 30% Grade 11: ≥ 20%</p> <p>By June 2017 we will increase by 10% the number of 5th, 8th and 11th grade students with disabilities meeting or exceeding standards in Science (OAKS) Grade 5: 60% to 66% Grade 8: 36% to 39% Grade 11: 33% to 36%</p> <p>Increase and diversify (gender, language, disability, race) the participation by all students in robotics, World of Speed and OIT courses, use of maker spaces.</p> <p>Increase and diversify participation and continuation of individual studies in middle-high school ISEF.</p>	

Strategy 1.4: Health & Wellness Renewal		
Action Step 1.4.1	Implement the revised K-12 Health Standards (spring 2017) aligning current curriculum materials and providing supplementary materials.	2017-2018
Measureable Outcome	Evidence of implementation of revised health standards and use of health and wellness curriculum to teach to comprehensive learning outcomes.	
Strategy 1.5: Strengthen systems that develop and measure progress toward College and Career Readiness		
Action Step 1.5.1	Use NAVIANCE as a system for tracking and strengthening G. 7-12 students' achievement progress and plan for post-secondary learning.	June 2017
Action Step 1.5.2	Expand and increase access for students typically underrepresented in college prep and AP Programs.	June 2017
Action Step 1.5.3	Continue the development and implementation of high school-college dual credit options and CTE programs of study	June 2017
Action Step 1.5.4	Create coherency within primary, middle and high school levels 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).	June 2017
Measureable Outcomes	<p>Primary Grades on Track By June 2017 we will increase the non-chronic attendance percentage of all G. K-5 students attending. K-3 (90% to 92%) G. 4-5 (90% to 92%)</p> <p>Sixth Grade On Track By June 2017 we will increase the non-chronic attendance percentage of all 6th grade students attending by 5% (88% to 92%).</p> <p>Ninth Grade On Track By June 2017 we will increase the non-chronic attendance percentage of all 9th grade students attending by 5% (84% to 88%).</p> <p>Freshman Credits Earned By June 2017 we will increase the percentage of all freshman students earning 6 credits or more. All students: 88% to 90% English Learners: 29% to 33% Students with Disabilities: 55% to 60%</p>	

	<p>Graduation Rates By June 2017 we will increase the 4-year cohort graduation rate for all students. We will increase the graduation rates for EL Students and for Students with Disabilities. All students: 93 to 95% English Learners: 57% to 62% Students with disabilities: 76% to 83%</p>	
<p>Strategy 1.6: Provide high quality Professional Development to Support Teacher Effectiveness and Administrators' professional growth.</p>		
Action Step 1.6.1	Connect teacher goal setting to professional growth that is aligned to teacher standards and school and district goals.	2016-2017
Action Step 1.6.2	Plan and implement professional development to support new teachers and all teachers' growth in both content and pedagogy and follow research-based professional development standards.	2016-2017
Action Step 1.6.3	Provide mentoring and professional development for first and second year teachers and first year principals.	2016-2017
Action Step 1.6.4	Provide mentoring and professional development for aspiring administrators.	2016-2017
Action Step 1.6.5	Provide professional development for administrators on effective observation and targeted feedback to teachers.	2016-2017
Measureable Outcomes	<p>New format of Goal Setting Form allows for 100% of teachers' goals in MyLearningPlan.com to be aligned with 5 Dimensions (CEL) practices as well as school and district goals.</p> <p>Increased participation in summer and school-year professional learning courses ie, Language Arts, Mathematics, Science. Evidence of instructional practices being implemented is observed in classroom walk-throughs that are part of the targeted feedback process.</p> <p>Participation in Teaching with Purpose sessions; Participation and fulfillment of Mentor Academy (teachers). Monthly sessions with mentor; participation in triad meetings and meetings with Assistant Superintendents (principals).</p> <p>Completion of OALA Mentoring Academy by 1-3 aspiring administrators. Preparation of ICs to lead professional learning in Reading and Mathematics.</p> <p>Participation of principals and central office leaders in Center for Educational Leadership workshops and targeted feedback institutes.</p>	

Goal 2: Align integrated systems of professional growth, assessment, accountability, feedback and growth mindset that build competence, confidence and self-efficacy at all levels.

Strategy 2.1: Align and strengthen Professional Growth Systems		
Action	Description	Timeline
Action Step 2.1.1	Align district administrator goals and work plan with Board vision and goals.	Fall 2017
Action Step 2.1.2	Align building administrator professional goals (Leadership Learning/Leadership Moves) with teacher practices and student learning outcomes (cycles of inquiry).	Fall 2017
Action Step 2.1.3	Align teacher professional goals with school goals and student learning outcomes.	Fall 2017
Action Step 2.1.4	Develop observation and feedback systems of teaching and learning for teachers and administrators that increases student learning, improves classroom instruction and strengthens school- and district-based coherence.	2016-2017
Measureable Outcomes	<p>100% of teachers’ professional goals align with school goals.</p> <p>100% of principals’ Theories of Action and Cycles of Inquiry align with Board Goals.</p> <p>District Leadership’s Theory of Action will align with Board Goals and support schools’ goals, teachers’ goals and student learning outcomes.</p> <p>Evidence of “through-line” between leadership actions, teacher practices and outcomes in student learning (eg. Cycles of Inquiry implemented during regularly scheduled staff learning sessions).</p> <p>Assistant Superintendents will meet monthly with principals and triads to provide feedback on cycles of inquiry. Participation of principals, assistant principals, ICs and district leadership in two (2) Targeted Feedback Institutes (CEL) and two (2) Structured Learning Walks (CEL) to align systems of observation and feedback to teacher that promotes professional growth and strengthens instructional strategies.</p> <p>Participation of Cohort 2 and Cohort 3 (administrators) in year-long <i>Leading for Learning</i> state-wide institute on strengthening Cycles of Inquiry and instructional leadership practice (CEL and Chalkboard Project).</p>	

Strategy 2.2: Analyze, understand and apply evidence of student learning to instructional practices		
Action Step 2.2.1	Learn and practice making evidence-based decisions between learning data and responsive practices, e.g. Hattie effect size, MAP, CBMs, running records, formative writing assessments, SKILLS NAVIGATOR.	2016-2017
Action Step 2.2.2	Recognize and apply understanding of the relationship between formative, interim and summative assessments to have an impact on student learning.	2016-2017
Action Step 2.2.3	Revise K-5 Progress Report to include learning targets and evidence of student learning as communication tool for students, parents, teachers.	2015-2019
Measureable Outcomes	<p>Evidence of implementation in classrooms of link between data and practices in response.</p> <p>Evidence of analysis, decision-making and actions steps by teachers, principals and district leaders (eg. PLCs, data teams, Cycles of Inquiry).</p> <p>Completed K-5 Progress Report ready for pilot implementation 2016-2017 with ongoing revision through 2018-2019.</p>	
Strategy 2.3: Develop Systems for Internal Accountability		
Action Step 2.3.1	Collaboratively use common frameworks, curriculum, analysis of data, cycles of inquiry and professional learning to foster accountability.	2016-2017
Action Step 2.3.2	Create conditions and culture for deprivatizing practice to promote shared learning, decision-making and accountability.	2016-2017
Measureable Outcomes	<p>Observable use of common frameworks, curriculum development and implementation, practices in classrooms and aligned inter-dependent actions reaching toward student learning goals.</p> <p>Evidence of use of PLC structures across all levels for planning and implementing instruction, reporting progress and analyzing outcomes (eg. lesson and unit plans, data walls).</p>	2016-2017
Strategy 2.4: Develop a culture that systemically integrates growth mindset and self-efficacy		
Action 2.4.1	Learn and implement inclusive teaching practices where language learners and children served by special education are successfully learning in the general education classroom.	2016-2017
Action 2.4.2	Learn and practice culturally responsive teaching strategies that increase all students' levels of full participation and achievement in school.	2016-2017
Action 2.4.3	Incorporate strategies that help students identify their strengths, form learning goals and apply effective strategies to achieve their goals (self-efficacy).	2016-2017

Action 2.4.4	Promote participation in extra-curricular activities that bring diverse students together in a rich array of experiences and opportunities that promote growth mindset, self-efficacy and resiliency.	2016-2017
Measureable Outcomes	<p>Sustained and effective inclusion of language learners and children served by special education in the general education classroom with strong collaboration between specialists and general education teachers and evidence of student learning gains.</p> <p>Evidence of culturally responsive teaching practices in classrooms that increases access and learning outcomes for all students.</p> <p>When asked routinely as part of gathering evidence, students will know what they are learning, why it is important and how they know when they have learned it well.</p> <p>Increase and diversify student participation in extra-curricular activities across all levels.</p>	

Goal 3: Engage our families and community partners in support of the district vision and values of equity, access and excellence in education.

Strategy 3.1: Local, Business and City Partners		
Action	Description	Timeline
Action Step 3.1.1	Partner with both West Linn and Wilsonville city governments to promote and support students and staff in their efforts toward equity, access and excellence in education.	2016-2017
Action Step 3.1.2	Partner with South Metro Salem STEM partnership to bring robust and diverse science, technology, engineering and mathematics experiences and opportunities for students.	2016-2017
Action Step 3.1.3	Partner with for-profit and non-profit business organizations which seek to support the district vision and values of excellence in education.	2016-2017
Measureable Outcomes	Participation by leadership and staff at events, meetings and formal-informal conversations that strengthen partnership between city, local business and district.	
Strategy 3.2: University and Professional Learning Partners		
Action Step 3.2.1	Partner with OIT and World of Speed to provide excellent dual credit, technology and automotive experiences for students.	2016-2017

Action Step 3.2.2	Partner with Portland State University Confucius Institute to integrate global and linguistic opportunities for administrators, teachers, students and families.	2016-2017
Action Step 3.2.3	Partner with Portland State University Bilingual Teacher Pathway Program which offers a Licensed Teacher/ESOL Endorsement program for classified staff.	2016-2017
Action Step 3.2.4	Partner with professional development consultants to expand content knowledge and implementation of high leverage instructional strategies that increase equity and access to rigorous curriculum for all students (Jody Wiencek, John Lenssen, Dr. Cary Schneider, Dr. Skip Greenwood, Linda Christiansen, Teacher Development Group).	2016-2017
Measureable Outcomes	<p>Increase and diversify high school students participating in OIT and World of Speed dual credit coursework.</p> <p>Integrate 3 Middle School Chinese teachers into our World Language Program through PSU Confucius Institute program to teach in the middle school world language program.</p> <p>Sponsor 1-3 aspiring teachers through the PSU BTP program.</p> <p>Co-facilitate with professional consultants in summer camps and school-year professional learning workshops.</p>	
Strategy 3.3: Parents, Service Organizations and Community Support Groups		
Action Step 3.3.1	Partner with various parent, service and community groups to promote and support students and staff in their efforts toward equity and excellence in education. The district works with PTA/PTOs, Rotary, Kiwanas, Lions, Latino Parent Groups, Play Unified, FACT Oregon, West Linn-Wilsonville Education Foundation, Music and Arts Partners and other community groups.	2016-2017
Action Step 3.3.2	Each school in the district will form or continue with a School-Based Equity team representing a diverse group of participants: principal, staff, parents, students to foster collective responsibility for the educational success of each student.	2016-2017
Measureable Outcomes	<p>Participation by leadership and staff at events, meetings and formal-informal conversations that strengthen partnership between local and district-based community groups.</p> <p>Formation or continuation of Equity Teams at each school site, facilitated by school principal in consultation with John Lenssen.</p>	
Strategy 3.4: Professional Organizations		
Action Step 3.4.1	Participate in professional organization conferences, workshops, and agendas which serve to advocate for and improve the quality of teaching and learning in	2016-2017

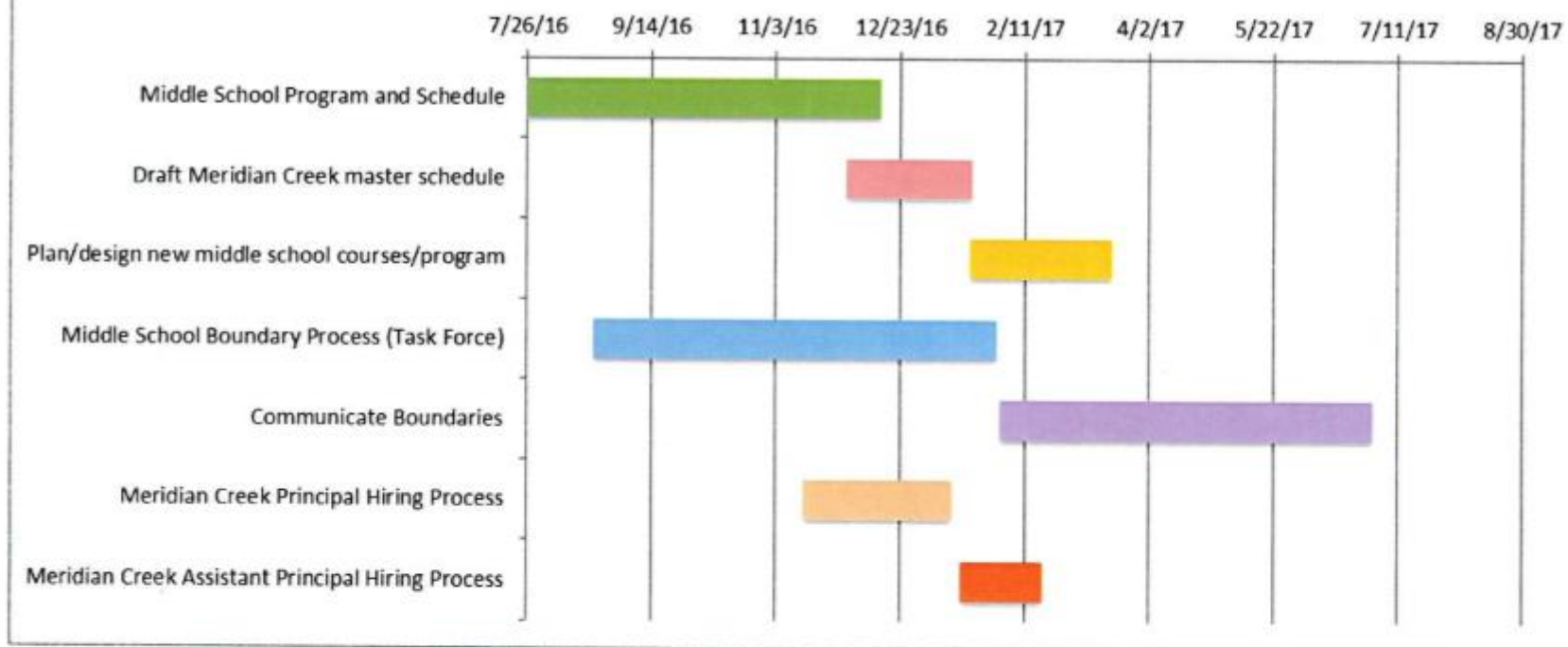
	public schools on behalf of all children. These organizations include: COSA, OSBA, ATDLE, OABE, OALA, All Born In, Learning Forward, Harvard Strategic Data Project and OLN.	
Measureable Outcomes	<p>Implementation of OLN Equity Plan 2016-2017 and attendance at both OLN conferences by staff.</p> <p>Participation, presentation and leadership by staff at conferences, workshops and events that serve to strengthen professional capacity, leadership learning, commitment to equity and overall systemic coherence.</p>	

Goal 4: Successfully open one new school, Meridian Creek Middle School, and one re-imagined Sunset Primary School, while attending to bond projects and addressing safety, staffing adjustments, program alignment, boundary transitions, and equitable outcomes for students, thereby strengthening all schools across the district.

Strategy 4.1: Meridian Creek Middle School		
Action	Description	Timeline
Action Step 4.1.1	Create and utilize a Middle School Program Renewal Task Force to draft guiding principles and identify structures and program elements including continuation of Dual Language Program that ensures four high quality, aligned middle school programs in our district.	By January 2017
Action Step 4.1.2	Create and utilize a Boundary Task Force of community citizens to study and recommend plans for an equitable reconfiguration for the boundaries of our district middle schools.	By January 2017
Action Step 4.1.3	Adjust current staff placements and hire new middle school principal and assistant principal for Meridian Creek ensuring appropriate staff-to-student class size ranges and quality programs at each middle school.	By March 2017
Action Step 4.1.4	Complete physical facility of Meridian Creek Middle School on time and within budget.	September 2017
Measureable Outcomes	<p>Meridian Creek Middle School opens with high quality middle school program and staff, and adjusted boundaries that accommodate enrollment at all four middle schools.</p> <p>See attached chart (p. 14) for monitoring progress and completion of Action Steps 4.1.1 – 4.1.3.</p>	

	See District website: http://www.bond.wlwg.k12.or.us/Page/8050 for monitoring progress and completion of Action Step 4.1.4.	
Strategy 4.2: Sunset Primary School		
Action Step 4.2.1	Identify and implement key structures and program elements that ensure a successful transition of students, teachers and staff from the current facility into the new facility, including an evaluation and adjustment of boundaries to support the new facility's capacity and relieve any other primary schools' capacity concerns.	September 2017
Action Step 4.2.2	Complete physical facility of Sunset Primary School on time and within budget.	September 2017
Measureable Outcomes	The re-imagined Sunset Primary School opens with a successful transition into the new facility. See District website: http://www.bond.wlwg.k12.or.us/Page/8054 for monitoring progress and completion of Action Step 4.1.4.	

Middle School Program Renewal and Planning for Meridian Creek



Task Name	Start	End	# of Days
Middle School Program and Schedule	7/26/2016	12/15/2016	142
Draft Meridian Creek master schedule	12/1/2016	1/20/2017	51
Plan/design new middle school courses/program	1/20/2017	3/17/2017	57
Middle School Boundary Process (Task Force)	8/22/2016	1/30/2017	162
Communicate Boundaries	2/1/2017	6/30/2017	150
Meridian Creek Principal Hiring Process	11/14/2016	1/13/2017	60
Meridian Creek Assistant Principal Hiring Process	1/16/2017	2/17/2017	33