



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



**Moving a Theory of Action into Practice**  
**2018-2019 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

### 2018-2019 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.
4. Be responsive to community growth and student learning needs of the future by conducting long-range capital improvements and financial planning through processes and practices that lead to long-term financial stability and sustainability.

## 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.**

<b>Strategy 1.1: Focus on implementing research-based reading and writing practices</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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 learning target. Learning Targets will have success criteria.	2017- 2019
Action Step 1.1.3	Continue to plan and implement Student Engagement strategies linked to student learning and efficacy. Selection of student engagement strategies linked to Learning Targets.	2017-2019
Action Step 1.1.4	Teachers as Writers: K-5 Course. Teachers will focus instructional practices on the writing process, use of mentor texts, developing fluency, teaching revision, implementing Writing Workshop effectively. (All K-5 teachers invited)	2018-2019
Action Step 1.1.5	Use teacher presentations and demonstrations of work in progress with units to identify and/or revise units to include targeted reading and writing strategies. Map Grades 9 – 12 Language Arts reading, writing tasks, strategies and standards. (G. 9-12)	2018-2019
Action Step 1.1.6	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
<b>Progress Indicators</b>	<p>Indicators for Action Steps 1.1.1 – 1.1.5: 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 1.1.6: Curriculum documents (K-5), Lesson Study/Unit Plans (G. 6-12) and K-12</p>	

<p><b>Measureable Student Outcomes</b></p>	<p>classroom observations show students speaking, listening, reading and writing based on ACTFL standards.</p> <p>Action Step 1.1.6: 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>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><b>Grade Level Reading Growth</b></p> <p>Increase by 10% the number of students meeting or exceeding standards in Reading (2018-2019 SBAC), Grades 3 through 8. Increase by 5% the percentage students meeting or exceeding standards in Reading (2018-2019 SBAC), Grade 11.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Baseline:</td> <td style="padding-right: 20px;">Grade 3: 65.7%</td> <td style="padding-right: 20px;">Grade 4: 70.6%</td> <td style="padding-right: 20px;">Grade 5: 78.7%</td> <td style="padding-right: 20px;">Grade 6: 76.8%</td> </tr> <tr> <td></td> <td>Grade 7: 68.9%</td> <td>Grade 8: 73.2%</td> <td>Grade 11: 86.9%</td> <td></td> </tr> </table> <p>Increase by 10% the number of English Learners meeting or exceeding standards in Reading (2018-2019 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> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Baseline:</td> <td style="padding-right: 20px;">Grade 3: N/A</td> <td style="padding-right: 20px;">Grade 4: 26.2%</td> <td style="padding-right: 20px;">Grade 5: 33/3%</td> <td style="padding-right: 20px;">Grade 6: 36%</td> </tr> <tr> <td></td> <td>Grade 7: 18.2%</td> <td>Grade 8: 30.8%</td> <td>Grade 11: 33.3%</td> <td></td> </tr> </table> <p>Increase by 10% the number of students with IEPs meeting or exceeding standards in Reading (2018-2019) SBAC), Grades 3-11.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Baseline:</td> <td style="padding-right: 20px;">Grade 3: 33.8%</td> <td style="padding-right: 20px;">Grade 4: 43.9%</td> <td style="padding-right: 20px;">Grade 5: 48.5%</td> <td style="padding-right: 20px;">Grade 6: 15.8%</td> </tr> <tr> <td></td> <td>Grade 7: 26.8%</td> <td>Grade 8: 16.4%</td> <td>Grade 11: 39.6%</td> <td></td> </tr> </table> <p><b>Cohort Reading Growth</b></p> <p>Increase the percentage of students within a cohort who meet or exceed standards in Reading as they progress through grades 3 through 11.</p>	Baseline:	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%		Baseline:	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%		Baseline:	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%	
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	<p><b>ELPA21</b> Students will increase a language proficiency level in Reading and Writing as measured by ELPA21.</p> <p><b>Biliteracy Seal</b> Increase the number of graduating seniors receiving Biliteracy Seal from 16 students (2016-2017), 41 students (2017-2018) to 45 students (2018-2019).</p> <p><b>9<sup>th</sup> Grade Credits Earned</b> Increase the percentage of all freshman students earning 6 credits or more. Goal: All Students: 85% to 90%    English Learners: 36.4% to 75%    Students with IEPs: 56.8% to 75%</p> <p><b>Graduation Rates</b> Increase the 4-year cohort graduation rate for all students, English Learners and students with IEPs. Goal: All students: 94.5% to 95.5%    Ever English Learners: 100%    Students with IEPs: 81.5% to 83% Increase also the number of All students, Ever English Learners and Students with IEPs who graduate in 4 years.</p>	
<b>Strategy 1.2: Implement research-based programs supporting K-12 mathematics</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
Action Step 1.2.1	Use Lesson Study (Studio) to align curriculum, instructional practices and assessment in K-5 and High School.	2018-2019
Action Step 1.2.2	Practice strategies to increase students’ engagement in problem-solving, promote student mathematical thinking, fluency with mathematical procedures, and design effective tasks for developing math reasoning through Cognitively Guided Instruction Workshop series. (K-6)	2018-2019
Action Step 1.2.3	Math Instructional Leadership for Principals and Assistant Principals (Primary, Middle). Update “look fors” in classroom practice; specify questions and feedback to use for supporting teachers’ math planning; clarify ways to differentiate learning for all, some, few.	2018-2019
Action Step 1.2.4	Develop strategies for and increase the use of culturally responsive and inclusive practices to ensure access to content and promote understanding.	2018-2019
<b>Progress Indicators</b>	<b>Action Steps 1.2.1 – 1.2.4:</b> 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><b>Measureable Student Outcomes</b></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><b>Grade Level Mathematics Growth</b>  Increase by 10% the number of students meeting or exceeding standards in Mathematics (2018-2019 SBAC), Grades 3 through 8. Increase by 5% the percentage students meeting or exceeding standards in Mathematics (2018-2019 SBAC), Grade 11.</p> <p>Baseline:      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%</p> <p>Increase by 10% the number of English Learners meeting or exceeding standards in Mathematics (2018-2019 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: 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%</p> <p>Increase by 10% the number of students with IEPs meeting or exceeding standards in Mathematics (2017-2018 SBAC), Grades 3-11.</p> <p>Baseline:      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%</p> <p><b>Cohort Mathematics Growth</b>  Increase the percentage of students within a cohort who meet or exceed standards in Mathematics as they progress through grades 3 through 11.</p> <p><b>9<sup>th</sup> Grade Credits Earned</b>  Increase the percentage of all freshman students earning 6 credits or more.  Goal: All Students: 85% to 90%      English Learners: 36.4% to 75%      Students with IEPs: 56.8% to 75%</p>
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	<p><b>Graduation Rates</b>  Increase the 4-year cohort graduation rate for all students, English Learners and students with IEPs.  Goal: All students: 94.5% to 95.5% Ever English Learners: 100% Students with IEPs: 81.5% to 83%  Increase also the number of All students, Ever English Learners and Students with IEPs who graduate in 4 years.</p>	
<p><b>Strategy 1.3: Develop and implement curriculum and instruction based on the Next Generation Science Standards (NGSS) and Engineering Practices</b></p>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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.)	2018-2021
Action Step 1.3.2	NGSS Grade Level Lesson Study Sessions. Collaboratively practice implementing plans for science lessons and units that integrate reading and writing; practice using students' responses and evidence of learning to revise lessons in all subject areas. (Teachers in K-5 who have been developing the units in Action Step 1.3.1)	2018-2019
Action Step 1.3.3	Best Instructional Practices and Using Writing to Teach Science (All K-5 Teachers, Learning Specialists, Instructional Coordinators, Principals) Using students' writing and writing rubrics to plan instruction; strategies for teaching argumentative and explanatory writing with an emphasis on rethinking claim/evidence writing in science. Use writing workshop practices and conferring to differentiate instruction.	2018-2019
Action Step 1.3.4	Biology, Chemistry and Physics Workshops: Continue developing course units based on all three parts of the NGSS. Identify shifts in science teaching practices and plan for them. Use work in progress examples to analyze and continually revise teaching practices. Develop assessments that reflect the NGSS.	2018-2019
<b>Progress Indicators</b>	<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 1.3.2-1.3.3: Classroom walkthroughs will show increased integration of reading and writing and academic talk and classroom activities that promote scientific knowledge and inquiry.</p> <p>Action Step 1.3.4: Revised lessons/units of High School Biology, Chemistry and Physics classes will reflect the three dimensions of the NGSS.</p>	

<b>Measureable Student Outcomes</b>	<p><b>Fifth, Eighth and Eleventh Grade Science</b></p> <p>Increase by 5% the number of 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade students meeting and exceeding standards in Science (2018-2019 OAKS)  Goal:    Grade 5: 86.4% to 90%      Grade 8: 74.4% to 78%      Grade 11: 72.8% to 76%</p> <p>Increase by 10% the number of 5<sup>th</sup> and 8<sup>th</sup> 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>  Goal:    Grade 5: 42% to 46%    Grade 8: 28.2% to 31%      Grade 11: 25% to 28%</p> <p>Increase by 10% the number of 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade students with IEPs meeting or exceeding standards in Science (2017-2018 OAKS)  Goal:    Grade 5: 65.3% to 71%    Grade 8: 36.1% to 40%      Grade 11: 25.9% to 28%</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>	
<b>Strategy 1.4: Health and Wellness Renewal Process</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
Action Step 1.4.1	Develop and implement units that align with new Health/Wellness Standards and integrate new curriculum materials. Create common approaches, lessons and use of resources.	2018-2019
Action Step 1.4.2	Systemize the use of the Social-Emotional curriculum in PreK-8.	2018-2019
<b>Progress Indicators</b>	Action Step 1.4.1: The K-12 Health Curriculum units and lessons will show the integration with the new standards and reflect recent legislation. 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.	
<b>Strategy 1.5: Renew Grades 6-12 Social Studies Curriculum and Instructional Practices</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
Action Step 1.5.1	Align units with new content standards and CCSS for Literacy in Social Studies. Use teacher presentations and demonstrations of work in progress as examples to analyze units for DOK, reading and writing strategies instruction. Begin to map units across G. 6-8, G. 9-12 and	2018-2019



	draft a coherent social studies curriculum that addresses CCSS content and literacy standards	
<b>Progress Indicators</b>	Action Steps 1.5.1: 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.	
<b>Strategy 1.6: Strengthen systems and implement practices toward College and Career Readiness</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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.	2018-2019
Action Step 1.6.2	With an emphasis on 9 <sup>th</sup> graders, implement approaches/strategies for ensuring all students pass six credits by completion of the year. Develop specific student supports for at-risk students, improve family communication and engagement, strategically work directly with students and in consult with teachers to increase academic achievement and participation in school programs.	2018-2019
Action Step 1.6.3	Expand career and technical education programs in our high schools. (Measure 98)	2018-2019
Action Step 1.6.4	Expand college-level education opportunities for students in high schools. (Measure 98)	2018-2019
Action Step 1.6.5	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.	2018-2019
Action Step 1.6.6	Expand and increase access for students typically underrepresented in college prep and AP Programs.	2018-2019
Action Step 1.6.7	Create coherency by designing pathways and systems to ensure quality transition from 5 <sup>th</sup> to 6 <sup>th</sup> grades and 8 <sup>th</sup> to 9 <sup>th</sup> grades and ensure the achievement of on-track success measures including analysis of previous and current data (course schedule, 8 <sup>th</sup> grade MAP data, SBAC, and attendance).	2018-2019
Action Step 1.6.8	Increase awareness to guide actions and supports regarding the impact of regular attendance on academic and overall school success.	2018-2019
Action Step 1.6.9	Increase and develop online and blended learning options.	2018-2019
<b>Progress Indicators</b>	Action Steps 1.6.1 – 1.6.4: 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. 1.6.2: Increase in students' completion of six credits and on-track to graduate. Action Step 1.6.5: Students and parents will participate in revised discussions and informational sessions at	

<p><b>Measurable Student Outcomes</b></p>	<p>college nights  Action Steps 1.6.5 – 1.6.8: Student and parent focus groups will provide information that leads to use of strategies and improved communication among parents, students and school staff.  Action Steps 1.6.9: Online and blended learning options will be evidenced in middle and high school course options.</p> <p><b>Primary Grades on Track</b>  Increase the non-chronic attendance percentage of all G. K-5 students attending to 90% or higher.  Goal: K-3: 88.4% to 90%+ G. 4-5: 89.7% to 90%+</p> <p><b>Sixth Grade On Track</b>  Increase the non-chronic attendance percentage of all 6<sup>th</sup> grade students attending.  Goal: 88% to 90%+</p> <p><b>Ninth Grade On Track</b>  Increase the non-chronic attendance percentage of all 9<sup>th</sup> grade students attending.  Goal: 84.7% to 90%+</p> <p><b>9<sup>th</sup> Grade Credits Earned</b>  Increase the percentage of all freshman students earning 6 credits or more.  Goal: All Students: 85% to 90% English Learners: 36.4% to 75% Students with IEPs: 56.8% to 75%</p> <p><b>Graduation Rates</b>  Increase the 4-year cohort graduation rate for all students, English Learners and students with IEPs.  Goal: All students: 94.5% to 95.5% Ever English Learners: 100% Students with IEPs: 81.5% to 83%  Increase also the number of All students, Ever 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.**

<b>Strategy 2.1: Provide high quality Professional Development to Increase Teacher/Administrator Efficacy and Effectiveness</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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.	2018-2019
Action Step 2.1.2	Continue program using researched-based practices to mentor new teachers.	2018-2019
Action Step 2.1.3	Provide mentoring and professional development for aspiring administrators.	2018-2019
Action Step 2.1.4	Provide professional development for administrators focused on instructional leadership that includes effective observation and targeted feedback to teachers.	2018-2019
<b>Progress Indicators</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>Strategy 2.2: Evaluate and update professional growth systems and practices to promote internal accountability</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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. Implement 5D+ Rubric for Instructional Growth and Evaluation as part of goal setting, classroom observation, feedback process and evaluation.	2018-2019
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.	2018-2019
Action Step 2.2.3	Leverage collaborative structures (PLC, triads, teams, Lesson Study) to take actions that increase student learning and efficacy. Clarify the purpose and topics of PLCs so that	2018-2019

	teachers are shifting to using the structures to study student learning data, identify strategies for instructional practice, and evaluate the effectiveness of their moves.	
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
<b>Progress Indicators</b>	<p>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. Teachers’ goals will use 5D+ Rubric dimensions and indicators for goal-setting. Principals’ feedback during observations and evaluation documents will utilize 5 Dimensions Framework and 5D+ Rubric.</p> <p>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.</p> <p>Action 2.2.4: Evidence of use of learning targets aligned to the Report Card will be observed in teachers’ classroom through walkthroughs.</p>	
<b>Strategy 2.3: Increase assessment literacy to effectively analyze student learning and drive instructional practices</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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.	2018-2019
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.	2018-2019
<b>Progress Indicators</b>	<p>Action Step 2.3.1: Assessment plans provide evidence of planning for and using formative, interim and summative assessments.</p> <p>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.</p>	
<b>Strategy 2.4: Describe and develop inclusive practices to ensure the success of each and every student</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
Action Step 2.4.1	Use the <i>5<sup>th</sup> 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.	2018-2019
Action Step 2.4.2	Engage school Equity Teams in creating goals and actions and evidence of effectiveness.	2018-2019
Action Step 2.4.3	Engage school leaders in deepening understanding about Restorative Practices, equity and inclusion with an emphasis on actions that promote successful participation in school by all students.	2018-2019
<b>Progress Indicators</b>	Action Step 2.4.1: Notes will show the development of descriptive examples of the <i>7 Components of Inclusive</i>	

	<p><i>Practices</i> by teachers, administrators and support staff. Regular classroom walkthroughs provide evidence of practices being implemented.</p> <p>Action Steps 2.4.2 – 2.4.3: School goals, action plans and responses to student behavior will include restorative practices that are focused on safe, constructive and restorative student outcomes for all involved. District Leadership Forum will serve as monthly learning opportunity on topics of equity, race and inclusion.</p>
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**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.**

<b>Strategy 3.1: Expand communication to increase accessibility and transparency</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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.	2018-2019
Action Step 3.1.2	Develop and use means of having two-way communication between the district, schools and stakeholders in our school community.	2018-2019
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.	2018-2019
Action Step 3.1.4	Update school district website to improve accessibility to the information and updated information.	2018-2019
<b>Progress Indicators</b>	<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, parent groups (e.g. Latino Parent Group, Special Education Parent Group), community forums 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 comply with accessibility criteria and improve accessibility to information.</p>	
<b>Strategy 3.2: Develop “Leading Together” opportunities that foster community involvement</b>		

<b>Action</b>	<b>Description</b>	<b>Timeline</b>
Action Step 3.2.1	Increase 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.	2018-2019
<b>Progress Indicators</b>	Action Steps 3.2.1: Evidence of meetings, joint sessions, community events, renewed or new partnerships to develop agendas that bring our communities together.	
<b>Strategy 3.3: Partner with parents and service/community agencies to plan and support students and families</b>		
<b>Action</b>	<b>Description</b>	<b>Timeline</b>
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	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.	2018-2019
Action Step 3.3.3	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.	2018-2019
Action Step 3.3.4	Communicate opportunities for high school success with parents, service and community organizations.	2018-2019
<b>Progress Indicators</b>	<p>Action 3.3.1: Expansion of District-wide HelpCounter Volunteer Program implementation with all daytime, school-based volunteers.</p> <p>Action 3.3.2: 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>	
<b>Strategy 3.4: Strengthen professional organization and university partnerships</b>		

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.	2018-2019
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.	2018-2019
<b>Progress Indicators</b>	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). 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.	

**Goal 4: Be responsive to community growth and student learning needs of the future by conducting long-range capital improvements and financial planning through processes and practices that lead to long-term financial stability and sustainability.**

<b>Strategy 4.1: Conduct Long-Range Capital Improvements and Financial Planning</b>		
Action	Description	Timeline
Action Step 4.1.1	Develop 2019 Long Range Plan that includes Enrollment Projection Analysis, Building Capacity Update, Safety Advisory Recommendations, Title IX Review of Facilities, Superintendent High School Study Report, and future Capital Improvement Plan projects.	2018-2019
Action Step 4.1.2	Engage and integrate community and stakeholder feedback with Capital Improvement Plan through surveys, community forums, Bond Summit, polling, listening sessions, public comment.	2018-2019
Action Step 4.1.3	Increase knowledge and understanding of district's current financial portfolio including future	2018-2019

	state budget projections, state school funding for new biennium, and increase in PERS payroll so that long-term financial stability can be considered and determined. Considerations may include a capital bond and/or local option levy renewal.	
<b>Progress Indicators</b>	<p>Action Step 4.1.1: Long Range Plan document developed by January 2019 and presented to school board outlining Framework for Educational Excellence, School Facilities and Capital Improvements.</p> <p>Action Step 4.1.2: The results and use of surveys, community forum feedback, polling, listening sessions and public comment to document, analyze and inform district staff and school board regarding Long Range Plan and Capital Improvement Plan project interest, viability, value and investment by the school community.</p> <p>Action Step 4.1.3: Increased understanding of various financial components in public school funding (budgets, PERS, Bonds) in order to determine next steps towards long-term financial stability.</p>	