



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

Annual Evidence-Based Strategies, Measures, Actions

(to meet district goals)

<p>Goal 1: All students will graduate from high school within four years with plans and initial action steps in place for post-secondary learning and careers.</p>				
<p>What are we going to do?</p>	<p><u>Strategy 1.1</u> Written as a Theory of Action and reflects evidence-based practices</p>	<p>If we develop the expertise and practices of all high school teachers, including effective Professional Learning Communities for all grade level and department teacher teams, analyzing data from underserved student groups, and implementing research-based instructional practices and school culture practices, and</p> <p>If we develop more effective and equitable assessments, feedback and grading practices, and</p> <p>If we promote mental health wellness, teach social-emotional regulation skills and implement restorative practices, and</p> <p>If we engage students in college and career exploration opportunities inclusive effective Career Technical Education (CTE) options and scaffold support towards post-secondary education,</p> <p>Then we will have models and practices to continually improve instruction and engagement,</p> <p>And increasingly higher percentages of students will graduate on time and have plans and initial action steps in place for post-secondary learning and careers.</p>		
<p>How we will know the plan is working</p>	<p>Measures of Evidence for Adult Actions (“then” statement)</p>	<p><u>Fall</u> Evidence of implementation will be observed in at least 70% classrooms during Learning Walks conducted by principals and district administrators:</p> <ol style="list-style-type: none"> 1. Clear, standards-based learning targets in place 2. Classroom rituals and routines (such as circles) that build classroom community and belonging 3. Student academic discourse <p>Evidence of student college & career planning through a data review</p>	<p><u>Winter</u> Evidence of implementation will be observed in at least 85% classrooms during Learning Walks conducted by principals and district administrators:</p> <ol style="list-style-type: none"> 1. Clear, standards-based learning targets in place 2. Classroom rituals and routines (such as circles) that build classroom community and belonging 3. Student academic discourse <p>Evidence of student college & career planning through a data review</p>	<p><u>Spring</u> Evidence of implementation will be observed in at least 100% classrooms during Learning Walks conducted by principals and district administrators:</p> <ol style="list-style-type: none"> 1. Clear, standards-based learning targets in place 2. Classroom rituals and routines (such as circles) that build classroom community and belonging 3. Student academic discourse <p>Evidence of student college & career planning through a data review</p>



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

	Measures of Evidence for Students ("and" statement)	<u>Credits Earned</u> 90% of Incompletes have moved to passing grades.	<u>Semester 1</u> 10% Increase of students passing with C or better from fall of previous year.	<u>Semester 2</u> 10% Increase of students passing with C or better from fall of previous year. >75% of students' Naviance entries show interest areas for high school coursework. Analysis of forecasting forms for 10 th grade shows 25% increase in course selection based on pathways and courses of study. Increase in percentage of students reporting connections to an adult, belonging to a peer group, and self-advocacy on Oregon Student Health Survey.
How we will get the work done	Person or Team Responsible	Action Steps to be completed this year		Due Date
	Dept. Chair, HS principals, Counselors, Teachers	1. Department Chairs facilitate PLC structures focused on high leverage instructional strategies, clear learning targets, rituals & routines, academic discourse		June 2022
	HS Counselors, Teachers	2. All students in grades 9-12 participate in Educational Plan & Profile activities to identify interest areas, learning strengths and plan for future coursework		June 2022
	Assistant Supt. & school leaders	3. Cycles of Inquiry (data interpretation and use process) and weekly classroom walkthroughs focus on implementation and evidence of student learning evidence. Leadership (Levels and Forum) analysis of cycles and walkthrough data used to revise and focus classroom support.		June 2022
	Assistant Supt., school leaders, teachers, families	4. Analysis of data (academic, SEL), research-based practices and current practice to develop improved grading practices and communication for grades 9-12 and increase the use of feedback for ownership and supported learning in grades 9-12, This includes student, family, teacher, school and district leader, mixed stakeholder focus and work group sessions. The emphasis is on meaningfully using feedback and grading practices in alignment with equitable and inclusive practices.		June 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice		



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

Goal 2: All Middle School students (grades 6-8) will meet or exceed their growth targets in reading and mathematics.				
What are we going to do?	<u>Strategy 2.1</u> Written as a Theory of Action and reflects evidence-based practices	<p>If we collaboratively learn and implement Assessment-for-Learning strategies,</p> <p>Then teachers’ daily instruction and assessment practices will promote student engagement, self-efficacy and social-emotional well-being</p> <p>And all middle school students will meet or exceed their growth targets on interim and summative math assessments so that students who are not yet at grade level make more than a year’s growth, resulting in closing achievement gaps – and students already at or above grade level will be challenged beyond their level.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statement)	<u>Fall</u> Evidence of implementation observed in at least 70% of classrooms during Learning Walks conducted by principals and district administrators: <ol style="list-style-type: none"> 1. Common Lesson Planning Templates 2. Common Learning Targets 3. Alignment of Tasks to Learning Targets 4. Common Formative and Summative Assessments Aligned to Learning Targets 5. Use of Student Talk Protocols 	<u>Winter</u> Evidence of implementation observed in at least 85% of classrooms during Learning Walks conducted by principals and district administrators: <ol style="list-style-type: none"> 1. Common Lesson Planning Templates 2. Common Learning Targets 3. Alignment of Tasks to Learning Targets 4. Common Formative and Summative Assessments Aligned to Learning Targets 5. Use of Student Talk Protocols 	<u>Spring</u> Evidence of implementation observed in 100% of classrooms during Learning Walks conducted by principals and district administrators: <ol style="list-style-type: none"> 1. Common Lesson Planning Templates 2. Common Learning Targets 3. Alignment of Tasks to Learning Targets 4. Common Formative and Summative Assessments Aligned to Learning Targets 5. Use of Student Talk Protocols
	Measures of Evidence for Students (“and” statement)	<u>Fall</u> Increased participation in school for all students, as measured by 3% increase in regular attender rate	<u>Winter</u> Increased participation in school for all students, as measured by an additional 3% increase in regular attender rate.	<u>Spring</u> Increased participation in school for all students, as measured by an additional 3% increase in regular attender rate.



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

		<p>Increased engagement in school for all students, as measured by a 15% increase in students' course passing rate for Language Arts and Mathematics.</p> <p>Baseline percentage of students reporting connections to an adult, belonging to a peer group, and self-advocacy as measured by structured focus groups representing all learner groups.</p>	<p>Increased engagement in school for all students, as measured by an additional 10% increase in students' course passing rate for Language Arts and Mathematics.</p> <p>10% increase in percentage of students reporting connections to an adult, belonging to a peer group, and self-advocacy as measured by structured focus groups representing all learner groups.</p>	<p>Increased engagement in school for all students, as measured by an additional 8% increase in students' course passing rate for Language Arts and Mathematics.</p> <p>Increase in percentage of students reporting connections to an adult, belonging to a peer group, and self-advocacy on Oregon Wellness Survey</p>	
How we will get the work done	<p>Person or Team Responsible</p>	<p>Action Steps to be completed this year</p>			<p>Due Date</p>
	<p>District Leaders, Principals, Teachers</p>	<p>1. Provide (and participate in) Professional Development focused on Assessment for Learning strategies</p>			<p>June 2020</p>
	<p>District Leaders, Principals, Teachers</p>	<p>2. Professional Development workshops led by teachers – focused on specific strategies for implementing Assessment for Learning principles in Middle School classes – School leaders facilitate weekly PLC meeting data analysis to continually revise instructional strategies.</p>			<p>November 2019</p>
	<p>District Leaders, Principals, Teachers</p>	<p>3. Learning Walks to examine implementation of Assessment for Learning Strategies by: Using common data collection tools and Follow-up at weekly/monthly PLC sessions to review data</p> <p>Use Learning Walk data to plan school-level professional learning and provide support for individual teachers</p>			<p>June 2022</p>
	<p>Teachers, Learning Specialists, ELD Specialists</p>	<p>4. Classroom teachers collaborate with Special Education and ELD teachers to co-plan/co-teach using Assessment for Learning strategies and Universal Design for Learning by: Using common lesson planning templates to ensure teaching to standards and depth-of-knowledge levels; and, Use lesson planning process to plan in anticipation of individual learners' needs.</p>			<p>June 2022</p>



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

	Counselors, Wellness Teachers	5. Teach Social-Emotional and Executive Functioning strategies using Second Step curriculum (including student goal setting)	June 2022
	Principals, Teacher Leaders	6. Use district frameworks (<i>5 Dimensions of Teaching & Learning</i> and <i>7 Components of Inclusive & Equitable Learning Communities</i>) as common structures to guide teacher inquiry in PLC groups.	June 2022
	Principals, Counselors, Parent leaders	7. Host Family Nights to promote 2-way conversations about attendance, participation and academic performance.	June 2020
	Student Success TOSAs, Teachers	8. Use Assessment for Learning strategies and equitable grading practices to promote goal- setting, participation, persistence, and work completion	June 2022
	Principals, Teachers	9. Aligning daily tasks and formative assessments with the Depth of Knowledge (DOK) levels on the MAP and OSAS assessments	June 2022
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input checked="" type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

Goal 3: All Primary School students (grades K-5) will meet or exceed their growth targets in reading and mathematics.				
What are we going to do?	<u>Strategy 3.1</u> Written as a Theory of Action and reflects evidence-based practices	<p>If we create structures to allow teachers to collaboratively learn and implement the Mathematics Teaching Practices (NCTM Principles to Action) and Literacy Standards while recognizing sound practices that are already in place and identifying those to develop,</p> <p>If we promote mental health wellness, teach social-emotional regulation skills and implement restorative practices,</p> <p>Then, teachers will use the Literacy and Mathematics Teaching Practices that will be most likely to accelerate student achievement and increase students’ active ownership of their learning.</p> <p>And all K-5 students will meet or exceed their growth targets on interim and summative math assessments so that students who are not yet at grade level make more than a year’s growth, resulting in closing achievement gaps – and students already at or above grade level will be challenged beyond their level.</p>		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statement)	<p><u>Fall</u> School Behavior Leadership Teams ensure implementation of school- wide Tier 1 Positive Behavior Supports. Initial third of Second Step Social-Emotional curriculum is taught.</p> <p>Evidence of implementation observed in at least 70% of classrooms during Learning Walks conducted by principals and district administrators of the following NCTM Mathematics Teaching Practices:</p> <ul style="list-style-type: none"> • Establish math goals to focus learning • Implement tasks to promote reasoning and problem solving • Facilitate meaningful discourse • Support productive struggle in learning mathematics <p>Evidence of implementation observed in at least 70% of classrooms during Learning</p>	<p><u>Winter</u> Middle third of Second Step Social-Emotional curriculum is taught. Second Step Bully Prevention Unit is taught.</p> <p>Evidence of implementation observed in at least 85% of classrooms during Learning Walks conducted by principals and district administrators of the following NCTM Mathematics Teaching Practices:</p> <ul style="list-style-type: none"> • Establish math goals to focus learning • Implement tasks to promote reasoning and problem solving • Facilitate meaningful discourse • Support productive struggle in learning mathematics <p>Evidence of implementation observed in at least 85% of classrooms during Learning Walks conducted by principals and district administrators of</p>	<p><u>Spring</u> Final third of Second Step Social-Emotional curriculum is taught. Second Step Child Protection Unit is taught.</p> <p>Evidence of implementation observed in at least 100% of classrooms during Learning Walks conducted by principals and district administrators of the following NCTM Mathematics Teaching Practices:</p> <ul style="list-style-type: none"> • Establish math goals to focus learning • Implement tasks to promote reasoning and problem solving • Facilitate meaningful discourse • Support productive struggle in learning mathematics <p>Evidence of implementation observed in at least 100% of classrooms during Learning Walks conducted by principals</p>



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

		<p>Walks conducted by principals and district administrators of the following student literacy behaviors:</p> <ul style="list-style-type: none"> • Students listen and then actively engage in applying new learning • Students practice strategies learned throughout the unit working independently or with partners • Students pause, reflect and refocus to resume reading or writing • Students share their learning with partners or the whole group 	<p>the following student literacy behaviors:</p> <ul style="list-style-type: none"> • Students listen and then actively engage in applying new learning • Students practice strategies learned throughout the unit working independently or with partners • Students pause, reflect and refocus to resume reading or writing • Students share their learning with partners or the whole group 	<p>and district administrators of the following student literacy behaviors:</p> <ul style="list-style-type: none"> • Students listen and then actively engage in applying new learning • Students practice strategies learned throughout the unit working independently or with partners • Students pause, reflect and refocus to resume reading or writing • Students share their learning with partners or the whole group
Measures of Evidence for Students ("and" statement)	<p><u>Fall</u> Baseline data about office referrals</p> <p>All K-5 students will participate in NWEA MAP assessments to establish baseline scores.</p> <p>Increase participation in school for all students as measured by a 3% increase in regular attendance rate</p>	<p><u>Winter</u> Decrease office referrals by 5%.</p> <p>Interim fall to winter NWEA MAP assessments for all K-5 students reflect appropriate growth toward meeting grade- level benchmarks.</p> <p>Increase participation in school for all students as measured by an additional 3% increase in regular attendance rate</p>	<p><u>Spring</u> Decrease office referrals by an additional 5%</p> <p>All K-5 students have met their growth targets on MAP and SBAC Math assessments.</p> <p>Increase participation in school for all students as measured by an additional 3% increase in regular attendance rate</p>	



West Linn-Wilsonville Continuous Improvement Plan

4 Year Strategic Plan 2020-2024 (Revised 2022/23)

	Person or Team Responsible	Action Steps to be completed this year	Due Date
How we will get the work done	Teachers, Instructional Coordinators, Principals, District Leaders	1. Teachers and school leaders participate in optional assessment literacy workshops in August, using summative assessment from 2018-2022 and annual interim NWEA MAP data. School leaders use AIMS WEB early literacy screener data to monitor students' growth towards grade level learning targets.	June 2022
		2. School leaders draft plans for identifying instructional practices that promote mathematics growth and collaborate to use feedback to finalize the drafts they will use with all staff a beginning of year in-service. School leaders assess instructional practices that promote mathematics growth and collaborate to use feedback to finalize the drafts they will use with all staff at beginning of year in-service. School leaders assessed schoolwide systems to promote and teach social-emotional skills.	
	Principals, Instructional Coordinators, Specialists, Teachers, Paraeducators, Counselors, District Leaders	3. All teachers and paraeducators at each school conduct analysis for mathematics achievement and growth within their PLCs and identify growth patterns using assessment data. Staff meeting professional learning is highly focused on strategies to promote social-emotional learning.	
		4. School leaders facilitate root cause analysis with PLC's focusing on math and reading growth – then categorizing, prioritizing and identifying their key growth-oriented actions and instructional practices for 2019-20.	
		5. School leaders facilitate teacher workshops to use identified resources to plan conversations, reflection, goal setting and action planning focused on math and reading growth and social-emotional learning with students in Fall 2019 – used at fall and spring parent-teacher conferences.	
		6. Teachers engage in professional learning and content mapping focused on Mathematical Teaching Practices during November professional development days. Teachers engage in professional learning regarding Best Practices in Literacy using professional development days in Summer 2021 and 2021-2022 school year (WLWV Literacy Handbook)	
		7. School leaders engage in Learning Walks to examine implementation and provide feedback about Reading and Mathematics Teaching Practices and Social-Emotional instruction.	
		8. School leaders engage in professional learning focused on NCTM Mathematics Teaching Practices, particularly: Implementing Tasks that Promote Reasoning and Problem Solving; Facilitating Meaningful Mathematical Discourse; Assessment	
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Self-Monitoring Routines

Please describe the district plan to install quarterly plan review/monitoring routines:

Annual

The superintendent will present the Continuous Improvement Plan to the board, highlighting goals, strategies, actions and metrics to monitor progress. These meetings are open for public input.

School principals will present their School Improvement Plans to Board members and their school community as a report on goals, strategies, actions and metrics to monitor progress.

Monthly

The district holds a monthly Leadership Forum that includes all district leaders and department supervisors. This time is used to self-monitor progress of the Continuous Improvement Plan and board goals.

School leaders meet by level (Primary, Middle, High) at least once a month. These meetings focus on monitoring progress of School Improvement Plans.

The formative assessment information ELD teachers gather is reviewed monthly to make adjustments to practices for increasing students' language proficiency progress.

The Inclusive Schools Leadership Team meets monthly to examine data and monitor progress toward board goals and Special Education Focus Areas.

Weekly

Assistant Superintendents and school principals organize into triads to conduct structured learning walks aligned to Cycles of Inquiry using the 5 Dimensions of Teaching and Learning framework (Center for Education Leadership).

Teacher Mentors meet weekly or twice a month using the 5 Dimensions+ rubric (Center for Education Leadership) as an instructional feedback tool. Mentors monitor the progress of 1st and 2nd year teachers within these areas of instructional practice.

Ongoing

The district will use existing collaborative structures and continue to build on the Indicator Project (Education Northwest) to use observational, self-reported, focus group, quantitative, and qualitative data along with the district work plan and school/district improvement plans to review progress and plan next steps.

District and School Equity Teams examine data and reflect on best-practices to promote equitable outcomes.

All curriculum renewals include learner data analysis to inform the revision of instructional practices and updated materials.



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