West Linn-Wilsonville Continuous Improvement Plan

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

West Linn-Wilsonville School District Vision and Mission

District Vision	1. Demonstrate *personal and academic excellence* 2. Provide a *personalized education* to improve student performance 3. Establish *community partnerships* and expand the classroom beyond the school 4. Create a *circle of support* for each student 5. Educate the *whole person*—intellectually, emotionally, physically, and ethically 6. Integrate *technology* in daily learning
District Mission	*How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?*
Board Goals	1. Grow student achievement through the use of high leverage instructional and engagement strategies to raise rigor, disrupt systems of racism, 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 to build competence, confidence and self-efficacy for every student. 3. Operate in an accessible and transparent manner to encourage and foster 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 for long-term financial stability and sustainability.

Comprehensive Needs Assessment Summary

What data did our team examine?

In October and November 2019, our team used multiple strategies and formats for gathering feedback on the Student Success Act's 5 Priority Areas from a diverse range of stakeholders

- District Staff (including licensed, classified, administrators)
- Leaders of Classified and Licensed employee associations
- District-Parent Special Education Collaboration Group
- Migrant Family Focus Groups
- First Generation College Student Focus Groups
- Emerging Bilingual students and their parents
- Students served by Special Education and their parents
- Students of color and their parents
- Students in Foster Care and their parents
- Students navigating poverty and their parents
- Students who identify as LGBTQIA and their parents
- Students who experience mental illness and their parents
- Students who experience housing insecurity and their parents
- High School Students

Other data our team examined included:

- Results from community listening sessions & surveys including:
  - EdNorthwest Indicator Project (2019)
  - Student Success Act Survey (5 Priority Areas) (Nov 2019)
  - Student Success Act Community Forum Listening Sessions (Nov 2019)
  - Budget Survey (May 2019)
  - Capital Bond Summit (Feb 2019)
  - West Linn-Wilsonville Education Association – survey of members (2018-19)
  - Health/Wellness Curriculum Adoption meetings (2018-19)
  - High School Accreditation Process (2018-19)
  - Communications Survey (2017-18)
  - High School Study (2017-18)
- Student Academic Performance Data (2018-19)
  - OSAS Smarter Balanced scores – ELA and Math – grades 3-8 & 11
  - NWEA MAP interim assessment Reading and Math
  - Grades and progress reports in middle and high school courses, grades 6-12
  - Credits earned in grades 9-12 – with a particular focus on 9th grade on-track rates
  - Other data about student learning (DRA, AIMSweb, etc.)
- Student course enrollment/access data
  - Enrollment, completion, successful exam scores for AP courses
  - Longitudinal tracking of specific classes students take, overall and by learner group
  - Math courses taken in grades 6-12
  - Dual credit and CTE participation
- Other Student Data
  - Oregon Wellness Survey (2018-19)
  - Attendance (June 2019)
  - Discipline and behavior
- Systems Health Data (ORIS) (October 2019)

How did the team examine the different needs of all learner groups?
The team worked to gather input from a variety of stakeholder groups, staff, parent groups and student groups. (See the above list for details about specific learner groups that we consulted.)

The Student Success Act Survey included demographic questions that allowed the team to look at overall trends as well as the needs of specific learner groups with a focus on equity.

Principals and other district leaders worked together at the Leadership Retreat, during bi-weekly levels meetings, and at monthly Leadership Forum meetings to examine student data (schoolwide and disaggregated by learner groups). This analysis led to improvement planning at the district level (this Continuous Improvement Plan), in grade level bands, at the school level (School Improvement Plan), and at the classroom level (teacher and student goal-setting).

How were inequities in student outcomes examined and brought forward in planning?

Our district and school equity teams analyze student outcome data and make recommendations about structures and systems to promote equitable outcomes. District and school leadership teams use the following Equity Guiding Questions to help frame our work:

1. How do our leadership, consulting and instructional moves **raise rigor** and **eliminate opportunity gaps** and advance the goal of each student, every student graduating with a range of **post-secondary options**?
2. How do our leadership, consulting and instructional moves affect racial/ethnic and other underserved groups? How do these moves affect **existing disparities** or produce other **unintended consequences?**
3. How have we intentionally involved **stakeholders** who are also members of the communities affected by these decisions?
4. What are the **barriers** to more equitable outcomes?
5. How are we **collecting data** on race, ethnicity, language and special education status? How do we use these data to guide our leadership, consulting or instructional moves and ensure that each learner's individual and cultural needs are met?
6. What more do we **need to learn** to continue to move forward with our commitment to creating inclusive and equitable learning communities?

The district partnered with Education Northwest (2018-19) to conduct an Indicator Project, examining historical data about student outcomes. District and school leadership teams engaged in an intensive root-cause analysis process to guide action plans, using an equity lens.

We read every response to the Student Success Act survey that was given in November 2019 (over 1100 respondents). We employed a quantitative analysis of priorities and a qualitative thematic analysis of text-based responses to identify overall trends as well as the needs of specific groups.

What needs did our data review elevate?

The data elevated needs in the following areas:

- *Social-Emotional learning* – including promoting mental health wellness, social-emotional regulation skills, and restorative practices as well as more intensive mental health supports for students who experience more significant mental health needs
- *Disparities in Academic Achievement* – particularly for students in traditionally underserved groups
- *Inclusive Cultures and Practices*
- *Diversity of Staff*
- *High School Program Expansion* – including Career and Technical Education, career pathways, dual enrollment, blended/online learning
- *Access to and Options for broader Academic and Co-Curricular Activities*
- *Engagement with community partners* – particularly community colleges, internship opportunities with local industries, and mental health supports
- *Class and Caseload Size*
- *Collaboration Time for Teachers and Specialists*
- *Communication to Inform, Engage and/or Support Students & Families*

How were stakeholders involved in the needs assessment process?

We were intentional about reaching out to specific stakeholder groups in ways that we believed would maximize participation. For example:

- Parent night/focus group for migrant families
- Phone calls to each family receiving McKinney-Vento Homeless services – making sure that the person who called had a previously-established relationship with the family
- Small focus groups with first generation college students – again, making sure that the person who contacted them had a previously established relationship
- We used similar kinds of personalized approaches to gather input and feedback from a range of stakeholder groups
- The District/Parent Special Education Collaboration Team analyzed data from the special education parent survey and provided direct feedback/input related to the SSA's 5 Priority Areas.
- A joint committee of union leaders and administrators analyzed data from a survey of certified staff about classroom culture and behavior.
- The Inclusive Schools Leadership Team engaged in ongoing analysis of a variety of data, including participation in co-curricular activities, student involvement in the IEP process, graduation rates, etc. They also provided direct feedback on the SSA's 5 Priority Areas. The Inclusive Schools Leadership Team includes general education and special education teachers, principals, district office administrators, paraeducators, other classified staff, and students.
- Principals and district administrators analyzed data and generated goals for the Continuous Improvement Plan at the Leadership Retreat, in levels meetings and at a monthly Leadership Forum.
- Teams of specialists (school psychologists, counselors, social workers, etc.) reflected on data and best practices to identify needs.

In addition to the input/feedback processes described above, we involved our broader community of stakeholders in the needs assessment process in these ways:

- We created a survey to ask for input about the SSA's 5 Priority Areas in the Student Investment Account. We had over 1,100 responses from students, staff, parents and other community members. We included demographic questions, which allowed us to analyze responses based on a variety of stakeholder groups (listed on the first page of this document). The link to the survey was available on our district website and all of our school websites. We sent the link home in school newsletters and direct emails to parents. We set up computers in school offices and the district office for stakeholders to take the survey. We also invited student groups to take the survey during school. The text of the survey was in English and Spanish.
- We hosted two Community Forums to seek input from community members on the SSA's 5 Priority Areas. These forums were attended by parents, staff, community members and board members. We had Spanish and Sign Language interpreters at the Forums to make sure all parents could to contribute to the conversation.

Which needs will become priority improvement areas?

The needs identified through our community engagement and needs assessment process are encapsulated in these priority areas:

1. *Educating the Whole Child* – with a particular emphasis on social-emotional learning and academic achievement (Board Goal #1). This includes promoting mental health wellness, teaching social-emotional regulation skills and implementing restorative practices, as well as providing more intensive mental health supports for students who experience more significant mental health needs. As students develop their social-emotional skills, they are more able to engage in collaborative inquiry and productive struggle that results in greater learning. As a result, the investment in social-emotional learning will also benefit academic outcomes – particularly for student groups who have traditionally experienced academic disparities.
2. *Culture of Diversity, Equity and Inclusion* – We aim to recruit and retain a staff that reflects the diversity of our students and families. We believe diversity of culture, perspective and ability is one of our greatest strengths in fostering a community of the greatest thinkers and most thoughtful people for the world. We aim to promote equitable outcomes for all students by eliminating opportunity gaps and creating inclusive learning communities, where all students have access to grade-level curriculum and experience a sense of belonging in their neighborhood school.
3. *High School Program Expansion* – including access to and options for broader academic and co-curricular activities, Career and Technical Education, career pathways, dual enrollment, blended/online learning and internship opportunities with local employers.

We believe that investing in community partnerships (Board Goal #3), implementing effective class sizes, prioritizing time for teachers and staff to collaborate, and strengthening our communication systems within the district and to our community are key actions to support these improvement areas.

Long Term District Goals & Metrics

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.**		
Metrics	By 2021	By 2023	By 2025
	Increase **overall** district 4-year cohort graduation rate to 95% (up from 94% in 2018). Increase 4-year cohort graduation rate **for each learning group** by 10% over 2018 rate. Increase in percentage of students reporting **connections to an adult** and **belonging to a peer group** on Oregon Student Health Survey	Increase **overall** district 4-year cohort graduation rate to 98%. Increase 4-year cohort graduation rate **for each learning group** by 10% over 2021 rate. Increase in percentage of students reporting **connections to an adult** and **belonging to a peer group** on Oregon Student Health Survey	Increase **overall** district 4-year cohort graduation rate to 100%. Increase in percentage of students reporting **connections to an adult** and **belonging to a peer group** on Oregon Student Health Survey
Goal 2	**All Middle School students (grades 6-8) will meet or exceed their growth targets in reading and mathematics.**		
Metrics	By 2021	By 2023	By 2025
	10% increase in percentage of students in grades 6-8 in all learning groups who meet **Reading and Mathematics growth targets** as measured by NWEA MAP assessments. 10% increase in percentage of students in grades 6-8 in all learning groups who reach **ELA and Mathematics growth percentiles** as measured by OSAS Smarter Balanced Assessments. 8% increase in percentage of students in grades 6-8 in all learning groups who meet or exceed **ELA and Mathematics benchmarks** as measured by OSAS Smarter Balanced Assessments.	Additional 10% increase in percentage of students in grades 6-8 in all learning groups who meet **Reading and Mathematics growth targets** as measured by NWEA MAP assessments. (increase from 2021 percentage) Additional 10% increase in percentage of students in grades 6-8 in all learning groups who reach **ELA and Mathematics growth percentiles** as measured by OSAS Smarter Balanced Assessments. (increase from 2021 percentage) Additional 5% increase in percentage of students in grades 6-8 in all learning	Additional 10% increase in percentage of students in grades 6-8 in all learning groups who meet **Reading and Mathematics growth targets** as measured by NWEA MAP assessments. (increase from 2023 percentage) Additional 10% increase in percentage of students in grades 6-8 in all learning groups who reach **ELA and Mathematics growth percentiles** as measured by OSAS Smarter Balanced Assessments. (increase from 2023 percentage) Additional 5% increase in percentage of students in grades 6-8 in all learning

		groups who meet or exceed **ELA and Mathematics benchmarks** as measured by OSAS Smarter Balanced Assessments. (increase from 2021 percentage)	groups who meet or exceed **ELA and Mathematics benchmarks** as measured by OSAS Smarter Balanced Assessments. (increase from 2021 percentage)
Goal 3	**All Primary School students (grades K-5) will meet or exceed their growth targets in reading and mathematics.**		
Metrics	By 2021	By 2023	By 2025
	10% increase in percentage of students in grades K-5 in all learning groups who meet **Reading and Mathematics growth targets** as measured by NWEA MAP assessments.	Additional 10% increase in percentage of students in grades K-5 in all learning groups who meet **Reading and Mathematics growth targets** as measured by NWEA MAP assessments. (increase from 2021 percentage)	Additional 10% increase in percentage of students in grades K-5 in all learning groups who meet **Reading and Mathematics growth targets** as measured by NWEA MAP assessments. (increase from 2023 percentage)
	10% increase in percentage of students in grades 3-5 in all learning groups who reach **Reading and Mathematics growth percentiles** as measured by OSAS Smarter Balanced Assessments.	Additional 10% increase in percentage of students in grades 3-5 in all learning groups who reach **Reading and Mathematics growth percentiles** as measured by OSAS Smarter Balanced Assessments. (increase from 2021 percentage)	Additional 10% increase in percentage of students in grades 3-5 in all learning groups who reach **Reading and Mathematics growth percentiles** as measured by OSAS Smarter Balanced Assessments. (increase from 2023 percentage)
	8% increase in percentage of students in grades 3-5 in all learning groups who meet or exceed **Reading and Mathematics benchmarks** as measured by OSAS Smarter Balanced Assessments.	Additional 5% increase in percentage of students in grades 3-5 in all learning groups who meet or exceed **Reading and Mathematics benchmarks** as measured by OSAS Smarter Balanced Assessments. (increase from 2021 percentage)	Additional 5% increase in percentage of students in grades 3-5 in all learning groups who meet or exceed **Reading and Mathematics benchmarks** as measured by OSAS Smarter Balanced Assessments. (increase from 2023 percentage)

Initiative Alignment to Support District Goals

Initiative/Program	How this initiative/program supports the district to meet goals
High School Success	Strategies for 9th grade on-track, middle/high instructional practices, grading for equity, college-career readiness skills, course revision and CTE expansion are folded into this plan.
Chronic Absenteeism/ Participation in Kaiser Chronic Absenteeism Grant	K-12 identification of absenteeism, especially as related to engagement is part of the district indicator study and reflected in social-emotional professional learning planning with practices that lead to increased regular attendance, self-regulation, ownership of learning, and positive peer interactions.
EL Plan	Key elements of the district's EL plan (2018) include: Developing academic language, purposeful student talk, oracy to literacy, and increasing access to content through language proficiency.
Inclusive and Equitable Practices	The district's *7 Components of Inclusive and Equitable Learning Communities* framework, aligns with the *5 Dimensions of Teaching & Learning* (University of Washington, CEL) and the CASEL Social-Emotional Learning framework. These frameworks have guided the emphasis on inclusive and equitable practices to ensure access for all students with the goal of eliminating opportunity and achievement gaps for all learner groups.
Social-Emotional Learning	Social-Emotional Learning is key to successful student engagement. The district has comprehensive Social-Emotional learning curriculum at all levels with a focus on differentiated needs for All/Some/Few. The district is also implementing assessments and surveys to gather data on students' social-emotional skills.
Districtwide Data Systems	The district is updating its Student Information System (Synergy) and providing some immediate dashboard options for leaders and teachers to use in looking at student growth.

Annual Evidence-Based Strategies, Measures, Actions

(to meet district goals)

	<u>Goal 1:</u> All students will graduate from high school within four years with plans and initial action steps in place for post-secondary learning and careers.			
What are we going to do?	<u>Strategy 1.1</u> Written as a Theory of Action and reflects evidence-based practices	**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 **If we** develop more effective and equitable assessments, feedback and grading practices, and **If we** promote mental health wellness, teach social-emotional regulation skills and implement restorative practices, and **If we** engage students in college and career exploration opportunities inclusive effective Career Technical Education (CTE) options and scaffold support towards post-secondary education, **Then we** will have models and practices to continually improve instruction and engagement, **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.		
How we will know the plan is working	Measures of Evidence for Adult Actions (“then” statement)	<u>Fall</u> Evidence of implementation will be observed in at least 70% classrooms during Learning Walks conducted by principals and district administrators: 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 Evidence of student college & career planning through a data review	<u>Winter</u> Evidence of implementation will be observed in at least 85% classrooms during Learning Walks conducted by principals and district administrators: 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 Evidence of student college & career planning through a data review	<u>Spring</u> Evidence of implementation will be observed in at least 100% classrooms during Learning Walks conducted by principals and district administrators: 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 Evidence of student college & career planning through a data review

	Measures of Evidence for Students ("and" statement)	Credits Earned 90% of Incompletes have moved to passing grades.	Semester 1 10% Increase of students passing with C or better from fall of previous year.	Semester 2 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 10th 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.

	Person or Team Responsible	Action Steps to be completed this year	Due Date
How we will get the work done	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	__X__Leadership __X__Talent Development __X__Stakeholder Engagement and Partnership __X__Well-Rounded, Coordinated Learning __X__Inclusive Policy and Practice	

	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?	Strategy 2.1 Written as a Theory of Action and reflects evidence-based practices	**If we** collaboratively learn and implement Assessment-for-Learning strategies, **Then** teachers' daily instruction and assessment practices will promote student engagement, self-efficacy and social-emotional well-being **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.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statement)	Fall Evidence of implementation observed in at least 70% of classrooms during Learning Walks conducted by principals and district administrators: 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	Winter Evidence of implementation observed in at least 85% of classrooms during Learning Walks conducted by principals and district administrators: 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	Spring Evidence of implementation observed in 100% of classrooms during Learning Walks conducted by principals and district administrators: 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)	Fall Increased participation in school for all students, as measured by 3% increase in regular attender rate	Winter Increased participation in school for all students, as measured by an additional 3% increase in regular attender rate.	Spring Increased participation in school for all students, as measured by an additional 3% increase in regular attender rate.

		Increased engagement in school for all students, as measured by a 15% increase in students' course passing rate for Language Arts and Mathematics. 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.	Increased engagement in school for all students, as measured by an additional 10% increase in students' course passing rate for Language Arts and Mathematics. 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.	Increased engagement in school for all students, as measured by an additional 8% increase in students' course passing rate for Language Arts and Mathematics. Increase in percentage of students reporting connections to an adult, belonging to a peer group, and self-advocacy on Oregon Wellness Survey

	Person or Team Responsible	**Action Steps to be completed this year**	**Due Date**
How we will get the work done	District Leaders, Principals, Teachers	1. Provide (and participate in) Professional Development focused on Assessment for Learning strategies	June 2020
	District Leaders, Principals, Teachers	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.	November 2019
	District Leaders, Principals, Teachers	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 Use Learning Walk data to plan school-level professional learning and provide support for individual teachers	June 2022
	Teachers, Learning Specialists, ELD Specialists	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.	June 2022

	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 (*5 Dimensions of Teaching & Learning* and *7 Components of Inclusive & Equitable Learning Communities*) 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	__X__Leadership __X__Talent Development __X__Stakeholder Engagement and Partnership __X__Well-Rounded, Coordinated Learning __X__Inclusive Policy and Practice	

	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?	Strategy 3.1 Written as a Theory of Action and reflects evidence-based practices	**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, **If we** promote mental health wellness, teach social-emotional regulation skills and implement restorative practices, 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. **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.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statement)	Fall School Behavior Leadership Teams ensure implementation of school- wide Tier 1 Positive Behavior Supports. Initial third of Second Step Social-Emotional curriculum is taught. 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: • Establish math goals to focus learning • Implement tasks to promote reasoning and problem solving • Facilitate meaningful discourse • Support productive struggle in learning mathematics Evidence of implementation observed in at least 70% of classrooms during Learning	Winter Middle third of Second Step Social-Emotional curriculum is taught. Second Step Bully Prevention Unit is taught. 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: • Establish math goals to focus learning • Implement tasks to promote reasoning and problem solving • Facilitate meaningful discourse • Support productive struggle in learning mathematics Evidence of implementation observed in at least 85% of classrooms during Learning Walks conducted by principals and district administrators of	Spring Final third of Second Step Social-Emotional curriculum is taught. Second Step Child Protection Unit is taught. 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: • Establish math goals to focus learning • Implement tasks to promote reasoning and problem solving • Facilitate meaningful discourse • Support productive struggle in learning mathematics Evidence of implementation observed in at least 100% of classrooms during Learning Walks conducted by principals

		Walks conducted by principals and district administrators of the following student literacy behaviors: • 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	the following student literacy behaviors: • 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	and district administrators of the following student literacy behaviors: • 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)	Fall Baseline data about office referrals All K-5 students will participate in NWEA MAP assessments to establish baseline scores. Increase participation in school for all students as measured by a 3% increase in regular attendance rate	Winter Decrease office referrals by 5%. Interim fall to winter NWEA MAP assessments for all K-5 students reflect appropriate growth toward meeting grade- level benchmarks. Increase participation in school for all students as measured by an additional 3% increase in regular attendance rate	Spring Decrease office referrals by an additional 5% All K-5 students have met their growth targets on MAP and SBAC Math assessments. Increase participation in school for all students as measured by an additional 3% increase in regular attendance rate

	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	
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	__X___Leadership __X_ Talent Development __X___Stakeholder Engagement and Partnership __X___Well-Rounded, Coordinated Learning ___X__Inclusive Policy and Practice	

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.