



West Linn-Wilsonville
School District



Continuous Improvement Plan
Board Presentation
December 2, 2019



Student Success Act - 3 Areas of Investment, \$2B

Early Learning Account

20%

Early Childhood Special
Education Funding
Expand Preschools
Professional Dev. for
Preschool Teachers
Early Head Start
Parenting Engagement

Education Initiatives

30%

Fully Fund HS Success
(Measure 98)
Nutrition Programs
School Safety
High Cost Disability Fund
ESD Support for Districts
Summer School (Title I)

Student Investment Account (SIA)

50%

Mental Health
Increase Academic
Achievement
Reduce Disparities
Teacher & Staff
Collaborative Time
Community Partnerships



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- Mental Health
- Increase Academic Achievement
- Reduce Disparities
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Student Investment Account: School District Steps

3 Main Components:

- 1) Conduct a Needs Assessment
- 2) Develop a Continuous Improvement Plan (CIP)
- 3) Apply for the Student Investment Account Grant





Developing a CIP/District Work Plan

Vision

Mission

Comprehensive Needs Assessment

Goals (3)

Strategies

Outcomes/Metrics

Other Initiatives that Support these Goals

Dec. 2nd: Present CIP to School Board

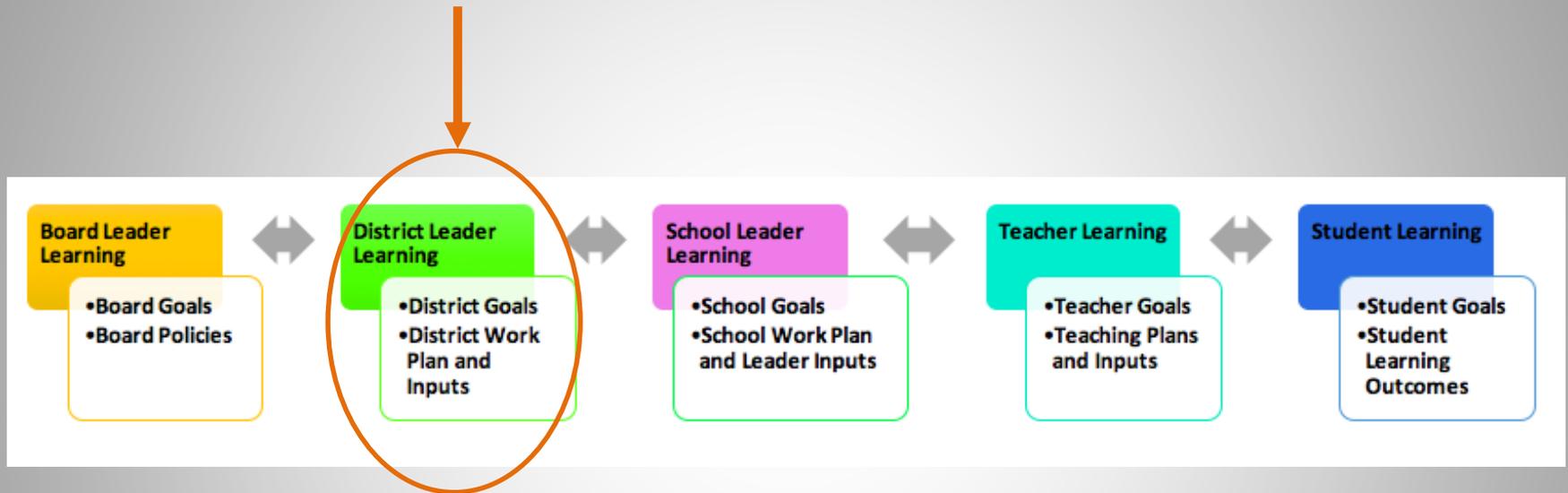
Dec. 6th: Submit CIP to Oregon

Department of Education





Where does the District CIP/Work Plan fit in?



“Coherence pertains to people individually and especially collectively. When people can explain themselves specifically, they become clearer; when they can explain the ideas and actions to each other, they become mutually influential. When large numbers of people come to do this over time they socialize newcomers, and the whole thing becomes sustainable.” (M. Fullan)

Where do we see coherency and alignment across the system?



District Mission and Goals

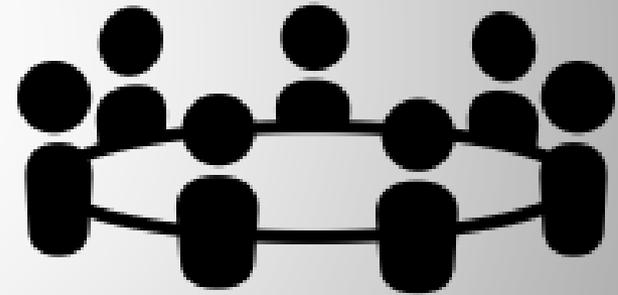
*How do we create learning communities
for the greatest thinkers and most
thoughtful people...for the world?*

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

- Informs the Continuous Improvement Plan (CIP)
- Informs the Student Investment Account grant application
- Includes a variety of stakeholders
- Must engage members of historically underserved groups





Get Input on Five Priority Areas

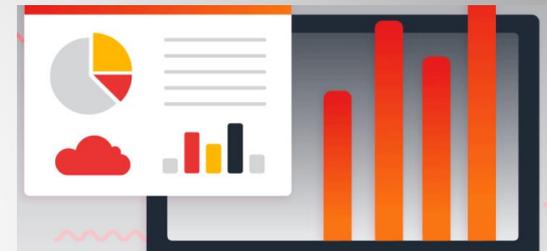
- 1) Reducing Academic Disparities
- 2) Meeting Students' Mental or Behavioral Health Needs
- 3) Providing Equitable Access to Academic Courses
- 4) Allowing teachers and staff sufficient time to collaborate, review student data and develop strategies to support all students
- 5) Establishing and Strengthening Partnerships for Student Achievement



Collecting Input for the Needs Assessment

What data do we already have?

- WWEA Survey
- Budget Survey
- Capital Bond Summit
- High School Study
- High School Accreditation Surveys and Data
- Health/Wellness Curriculum Adoption public meetings
- Communications Survey
- HS Success Act Peer Review and Self-Assessment
- Special Education Parent Survey
- Board Safety Advisory Committees

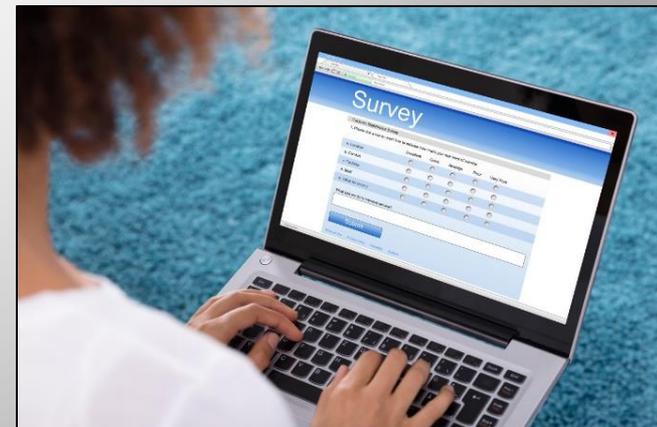




Collecting Input for the Needs Assessment

Input on the 5 Priority Areas was collected by:

- Small Focus Groups
- 1:1 Phone Calls
- Targeted/Facilitated surveys
- Surveys to 300 high school students
- Large Group Surveys to staff, parents, community
- 2 Community Forums
- Survey includes representation questions at the end





What needs did our data elevate?

- Social-Emotional Learning
- High School Program Expansion
- Inclusive Cultures and Practices
- Academic Achievement
- Access to and Options for Broader Academic and Co-Curricular Activities
- Diversity of Staff
- Class and Caseload Size
- Collaboration Time for Teachers and Specialists
- Engagement with Community Partners
- District Communication to inform, engage or support students and families



Long Term District Goals & Metrics

- Goal 1: High School and Graduation with Plans for Post-Secondary Learning & Careers
- Goal 2: Middle School Growth in Reading and Mathematics
- Goal 3: Primary School Growth in Mathematics
- Social-Emotional Learning for all three levels





Performance Growth Targets, or

“How do we know we are making a difference?”

- Graduation Rates
- 9th Grade On-Track
- 3rd Grade Reading
- Attendance
- *District Metrics: MAP Assessment,
Social-Emotional Surveys*





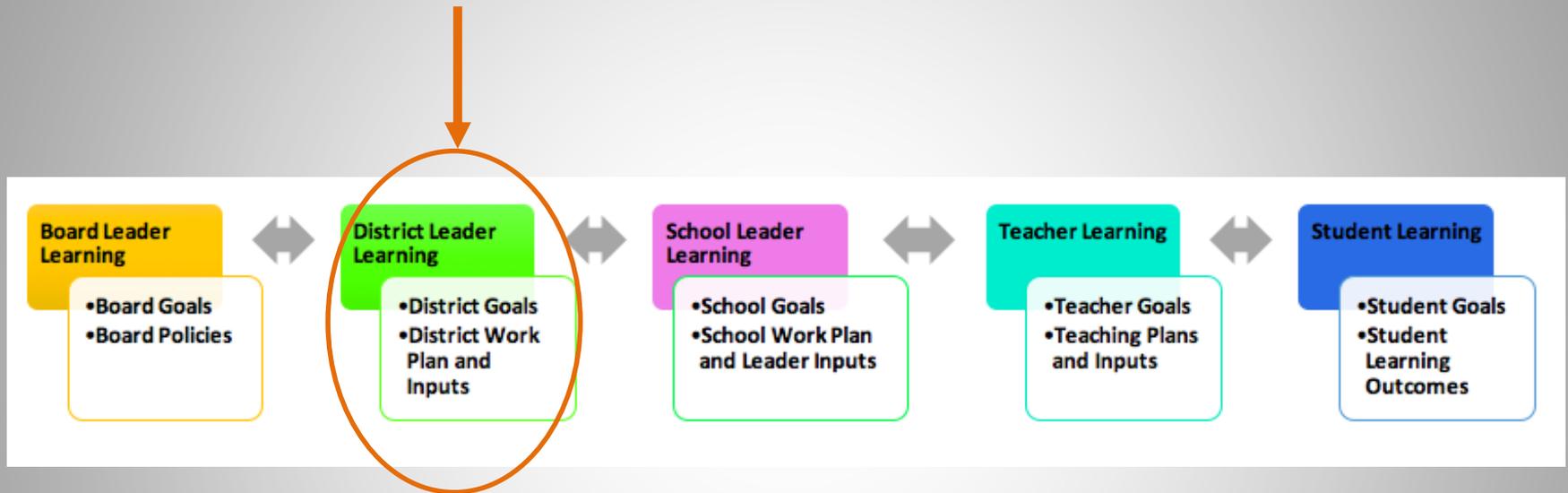
Other Initiatives that Support Goals

- High School Success (M98)
- Addressing Chronic Absenteeism
- English Learners (EL) Plan
- Inclusive and Equitable Practices
- Social-Emotional Learning
- District Wide Data Systems





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Next Steps with CIP

- Review final draft of CIP with Clackamas ESD Technical Assistance lead.
- Submit finalized CIP to Oregon Department of Education.
- Make any adjustments based on feedback from ODE.





Process for the Student Investment Account (SIA) Grant Application

- In January, District SIA Planning Team will convene a series of small work groups to review the needs assessment data and CIP goals to draft a SIA plan.
- The draft SIA plan will be reviewed by representative demographic groups (students, teachers, administrators, special education families, culturally & linguistically diverse families).
- The final draft of the SIA plan will be presented at a broad-based community engagement session in February for additional feedback.
- **The School Board will approve the final plan in February.**