



EVERY Student Class Day | MATTERS.

A unified commitment to empower all staff, engage all learners,
honor our differences, and align our systems

AUGUST 2026

LETTER FROM THE SUPERINTENDENT

Dear West Linn-Wilsonville School Community,

Last year, hundreds of voices – staff, students, parents – gave us helpful guidance towards improving learning outcomes for every student through a series of Listening Sessions and a comprehensive review conducted by Urban Collaborative. Based on the feedback and the review, we introduce this 3-Year District Action Plan with the following priorities: **Every Student, Every Class, Every Day. Matters.**

Every Student: Belonging & Safety This focus centers on integrating comprehensive systems that teach and monitor social-emotional behaviors while building environments where a true sense of belonging can flourish. When students and staff feel safe and connected, schools and classrooms become places where everyone does their best thinking, best learning and most growth.

Every Class: Academic Intention & Success The heart of academic learning happens inside the classroom. When educators craft robust, data-informed lessons and utilize universal design to ensure learning is accessible and student-centered, every lesson becomes meaningful.

Every Day: Attendance & Community Consistent presence at school is essential to unlocking every student's full potential. Increasing attendance requires strong collaboration among our staff, students, parents, and the broader community to ensure that coming to school every day is a shared priority.

In the 3-Year District Action Plan you will notice a comprehensive systems framework, the district commitment to specific actions, professional development to support staff, and data indicators for student success within each of the three priorities. By leveraging the strengths of our staff and sharpening our existing organizational structures we believe we can make a real difference for our students.

Together, **we can create learning communities for the greatest thinkers and most thoughtful people... for the world.**

Kathy Ludwig
Dr. Kathy Ludwig
SUPERINTENDENT



Collective voices built this plan

During the 2025-2026 school year, hundreds of staff, students and families generously shared input that helped build this long-term district action plan.



21

staff listening sessions



UC Review

Urban Collaborative generated a report based on observations of classrooms; staff, student and family voices; and comprehensive data analysis.



379

staff survey responses and direct emails



200

staff, family and student focus group/interview participants



92

staff participants in three-day priority-setting workshop



“The inclusive culture that has been created in this district is a really solid foundation to create belonging and engagement for all students.”

- WLWV team member

A STRONG FOUNDATION TO BUILD ON



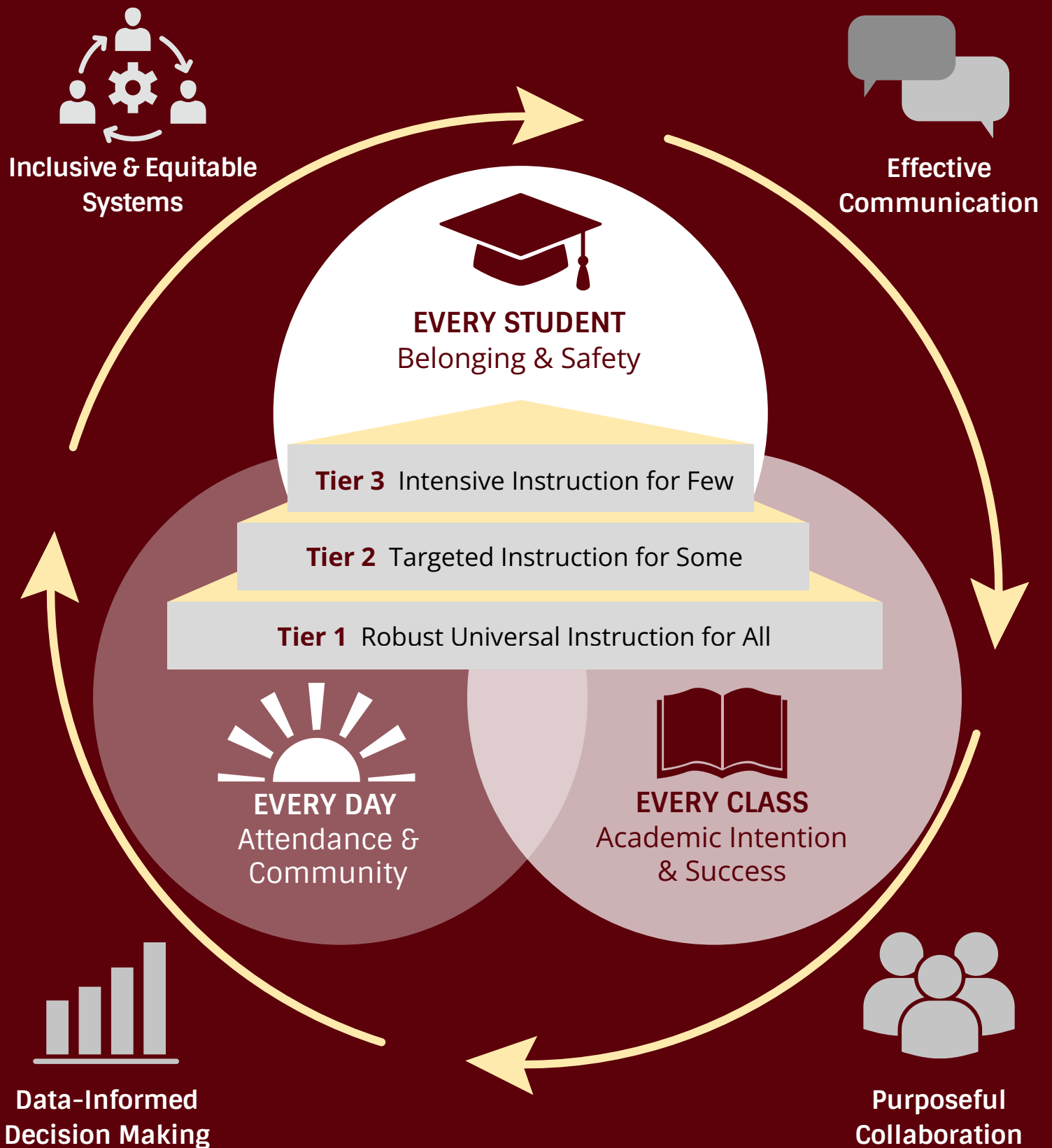
How do we create
learning communities
for the greatest
thinkers and most
thoughtful people...
for the world?

In West Linn-Wilsonville schools, we are invested in these core beliefs:

- **We believe** our schools are places that honor the rightful presence of each and every student.
- **We believe** that every student deserves engaged and rigorous learning in every classroom.
- **We believe** in creating a vibrant community where every student feels a sense of purpose, responsibility and connection.

This action plan builds on our district's strong tradition of excellence, inspiring collective steps to ensure our core beliefs are reflected in the daily reality in our classrooms. Honest listening to the challenges in the work allows us to authentically problem-solve and build systems for improvement. When teachers, paraeducators, specialists, administrators, families, community members and students are empowered to work together toward compelling goals, we can ensure we reach our potential – with every student, in every class, every day.

OUR FRAMEWORK FOR SUCCESS



PRIORITY 1

EVERY STUDENT MATTERS: BELONGING & SAFETY

Students' sense of belonging and safety are deeply interconnected. All students have a rightful presence in our classrooms, and we are committed to supporting their **social and emotional growth**.

District commitment

A. Develop a multi-tiered system of supports (MTSS) prioritizing safety for staff and students

- Continue practices that elevate classroom/school culture of belonging, relationships and inclusion (from “The 7 Components Framework”)
- Create shared documents, resources and protocols to support staff implementation of MTSS for behavioral needs that include:
 - Universal screening tools and access to relevant information on individual students' social-emotional-behavioral strengths and needs
 - Consistent data collection protocols and review cycles
 - Matrix of tiered K-12 resources/options for social-emotional instruction
 - Clear protocols for response to intensive behavior
 - Identified spaces in each building for whole group, small group and individualized learning
- Create district-wide student discipline/referral system (and accompanying handbook) that pairs supports for students and emphasizes:
 - How to re-engage students in learning after dysregulation
 - Feedback loops and next steps for student behavior reports
 - Education, consequences and restoration responses to student behavior
- Ensure all staff have sufficient time to review students' relevant Synergy documents

- Create more collaboration opportunities to employ effective behavior supports, and plan release time for training/coaching/modeling when implementing new complex plans

B. Ensure response and care for staff when serious safety incidents occur

- Calibrate, clarify, use and share data from staff injury reporting system
- Create consistent, caring and responsive supervisor check-in practice with relevant staff after a staff injury or other significant incident within 24 hours, that includes learning what happened, what support is needed, what changes will improve safety, and what additional documentation may be needed
- Review student behavior support plans for implementation fidelity and potential revision needs after significant incidents

Professional Learning

- Safety, de-escalation and regulation practices
- Crisis Prevention Intervention training
- Trauma-informed practices
- District-wide student discipline/referral system that pairs supports for students
- Restorative practices

The district will develop an accessible web page with learning documents regarding behavior, belonging and safety posted for staff to revisit the resources as needed.

Data Indicators of Success

Student behavior

- Increase in calibration of definitions and reporting processes
- Decrease in disproportionate outcomes within focal student groups
- Increase in self-reported student belonging

Staff safety

- Decrease in staff injuries
- 100% follow-up with injured staff within 24 hours
- 100% of significant incidents reviewed for implementation of behavior support plan, when relevant

PRIORITY 2

EVERY CLASS MATTERS:

ACADEMIC INTENTION & SUCCESS

Academic learning results from authentic engagement. We are committed to ensuring every class provides multiple means for students to access and show their learning.

District commitment

A. Integrate research-based instructional practices that include purpose, student engagement, curriculum and pedagogy, assessment for learning, and classroom environment and culture (from “5 Dimensions of Teaching and Learning”)

B. Develop multi-tiered system of supports (MTSS) prioritizing academic learning

- Create shared K-12 documents, resources and protocols to support staff implementation of MTSS for reading, writing and math instruction
 - Clarify data and decision-making rules for entering and exiting intervention
- Identify spaces in each building for whole group, small group and individualized learning
- Set clear schedules and structures for productive collaboration and co-planning in every school schedule within the contract day, including new quarterly planning structure for students with significant support needs
- Ensure all student-facing staff have access to relevant information on students' academic strengths and needs

C. Clarify and develop shared understanding of special education processes and supports in our schools.

- Create instructional practices handbook and professional learning for new educators
- Engage in shared professional learning around special education processes
- Develop systems for collectively reviewing students' progress towards IEP goals

Professional Learning

- Co-planning
- District's instructional framework: "5 Dimensions of Teaching & Learning"
- Universal Design for Learning
- Systems that support adult collaboration to benefit students
- Specially Designed Instruction and Continuum of Support

The district will develop an accessible web page that includes documents on designing engaging learning ("5 Dimensions of Teaching and Learning"), academic MTSS and universal design, posted for staff to revisit the material as needed.

Data Indicators of Success

- Increase in academic achievement for all students by meeting performance growth targets (PGTs) in English language arts (ELA) and mathematics
- Decrease in disproportionate outcomes within focal student groups
- Increase in number of students who meet tiered intervention plan goals and exit tiered support
- Increase in staff reported effectiveness of collaboration time



PRIORITY 3

EVERY DAY MATTERS: ATTENDANCE & COMMUNITY

Regular attendance supports academic success, builds students' sense of belonging and strengthens the school community. Each student's presence in class matters. We are committed to creating **welcoming and engaging learning environments** in partnership with families where all students feel they have a place to learn and thrive.

District commitment

A. Develop multi-tiered system of supports (MTSS) focused on student attendance

- Create shared K-12 documents, resources and protocols to support staff implementation
- Create matrix of district-wide resources/options for intervention at each tier

Professional Learning

- Applying MTSS to attendance strategies
- Research on what high-leverage actions influence student attendance
- Ensure all staff have access to efficient strategies that can be embedded into other best practices

Data Indicators of Success

- Meet attendance performance growth targets (PGTs)
- Increase in overall attendance and within focal student groups
- Improvements in student, teacher and family survey data related to attendance

"Students who bring a positive attitude and community-minded, inclusive demeanor help make a difference in the atmosphere of a school."

- WLWV team member

IMPLEMENTING THE PLAN: HOW WE'LL MOVE FORWARD

Implementation oversight

We will create a small, representative leadership implementation team that meets quarterly to review action plan progress, finesse priorities and monitor results.



Ongoing communication

We will implement several strategies to ensure open, ongoing communication loops within our district community, including:

- Quarterly superintendent updates to staff
- Host coffee talks in each building with deputy/assistant superintendent
- Regular feedback loops (e.g. The Rounding Protocol, Learning Walk Protocol) with staff including paraeducators by principals and district administrators to learn what is going well, what needs improvement and who is providing exemplary support, with themes reported to staff by superintendent
- A new annual staff survey with questions connected to plan implementation
- Convene mid-year gathering of June 2026 92-member Action Development Team during 2026-27 to reflect on progress and provide feedback
- Quarterly meetings of Action Plan Leadership Implementation Team to review progress and advise on next steps for district-wide implementation
- Optional structured feedback sessions for staff



TIMELINE

Below is a timeline for implementation of some of the critical elements of the action plan. During 2026-27, the timeline will be refined to reflect further commitments in the plan.

	Priority 1 Belonging & Safety	Priority 2 Academic Intention & Success	Priority 3: Attendance & Community	Overarching Strategies
2026- 2027	Improve MTSS for behavior - Align definitions - Develop forms - Develop systems for data review cycles - Clear protocols for response to intensive behavior - Shared professional learning on behavior regulation strategies and response Bring together planning group for New Teacher Process	Improve MTSS for academics - Administer three yearly assessments - Create data team structure and review schedule - Create collaboration and co-planning structures - Shared professional learning on special education processes	Begin deeper learning on district attendance trends Implement a few high impact common district-wide strategies	Develop/share action plan Host structured feedback sessions for all staff Implement “Safety Inquiry Protocol” Host coffee talks Begin quarterly meetings of Action Plan Implementation Team Implement internal staff survey Hold mid-year gathering of 92-member Action Development Team
2027- 2028	Hone implementation of MTSS for behavior - Refine Tier 2 interventions - Continue Year 1 improvements Implement New Teacher Process	Hone implementation of MTSS for academics Refine Tier 2 and 3 interventions Complete social studies curriculum renewal	Create and implement MTSS for attendance - Begin universal screening - Create tiered intervention planning	Continue rounding Continue coffee talks Continue Action Plan Leadership Implementation Team quarterly meetings
2028- 2029	Conduct outside review of progress and document next steps for improvement			

RESOURCES FOR FURTHER LEARNING



[National Center on MTSS](#)

[WLWV MTSS Components](#)



[District equity and inclusion resources](#)



[2026 Special Education Review of the West Linn-Wilsonville School District by Urban Collaborative](#)



[West Linn-Wilsonville School District Student Services Handbook](#)

