

Integrated Application Template (Optional)

Applicant Official Name: Central Linn SD 552

Link to plan on applicant website: www.centrallinn.k12.or.us

Application Set: District Independent with CTE program

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.

We began our work in September and have been working on gathering feedback and information from a variety of stakeholders, staff, parents, and students on the strategic work of the District including the use of grants applied through the Integrated Guidance Application. We held 14 in-person listening sessions, conducted in-person empathy interviews with targeted focal student populations, and conducted an on-line survey to hear the voices of all people vested in the improvement of Central Linn schools.

We then gathered a steering committee to analyze the feedback and generate areas of focused direction for the District. This committee met three times throughout the year and includes representatives from students, parents, staff, leadership, alumni, and community members. Data collection included:

Electronic Survey(s) 1 survey

Focus group(s) 14 sessions

Community group meeting 1 session

Website

CTE Consortia meeting

Email messages

Newsletters

Social Media

School Board meeting

Partnering with Unions

Partnering with business

After reviewing the data gathered with a gap analysis, we have determined a continued need to engage small business leaders, and land owners without students in future feedback sessions. These are important voices in our community that are not always present when deciding critical next steps for Central Linn's direction and strategic work.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other

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partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.

The investments in this plan include a focus on student mental health and wellness, academic growth and achievement, and Career and Technical Education expansion.

Growing support for student mental health and wellness includes building wide PBIS supports for K-6, counseling and restorative practices at 7-12, and access to licensed mental health practitioners K-12 improves the learning climate for all students. While our focal groups are targeted for support, all students can access and receive benefits from a healthy, safe, and welcoming school culture.

Growing and developing educators' professional skills in Universal Design for Learning (UDL) and AVID strategies supports the academic growth and achievement for all learners. Both strategies are targeted for the specific outcomes for learners in focal groups but have long-standing research-backed results for all students.

Expansion of the CTE programs in our District are vital for the ongoing success of students access to post-high school opportunities. Students enrolled in more than 3 CTE courses are currently graduating above 90%. Expanding enrollment to include target groups supports career options and pathways for all learners.

Equity Advanced

1.1 What strengths do you see in your district or school in terms of equity and access?

The Central Linn School District has focused the last several years on providing Individualized Education for All Learners and has expanded this to include a clear and focused approach to understanding and eliminating barriers to students' education with an emphasis on student outcomes. With this in mind, the goal of using an equity tool is to identify and remove barriers that hinder learners from accessing their education and opportunities. Leadership will use this document to identify and understand the barriers to access and opportunity and the outcomes of all learners.

1.2 What needs were identified in your district or school in terms of equity and access?

The goal of using an equity tool is to identify and remove barriers that hinder learners from accessing their education and opportunities. Leadership will use this document to identify and understand the barriers to access and opportunity and the outcomes of all learners.

Using the various sources of data gathered, the District has identified the following areas for focus related to students in focal groups: Students in poverty, students qualifying for MV services, Students experiencing disabilities, and students identifying as LGBTQIA2S+

Achievement Data

Graduation Rate

Attendance

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Discipline Rate

Access to Mental Health Support

Enrollment in CTE courses

1.3 Describe how you used your equity lens or tool in your planning.

The leadership team will use and review the following questions to guide the implementation funds distributed with the Integrated Guidance:

Is the outcome/strategy aligned to the District mission and vision?

What data have we gathered that informs our decisions? What does it say about outcomes for targeted and specific groups of learners?

Which students/staff does the decision or initiative affect both positively and negatively?

Have members of the community been involved in the decision-making process? Is there collective support to move forward supporting the strategies?

What are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?

How does this decision build capacity and empowerment for student agency and voice, including students who do not represent the dominant culture?

Can this initiative be both sustainable and scalable? What are the implications of lack of future funding?

What data should be collected to inform reflection on the effects of this decision?

Throughout the development of the Integrated Guidance Document, the Equity Tool will be applied to each goal, funding application, and desired outcome. Additionally, as leadership and the School Board review the quarterly and yearly results, outcomes for students will be reviewed and strategies adjusted to support all learners in meeting applicable benchmarks.

1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

The investments in this plan include a focus on student mental health and wellness, academic growth and achievement, and Career and Technical Education expansion.

Growing support for student mental health and wellness includes building wide PBIS supports for K-6, counseling and restorative practices at 7-12, and access to licensed mental health practitioners K-12 improves the learning climate for all students. While our focal groups are targeted for support, all students can access and receive benefits from a healthy, safe, and welcoming school culture.

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and pathways for all learners.

1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Identified barriers for focal groups:

CTE Enrollment options for students who are credit deficient

On-Site mental health professionals or access to mental health services locally

Access to medical professionals

Parallel academic support for rigorous coursework

Lack of CTE options for a wider variety of interests

Our 3-Step plan to support the emotional and mental health of students, growing and supporting academic achievement, and expanding the CTE program will benefit all students.

Longitudinal Performance Growth Targets are evidence that these targeted plans are improving outcomes for all learners.

1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

The work of all Central Linn staff is to foster and support the development of student relationships. We know and share that "connected kids are successful kids". In our schools, all meetings, policies, district or school level procedures, begin to weigh the questions around equity and inclusion for all learners, the impact on students who are most marginalized, as well as paying close attention to those who become stigmatized or hyper-visible in our system.

Our wellness team includes counselors, homeless liaison, staff and student wellness coordinators, mental health staff, and administrators to identify barriers for all students. Students who are experiencing poverty, homelessness or eligible for McKinney Vento services receive individual plans of care including transportation, clothing, housing support (pumpkin needs, electrical bills, etc), medical services or any other service the team determines necessary for the student to thrive in Central Linn schools.

Equity Advanced CTE Focus

1.7 What strengths do you see in your CTE Programs of Study in terms of equity and access?

The current strengths of our CTE program are the enrollment and graduation rates for students enrolled in six or more credits. Over the last five years, students who take six or more CTE credits during their high school career are graduating above 90% on average and have attendance above 85%. This is true regardless of the demographic makeup of the students in the programs.

Currently, all students have access to courses offered and high-interest courses like welding and woodshop are offered multiple times to ensure availability meets interest.

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1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?

While we have higher graduation rates for students taking six or more CTE courses, the demographic makeup of students over the last four years indicates the majority of students are white, middle or upper class, English dominant speakers who are also passing several other courses. The primary gaps of enrollment in our CTE programs of study are:

Students who experience disability

Students of color

Students experiencing poverty

1.9 What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Recruitment in CTE is based on the Spring forecasting students conduct. During this time, students can select between elective options that align to interest and variety. This process allows students a wide variety of choices for elective courses and provides the scheduling staff the ability to create holistic schedules of study for students.

1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

Going forward, one of the identified goals for Central Linn is to expand our CTE programs of study, expand enrollment to students who experience disability, students of color, and students experiencing poverty, and create awareness of career pathways within the program.

Strategies for ensuring these goals are met include:

Hiring new Construction and Mechanic CTE staff

Reviewing forecast for demographic data

Providing tours of study for all learners into CTE options

Individual student meetings for students identified in focal populations not yet enrolled

All students are protected from discrimination. Policies and procedures at the school and building levels include professional learning, access to safe adults, reporting without fear, and in-class lessons for building peer support regarding supporting all learners in safe spaces.

Well-Rounded Education

2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

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Through a strongly developed strategic plan, we have created goals for students that include academic success, enrichment beyond the core curriculum, and establishing self and welcoming schools and classes. This strategic plan was created with feedback from the community, parents, staff, and students while keeping a sharp focus on the needs of students who have not been successful in Central Linn Schools. There is a strong connection to equity and access and multiple means to create holistic and well rounded educational opportunities.

Central Linn Elementary School

In our elementary school, we serve seven grades including Kindergarten through sixth grade. In this setting, all students have one classroom teacher who provides the core of a student's instruction. Additionally, the school has created a multi-tiered system of support to ensure all students' needs are met. These include additional staffing and support for academic and social-emotional needs. For academic support, students may receive targeted and explicit reading interventions (Title 1 reading support), in-class structured support (small groups for front loading or re-teaching information). For social and emotional needs, students have access to a Tier 1 PBIS Coordinator who creates fun and welcoming environments, clear routines for shared spaces like recess, hallways, and bathrooms, as well as recognition for all students throughout the year. Beyond academics, students at CLES have PE twice a week with a licensed PE teacher and Art class provided by a licensed Art teacher. Students in 5th and 6th grade also have the opportunity to participate in Band.

Central Linn Jr/Sr High School

The approach for well-rounded education in our secondary school is to connect our students to some part of the day. This can include in school clubs, groups, classes or beyond the school day extra curricular activities or sports. All students have the opportunity to take Leadership, Yearbook, Drama, Choir, Weightlifting, Shop classes, Culinary, or FFA. In addition to classes, we have clubs including lunch, safe space support, a peer mentorship program, an after-school E-sports club, and several sport options.

2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Central Linn Elementary School

Beyond academics, students at CLES have PE twice a week with a licensed PE teacher and Art class provided by a licensed Art teacher.

Students in 5th and 6th grade also have the opportunity to participate in Band

Central Linn Jr/Sr High School Our secondary school offers:

Leadership,
Yearbook, Drama,
Choir,

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Weightlifting,
Shop classes,
Culinary,
FFA.

In addition to classes, we have clubs including lunch, safe space support, a peer mentorship program, an after-school E-sports club, and several sport options.

2.3 How do you ensure students have access to strong library programs?

All elementary students have dedicated and consistent times to go to the library to learn about and check out materials and resources. Our librarians have cultivated safe and warm places where books and resources are available. At the junior/senior high school, some courses use the library and materials regularly, while others may use it situationally for books and other media checkouts and learning. We also have access to more resources through our local library consortia. Our Dual credit college courses offer a variety of instructional techniques to learn and access scholarly articles and text through EBSCO or GALE resources.

2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

Central Linn Elementary School

All students have the opportunity to eat breakfast at school, have a snack, and time to eat lunch. Due to the small size of our school, staff watch and allow for students who need additional time to eat and then move as necessary. If a student requires more time, the school team reviews the child's schedule, and plans to ensure all activities are met. This can include shifting the PE classes, allowing the student independent study time during a class activity, or meeting with the family to develop a plan.

All students have access to recess and movement in addition to scheduled PE times. Recess is not used or leveraged as a punishment, rather the school views recess as a necessary time for all bodies to move at the appropriate level.

Central Linn Jr/Sr High School

Students at the secondary school are provided an opportunity for breakfast and lunch within their day. All students in grades 7-10 have daily PE/Health classes and students in 11-12 may take PE or weightlifting courses. Students are also encouraged to participate in activities outside of the school day and several high school students are two and three sport athletes.

2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

We have recently started to collaborate with Linn County Stem Hub to understand options available to our students. These projects include BeeBots at the Elementary School, STEM kits for K-6, and professional

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learning on hands-on science exploration for all staff.

Our secondary school includes courses of study in a wide range of science courses including the traditional Biology, Physical Science, Life Science, and Chemistry, but we also offer Forestry, Animal Science, Zoology, Animal Husbandry, AG Math, and Medical Terminology. All courses use the AVID strategies for cross-content collaboration. Professional learning goals tied to AVID focus on incorporating project-based learning and deepening critical thinking skills.

2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Central Linn School District is currently in the process of adopting a new Language Arts curriculum K-12. This process has included a review from administrators and educators to check for standards alignment with the published material. In addition, Central Linn is a standards-based grading environment. All students are taught and assessed on the Common Core Standards. Curriculum purchased or used is supplemental to the core teaching of standards.

2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

We are currently beginning several processes tied to the strategic plan to ensure all classes in Central Linn are engaging and challenging for all learners. Our core strategy is to focus on Central Linn as a learning organization. This means that we all learn, all the time, on how to improve. This begins with the School Board and Superintendent as lead learners of the system. We are routinely looking at our goals, student data and outcomes, and creating alignment processes for improvement. To do this, as a District, we have adopted the Improvement Science Framework and are adapting this mindset into all processes and classes. The focus of intentional work to improve is identifiable in the following areas:

Evaluation of the Classrooms Setting: School Board members, Administrators, classroom teachers, and building leaders are participating in the evaluation of the classroom setting.

Through deliberate and focused walk-throughs weekly, we are collecting information on the student task, student experience, and students who are not participating or engaged. This detail and shift from focusing on the teacher allows our teams to highlight where growth happens. The core of instructional shifts occurs within the student experience and task students are engaged with. “The Instructional Task is what students are actually doing, not what teachers think they’re being asked to do or what the curriculum says they’re doing” (CMSI, 2020)

Leadership Professional Learning: As a leadership team, we are modeling leading and learning through practiced instructional improvement, literacy development, and a focus on professional growth as a leader. Leadership professional growth includes attention to:

AVID strategies

Understanding UDL and Inclusive Classrooms

Center for Education Leadership and the Five Dimensions of Teaching and Learning (CEL, 2016).

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Teacher Professional Learning: In close proximity to leadership professional learning plans are teacher and staff professional learning. Staff meetings and professional learning are aligned to the Strategic Plan and goals for student outcomes. Additionally, all staff receive ongoing training in Collaborative Problem Solving and Restorative practices to focus on the required social and emotional needs of our learners.

2.8 How will you support, coordinate, and integrate early childhood education programs?

We currently offer an early literacy program for all three and four year olds in our school district. This program is supported by the community Parks and Recreation Department and the school district. Additionally, we offer free before and after school care to any child (three or four years old) who may need care along with siblings or alone.

2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Students in Central Linn benefit from having small class sizes and focused staff. Transition strategies from K-6 into the secondary school include

Middle school staff days in the spring to visit 6th grade

6th grade trips to MS campus

Counseling meetings for incoming middle school students

Forecasting and time with school administrators to understand schedules

Parent welcome night

New for 2023-24 will be an increased focus on students identified in our focal groups. Each student will have the opportunity to meet with the school counselor, understand the schedule, and meet staff designated to provide support.

When transitioning from HS to post-high or the workforce, our students have the following:

College/Career counselor

Career Day

Internship opportunities locally

Scholarship support

Focused writing courses for advanced college coursework

Dual Credit Courses

2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

Central Linn utilizes a Multi-Tiered System of Support to identify all learners in need of additional support. Due to our small size, we are able to fully utilize individual support to develop plans for

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all learners. Additionally, all students at Central Linn have access to Friday School, where students receive small group or individualized support to focus on attainment of lagging skills or building deeper social connections.

Beginning in 2022/23, Central Linn Elementary School began using Title 1 funds to support reading interventions for students below targeted benchmark scores in K-3, and additional supports in classrooms 4-6. This tiered support includes improving the core instruction in literacy for all learners, taught on grade level, by a licensed teacher, additional support for students who are struggling with decoding, comprehension, or writing, and intensive support for a small group of learners. This plan also includes curriculum compacting and differentiated instruction for learners who have surpassed the grade level standards taught.

In Central Linn Jr/Sr High School, all students have access to in-class support including re-teaching and front loading information, Friday School, and intervention options. For students needing additional credits, credit recovery courses are embedded throughout the school year as well as the summer. Looking forward to 2023 and beyond, we will continue to develop literacy skills across the curriculum to strengthen our learners skills while maintaining high interest in relevant curriculum.

2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Improvement in the core instruction and a focus on Universal Design for Learning supports the academic growth of all students. Students who are Talented and Gifted as well as those needing diverse learning instruction benefit from UDL strategies. These include incorporating the following into lesson designs:

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Action/Expression (Meyer et al, 2014)

2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

For the 2023-24 school year, we will be expanding our CTE courses of study to include a pathway for construction related fields. Aligned to our strategic plan, these new courses will provide more opportunities for career exploration, class-embedded internships, as well as partnerships with many local small businesses in our area. As a part of the middle school experience, students will have options to Introductory courses related to CTE pathways allowing for varied experiences and exploration prior to entering high school. Each of these courses will be taught by our CTE staff ensuring alignment of goals and information for student success long-term.

Beyond CTE courses, as a requirement for graduation, all students must attend a college visit

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as well as a work site visit. This experience is tied to courses they are already enrolled in and support all learners in identifying new options not previously explored. Along with the trips for experience, we offer an annual career day, where business leaders from our region attend to answer information, present job opportunities, and allow students to discover career pathways not previously researched.

2.13 How are you providing equitable work-based learning experiences for students?

All students are offered work-based internships and opportunities. The expansion of the CTE pathways will focus on students identified in the target populations for enrollment and credits earned. Yearly progress markers will be tracked from both CTE enrollment, daily attendance, and graduation rates of students taking CTE courses.

2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

All courses in our secondary school focus on AVID strategies, providing relevant and engaging curriculum, and offer a wide variety of opportunities. This strategy will increase the academic and technical achievement of all learners throughout the system as evidenced by increasing graduation rates in all cohorts including students identified as focal groups. The Dual credit options at Central Linn include courses in:

Math 111

Writing 115/121/122

Communication 111

Psychology 201/202

Forensics

Medical Terminology

Forestry

2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?

Beginning with our CTE expansion in 2023-24, CTE courses will cover many career opportunities within each field of study offered. In addition to technical skills and requirements, all students will have opportunities to learn and receive support with activities such as work ethic, integrity, time management, teamwork, conflict management.

Well-Rounded Education CTE Focus

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2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Through multiple engagement opportunities, students in middle school will learn of the many CTE offerings and programs of study. Students in middle and high school, not yet enrolled in CTE, will receive tours, program information, and career information through Advisory classes, Career Day, and the school counseling program.

2.17 How will you prepare CTE participants for non-traditional fields?

All of our CTE courses offer field related experiences and work-based mentorship. Each student enrolled in our CTE pathways will be partnered with a career counselor, an assessment of their skills from their field of their choice, and opportunities to identify growth areas beyond graduation.

2.18 Describe any new CTE Programs of Study to be developed

Our CTE expansion for 2023-24 includes a Construction and Automotive pathway. These have been identified as high-interest from learners, the community, and industry as needed areas of study for Central Linn students.

Engaged Community

3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

We began our work in September and have been working on gathering feedback and information from a variety of stakeholders, staff, parents, and students on the strategic work of the District. We held 14 in-person listening sessions, conducted in-person empathy interviews with targeted students, and conducted an on-line survey to hear the voices of all people vested in the improvement of Central Linn schools.

We then gathered a steering committee to analyze the feedback and generate areas of focused direction for the District. This committee met three times throughout the year and includes representatives from students, parents, staff, leadership, alumni, and community members.

3.2 What relationships and/or partnerships will you cultivate to improve future engagement?

After reviewing the data gathered with a gap analysis, we have determined a continued need to engage small business leaders, and land owners without students in future feedback sessions. These are important voices in our community that are not always present when deciding citracal next steps for

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Central Linn's direction and strategic work.

3.3 What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

Meaningful engagement efforts require time and people that local and small communities can trust. Helping smaller districts with this effort would be less "tools" and more financial resources to meet this obligation. In a small district, this is done with one or two of the highest paid staff in a system, which takes resources away from small systems. Understanding the balance and needs of a smaller district would benefit everyone throughout this process.

3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?

We offer safe and welcoming spaces to all. We have policies and practices that ensure all people are treated professionally and students and families whose voice has been historically marginalized are afforded spaces to be heard.

3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.

not applicable

3.6 Who was engaged in any aspect of your planning processes under this guidance

Business community

CTE Regional Coordinators

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Families of students navigating poverty, homelessness, and foster care

Families of students of color

Families of students who are emerging bilinguals

Families of students who identify as LGBTQ2SIA+

Families of students with disabilities

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Migrant Education and McKinney-Vento Coordinators

Regional STEM / Early learning Hubs

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who are emerging bilinguals

Students who identify as LGBTQ2SIA+

Students with disabilities

3.7 How were they engaged?

Collaborative design or strategy session(s)

Community group meeting

Email messages

Focus group(s)

In-person forum(s)

Newsletters

Partnering with business

Partnering with unions

School board meeting

Social media

Survey(s) or other engagement applications (i.e. Thought Exchange)

Website

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3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

Empathy Interview Demographic List: demonstrates a variety of student experience at Central Linn.

Focus Group Listening Session Data: demonstrates different concerns, areas of pride, and experiences related to the District.

Survey Results: online data demonstrating alternate options for participation

Latino Family Focus Group: Specific to our population of families, session overview with a native speaker

School Board Presentation Minutes: ongoing public connection and involvement with the Board and community on the goals of the District.

3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Empathy interviews: These interviews were conducted following a gap analysis of the data. Students were identified based on focal group criteria and then interviewed by a trained interviewer to create a safe and welcoming environment. Students identified and interviewer include target focal groups in:

Students experiencing poverty

Students experiencing a disability

Students of color

Students who identify as LGBTQ2SIA+

Latino Family Focus group: This session was held with a native speaker trained in supporting families and communities of color. Families reported feeling more “heard” and valued than when sessions were run by monolingual English speakers and translated.

3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Licensed Staff: Specific listening sessions for licensed staff at hours they could attend without interruptions. Staff were also able to complete the survey as well as attend community focus groups.

Classified Staff: Specific listening sessions for licensed staff at hours they could attend without interruptions. Staff were also able to complete the survey as well as attend community focus groups.

Staff could attend any session, either specific to staff members, as a parent, or as a community member. All

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feedback was reviewed and applied to the plan.

3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Each group has a different perspective on areas for specific improvement; however, there was centralized agreement on the identified experiences for students including deep learning, enrichment activity beyond the core, and increasing social and emotional supports.

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Through the CTE expansion and new pathway, partnerships with local business for internships and expanding work-based learning opportunities include:

Identifying local business owners in trade professions

Meetings to discuss options and overview

Career Day and internship schedule

Internship support for students

Recognition for local businesses engaged as partners

3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

We are continually focusing on our recruitment efforts for high-quality educators. In efforts to continue this work, we support our own staff in becoming teachers by providing tuition assistance for all employees. Our salary schedule for educators and administrators has been updated to attract new applicants to Central Linn. Our commitment to the student experience

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and staff connection ensure we can retain our current workforce.

4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Due to the size of Central Linn, students are not sorted or segregated except on grade level. This ensures all students with their age-alike peers and instruction is differentiated for instructional needs. As a leadership team, we have a commitment to all students receiving high-quality instruction at the core of the grade level standard they are enrolled in.

4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Ongoing efforts to reduce discipline incidents are encouraged through:

Book Study (Don't Suspend Me, Leading for Equity)

Review of Discipline Data

Ongoing and Immediate meetings with district leadership and school administrators regarding incidents

Leadership roundtable exercise to plan and develop strategies to reduce discipline

PBIS

Collaborative Problem Solving

Restorative Practices

Discipline data is reviewed at the building and District level to focus on student s in identified focal groups. Particular emphasis is placed on alternative strategies to removing students form classes or school.

4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Leadership Professional Learning: As a leadership team, we are modeling leading and learning through practiced instructional improvement, literacy development, and a focus on professional growth as a leader. Leadership professional growth includes attention to:

AVID strategies

Understanding UDL and Inclusive Classrooms

Center for Education Leadership and the Five Dimensions of Teaching and Learning (CEL, 2016).

Teacher Professional Learning: In close proximity to leadership professional learning plans are teacher and staff professional learning. Staff meetings and professional learning are aligned to the Strategic Plan and goals for student outcomes. Teacher professional growth and learning

Integrated Application Template (Optional)

includes understanding Improvement Science, AVID strategies including Writing, Inquiry, Organization, Collaboration, and Rigor, Universal Design for Learning, and Project-Based Learning for all courses. Additionally, all staff receive ongoing training in Collaborative Problem Solving and Restorative practices to focus on the required social and emotional needs of our learners.

4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

New Teacher Evaluation System: Through partnership with our licensed union, the Central Linn School District has developed a teacher evaluation system that focuses on the growth of the educator. This plan has been piloted during the 2022-23 school year and includes administrator observation, colleague observation and improvement cycles, and student outcomes.

4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Central Linn utilizes a Multi-Tiered System of Support to identify all learners in need of additional support. Due to our small size, we are able to fully utilize individual support to develop plans for all learners. Additionally, all students at Central Linn have access to Friday School, where students receive small group or individualized support to focus on attainment of lagging skills or building deeper social connections.

Beginning in 2022/23, Central Linn Elementary School began using Title 1 funds to support reading interventions for students below targeted benchmark scores in K-3, and additional supports in classrooms 4-6. This tiered support includes improving the core instruction in literacy for all learners, taught on grade level, by a licensed teacher, additional support for students who are struggling with decoding, comprehension, or writing, and intensive support for a small group of learners. This plan also includes curriculum compacting and differentiated instruction for learners who have surpassed the grade level standards taught.

In Central Linn Jr/Sr High School, all students have access to in-class support including re-teaching and front loading information, Friday School, and intervention options. For students needing additional credits, credit recovery courses are embedded throughout the school year as well as the summer. Looking forward to 2023 and beyond, we will continue to develop literacy skills across the curriculum to strengthen our learners skills while maintaining high interest in relevant curriculum.

4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Integrated Application Template (Optional)

Students in Central Linn benefit from having small class sizes and focused staff. Transition strategies from K-6 into the secondary school include

Middle school staff days in the spring to visit 6th grade

6th grade trips to MS campus

Counseling meetings for incoming middle school students

Forecasting and time with school administrators to understand schedules

Parent welcome night

New for 2023-24 will be an increased focus on students identified in our focal groups. Each student will have the opportunity to meet with the school counselor, understand the schedule, and meet staff designated to provide support.

When transitioning from HS to post-high or the workforce, our students have the following:

College/Career counselor

Career Day

Internship opportunities locally

Scholarship support

Focused writing courses for advanced college coursework

Dual Credit Courses

Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes - True
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

Assurances

By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

True

Integrated Application Template (Optional)

By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)

True

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

True

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process

True

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

True

Any additional links provided by the applicant

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: Candace Pelt

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