



Strategic Plan Pillars and Goals

<p>Transformative Learning: We will facilitate student learning grounded in high expectations, varied experience and student curiosity while ensuring access and opportunity for each learner.</p> <ul style="list-style-type: none"> ● Personalized Learning and Pathways: All students are supported to achieve their best and explore the path/future they choose. ● Preparation for the Next Phase of Life: Develop a support structure for academic success with student interest and voice. ● Increase Engagement: Increase student engagement in their own learning and in the school culture. 	<p style="text-align: center;">Outcomes</p> <ul style="list-style-type: none"> ● All students graduate, on-time, with a developed career and/or college pathways: <ul style="list-style-type: none"> a. Develop specific strategies for students: <ul style="list-style-type: none"> i. Students in poverty ii. Students with disabilities iii. Students of color iv. Students identifying as LGBTQ2SIA+ ● By 11th grade, all students develop a post-secondary plan including goals, options for success, requirements, and quarterly check-ins for adjustments or support. ● All students will engage in their own learning: <ul style="list-style-type: none"> a. <u>Behavioral engagement</u> through actions such as consistent attendance, completing assignments, coming to class prepared, and participating in class and in school activities. b. <u>Emotionally engagement</u> when they like school, are interested in, and identify with school culture. c. Cognitive engagement when they exert effort to do well in school, which can lead to strong academic self-concept. 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> ● Develop a comprehensive career pathway focusing on local trades, internship opportunities, and student interest. ● Develop a pathway for college including course selection, personalized learning plan, scholarship information, and dual credit opportunities. ● Develop a MTSS System of supports K-12 for Literacy and Math that begins with Universal Design for Learning (UDL) in all classes ● Develop a professional learning plan (AVID) <ul style="list-style-type: none"> a. Literacy K-12 b. WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor) c. High-Yield Math Strategies ● Advance staff and student relational capacity focusing on students’ sense of belonging at school, which is fostered through relationships with other students and staff that are respectful, trusting, supportive, and caring. ● Utilize Early Warning Dashboard to track attendance, behavior, grades, and participation in extracurricular activities to develop comprehensive preventative support strategies for all learners.
	<p>Activities:</p> <ol style="list-style-type: none"> 1. Purchase Early Warning Dashboard 2. Provide professional learning related to UDL, literacy, math instruction, and academic supports for all students 	

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	<ol style="list-style-type: none"> 3. Hire and Retain AVID staff 4. Provide professional learning in AVID strategies including Writing, Inquiry, Collaboration, Organization, and Rigor
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<p>Enrichment: We will provide students with opportunities that extend learning beyond the core curriculum.</p> <ul style="list-style-type: none"> ● Varied Activities, Pathways and Programs- Provide supplemental, complimentary opportunities for student learning through academics, arts, athletics, and extracurricular activities. ● Engagement with the Community for Learning: Provide meaningful opportunities for students to learn from and within our community. 	<p>Outcomes</p> <ul style="list-style-type: none"> ● Develop comprehensive K-12 enrichment program that focuses on three areas of growth and development <ul style="list-style-type: none"> ○ <i>Exposure</i> ○ <i>Increase Skill and Interest</i> ○ <i>Enhancing confidence and personal ability</i> ● 80% of all students (7-12) will connect to school through extra curricular or co-curricular activities including: <ul style="list-style-type: none"> ○ Dual credit courses and CTE courses ○ Sports, FFA, Drama, Band, or clubs ● Create internship and job connections with local businesses for students and graduates 	<p>Strategies</p> <ul style="list-style-type: none"> ● Develop a plan to include and recruit students K-6 into clubs, teams, and school related activities ● Monitor and report on student internships and job connections with attention to focal groups ● Monitor student engagement in extracurricular and cocurricular activities with specific focus on: <ol style="list-style-type: none"> a. Students in poverty b. Students with disabilities c. Students of color d. Students identifying as LGBTQ2SIA+ ● Create a student panel to develop student voice and choice when determining extracurricular and cocurricular choices K-12.
	<p>Activities:</p> <ol style="list-style-type: none"> 1. Hire and Retain licensed ELL teacher (.5 FTE) 2. Expand Before and After School Care to include enrichment opportunities 3. Hire and Retain Enrichment Coordinator 4. Purchase STEAM materials for K-6 5. Expand CTE offerings to include pathways for construction, mechanics, electrical, and culinary <ol style="list-style-type: none"> a. Hire and Retain 1.0 CTE staff 	



	b. Hire and Retain 1.0 Wellness and Culinary staff
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Strategic Plan Pillars and Goals

<i>Culture of Learning Learning:</i>	<i>Outcomes</i>	<i>Strategies</i>
<p>We will provide a welcoming environment that supports the individual interests and voices of all students.</p> <ul style="list-style-type: none"> ● <i>Equity and Inclusion:</i> We will identify and address barriers to student learning while embracing the diversity of our students and community.. ● <i>Physical Safety:</i> Provide safe and adequate facilities and infrastructure to meet learning needs. ● <i>Psychological Safety:</i> Provide clear and accessible behavior expectations and accountability to facilitate 	<ul style="list-style-type: none"> ● Improved graduation rates for all students including those historically unsuccessful in our schools. <ul style="list-style-type: none"> a. Improve the graduation rate for all students who experience poverty from 74% to 95% by 2028. <ul style="list-style-type: none"> i. Improve the graduation rate for students who experience poverty from 73% to 86% by 2026. ii. Improve the graduation rate for students who experience disabilities from 50% to 84% by 2026. ● Increase attendance rates to 80% for all students including those historically unsuccessful in our schools. 2021-22 attendance rates: <ul style="list-style-type: none"> a. K 40.6% b. 1st 58.6% c. 2nd 54.8% d. 3rd 64.5% e. 4th 58.1% f. 5th 66.7% g. 6th 59.4% 	<ul style="list-style-type: none"> ● Survey students quarterly regarding their own perceived ability to: <ul style="list-style-type: none"> a. Manage stress, depression, attitude about themselves, others, and school b. Supports that students identify as helpful c. Areas for continued improvement ● Develop and Implement long-term SEL program focusing on <i>SEL skills</i>, such as identifying emotions, goal setting, self-management, problem solving, conflict resolution, refusal skills, and decision making. <ul style="list-style-type: none"> a. <i>Attitudes</i> about self, school, and social topics including self-perceptions b. <i>Positive social behaviors</i> c. <i>Conduct problems</i> d. <i>Emotional distress</i> e. <i>Academic performance</i> ● Implement PBIS school wide K-6 emphasizing four integrated elements: <ul style="list-style-type: none"> a. data for decision making, b. measurable outcomes supported

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<p>a productive learning environment.</p> <ul style="list-style-type: none"> • Access and Use Student Voice: Support student voice and participation in shaping the school experience. 	<ul style="list-style-type: none"> h. 7th 41.5% i. 8th 71.7% j. 9th 60.5% k. 10th 62% l. 11th 61.2% m. 12th 60.4% <ul style="list-style-type: none"> • Student voice is represented in decisions including classroom options for managing stress at school and supports required at home and beyond the school day. • Decrease in student behavior indicated through: <ul style="list-style-type: none"> a. Class attendance by period b. Grades c. 	<p>and evaluated by data,</p> <ul style="list-style-type: none"> c. practices with evidence that these outcomes are achievable, and d. systems that efficiently and effectively support implementation of these practices.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Hire and retain 1.0 FTE Wellness Coordinator K-12 2. Hire and Retain 1.0 FTE Mental Health Counselor K-12 3. Hire and Retain 1.0 FTE PBIS Coordinator K-6 4. Hire and Retain 1.0 FTE PBIS Support Staff 5. Hire and Retain 1.0 FTE Wellness Support Staff 7-12 		



Advancing Equity

<p>What strengths do you see in your district or school in terms of equity and access?</p>	<p>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.</p>
<p>What needs were identified in your district or school in terms of equity and access?</p>	<p>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+</p> <ul style="list-style-type: none"> ● Achievement Data ● Graduation Rate ● Attendance ● Discipline Rate ● Access to Mental Health Support ● Enrollment in CTE courses
<p>Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.</p>	<p>The leadership team will use and review the following questions to guide the implementation funds distributed with the Integrated Guidance:</p> <ul style="list-style-type: none"> ● 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?

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	<ul style="list-style-type: none"> ● 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? <p>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.</p>
<p>Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.</p>	<p>The investments in this plan include a focus on student mental health and wellness, academic growth and achievement, and Career and Technical Education expansion.</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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.
<p>What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance</p>	<p>Identified barriers for focal groups:</p> <ul style="list-style-type: none"> ● 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

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<p>Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?</p>	<ul style="list-style-type: none">• Lack of CTE options for a wider variety of interests <p>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.</p>
<p>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?</p>	<p>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.</p> <p>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.</p>



Career-Technical Education Focus

<p>What strengths do you see in your CTE Programs of Study in terms of equity and access?</p>	<p>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.</p>
<p>What needs were identified in your CTE Programs of Study in terms of equity and access?</p>	<p>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:</p> <ul style="list-style-type: none"> ● Students who experience disability ● Students of color ● Students experiencing poverty
<p>What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?</p>	<p>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.</p>
<p>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?</p>	<p>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.</p> <ul style="list-style-type: none"> ● Strategies for ensuring these goals are met include: <ul style="list-style-type: none"> ○ 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 identify in focal populations not yet enrolled



Well Rounded Education

<p>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).</p>	<p>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.</p> <p>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 and are encouraged to try new instruments at this young age.</p> <p>Central Linn Jr/Sr High School Our secondary school serves students in 7-12th grade as well as some students receiving transition services beyond 12th grade. 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.</p>
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<p>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?</p>	<p>Central Linn Elementary School Beyond academics, students at CLES have</p> <ul style="list-style-type: none"> ● 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 <p>Central Linn Jr/Sr High School Our secondary school offers:</p> <ul style="list-style-type: none"> ● Leadership, ● Yearbook, Drama, ● Choir, ● Weightlifting, ● Shop classes, ● Culinary, ● FFA. <ul style="list-style-type: none"> ○ 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.
<p>How do you ensure students have access to strong library programs?</p>	<p>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.</p>
<p>How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?</p>	<p>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</p>

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	<p>or leveraged as a punishment, rather the school views recess as a necessary time for all bodies to move at the appropriate level.</p> <p>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.</p>
<p>Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross disciplinary content.</p>	<p>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 learning on hands-on science exploration for all staff.</p> <p>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 deeping critical thinking skills.</p>
<p>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.</p>	<p>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.</p>
<p>Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.</p>	<p>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:</p>



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)

Commented [1]: <https://curriculumsolutions.net/blog/2020/09/15/the-instructional-core/>

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).

Commented [2]: https://www.psdschools.org/sites/default/files/forms/5D%2BRubric%20v3_COLORADO_secured.pdf

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 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.

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.

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	<table border="1"> <thead> <tr> <th data-bbox="554 375 909 570"> Professional Practice: Observations and Artifacts </th> <th data-bbox="915 375 1270 570"> Professional Growth Responsibility: Engagement with Colleagues in peer observations and growth cycles </th> <th data-bbox="1276 375 1617 570"> Student Evidence </th> </tr> </thead> <tbody> <tr> <td data-bbox="554 574 909 915"> Artifacts <ul style="list-style-type: none"> • Teacher developed assessments • Unit or Lesson Plans • Observations • Notes/feedback from informal • Observations • Written feedback from formal </td> <td data-bbox="915 574 1270 915"> Artifacts <ul style="list-style-type: none"> • Observation dates • Meeting dates • Plan, Do, Study, Act Cycles of Improvement • Reflection summary </td> <td data-bbox="1276 574 1617 915"> Artifacts <ul style="list-style-type: none"> • Student work: quizzes, homework, presentations • Portfolios • Performance Assessment • District Assessments • State Assessments • Classroom Assessments (formative and summative) </td> </tr> </tbody> </table>	Professional Practice: Observations and Artifacts	Professional Growth Responsibility: Engagement with Colleagues in peer observations and growth cycles	Student Evidence	Artifacts <ul style="list-style-type: none"> • Teacher developed assessments • Unit or Lesson Plans • Observations • Notes/feedback from informal • Observations • Written feedback from formal 	Artifacts <ul style="list-style-type: none"> • Observation dates • Meeting dates • Plan, Do, Study, Act Cycles of Improvement • Reflection summary 	Artifacts <ul style="list-style-type: none"> • Student work: quizzes, homework, presentations • Portfolios • Performance Assessment • District Assessments • State Assessments • Classroom Assessments (formative and summative)
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<p>How will you support, coordinate, and integrate early childhood education programs?</p>	<p>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.</p>						
<p>What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?</p>	<p>Students in Central Linn benefit from having small class sizes and focused staff. Transition strategies from K-6 into the secondary school include</p> <ul style="list-style-type: none"> • 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 						

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	<ul style="list-style-type: none"> ● Parent welcome night <ul style="list-style-type: none"> ○ 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. <p>When transitioning from HS to post-high or the workforce, our students have the following:</p> <ul style="list-style-type: none"> ● College/Career counselor ● Career Day ● Internship opportunities locally ● Scholarship support ● Focused writing courses for advanced college coursework ● Dual Credit Courses
<p>How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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<p>What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?</p>	<p>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:</p> <ul style="list-style-type: none">● Multiple Means of Engagement● Multiple Means of Representation● Multiple Means of Action/Expression (Meyer et al, 2014)
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Commented [3]: <https://education4gifted.weebly.com/udl-framework.html>

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WRE Career-Technical Education Focus

<p>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?</p>	<p>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.</p> <p>Beyond CTE courses, as a requirement for graduation, all students must attend a college visit 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.</p>
<p>How are you providing equitable work-based learning experiences for students?</p>	<p>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.</p>
<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> ● Math 111 ● Writing 115/121/122 ● Communication 111 ● Psychology 201/202 ● Forensics ● Medical Terminology ● Forestry

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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.
How will you prepare CTE participants for nontraditional 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.
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.

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Engaged Community

<p>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?</p>	<p>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.</p> <p>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.</p>
<p>What relationships and/or partnerships will you cultivate to improve future engagement?</p>	<p>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 Central Linn’s direction and strategic work.</p>
<p>What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?</p>	<p>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. Ina 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.</p>
<p>How do you ensure community members and partners experience a safe and welcoming educational environment?</p>	<p>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.</p>
<p>If you sponsor a public charter school, describe their participation in the planning and development of your plan.</p>	<p><i>Not applicable</i></p>

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Who Was Engaged and How?

<ul style="list-style-type: none">● Students of color● Students with disabilities● Students who are emerging bilinguals● Students who identify as LGBTQ2SIA● Students navigating poverty, homelessness, and foster care● Families of students of color● Families of students with disabilities● Families of students who are emerging bilinguals<ul style="list-style-type: none">○ Hosted in Spanish with native speakers● Families of students who identify as LGBTQ2SIA+● Families of students navigating poverty, homelessness, and foster care● Licensed staff (administrators, teachers, counselors)● Classified staff (paraprofessionals, bus drivers, office support)● Community leaders	<ul style="list-style-type: none">● 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
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Evidence of Engaged Community

<p>You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.</p>	
<p>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?</p>	<p>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.</p>
<p>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.</p>	<ol style="list-style-type: none"> 1. 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: <ul style="list-style-type: none"> ○ Students experiencing poverty ○ Students experiencing a disability ○ Students of color ○ Students who identify as LGBTQ2SIA+ 2. 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.

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<p>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.</p>	<ol style="list-style-type: none"> 1. Licensed Staff: Specific listening sessions for licensed staff at hours they could attend without interruptions. Staff were also able to complete the survey and attend community focus groups. 2. Classified Staff: Specific listening sessions for licensed staff at hours they could attend without interruptions. Staff were also able to complete the survey and attend community focus groups.
<p>Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?</p>	<p>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.</p>

Engagement CTE Focus

<p>How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?</p>	<p>Through the CTE expansion and new pathway, partnerships with local business for internships and expanding work-based learning opportunities include:</p> <ul style="list-style-type: none"> ● 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
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Strengthened Systems and Capacity

<p>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?</p>	<p>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 and staff connection ensure we can retain our current workforce.</p>
<p>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?</p>	<p>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.</p>
<p>How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?</p>	<p>Ongoing efforts to reduce discipline incidents are encouraged through:</p> <ul style="list-style-type: none"> ● 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

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	<ul style="list-style-type: none"> • Restorative Practices
<p>How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?</p>	<p><u>Leadership Professional Learning:</u> 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:</p> <ul style="list-style-type: none"> • AVID strategies • Understanding UDL and Inclusive Classrooms • Center for Education Leadership and the Five Dimensions of Teaching and Learning (CEL, 2016). <p><u>Teacher Professional Learning:</u> 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 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.</p>
<p>How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?</p>	<p><u>New Teacher Evaluation System:</u> 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.</p>

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