



Central Linn School District
School District

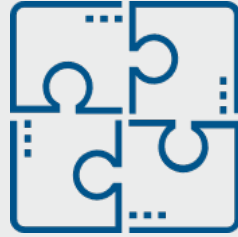
School Board 2/13/23

Why Strategic Planning?



Direction

A strategic plan defines the vision for success 5 years from now; offers a touchstone and a why to drive commitment



Priorities

A strategic plan prioritizes key strategies that are how we will achieve excellence.



Inclusive

A strategic plan requires input from stakeholder groups to be inclusive of all members of our community

Timeline:



The Parts of a Strategic Plan

Vision

Mission

Values

Pillar 1

Pillar 2

Pillar 3

Pillar 4

Goals

Goals

Goals

Goals

Strategies

Strategies

Strategies

Strategies

Recommendations

Vision

“The
Future”

Option A: We provide students with engaging, challenging, relevant, and varied learning opportunities to achieve their future potential.

Option B: Through education, we prepare well-rounded, confident, and responsible individuals who aspire to achieve their full potential in their future endeavors.

Recommendations

Mission

“Today”

We will draft the Mission after determining the Vision Statement.

Recommendations

Values

“The How”

We are asking the public to help us narrow to the 4-6 Core Values that we will recommend to the Board.

Accountable	Advocate	Ambitious	Belonging	Capable	Caring
Character	Community	Composed	Dependable	Determined	Disciplined
Empathetic	Encouraging	Honesty	Humanity	Inclusive	Kind
Morality	Motivated	Prepared	Professional	Qualified	Responsible
Safe	Supportive	Teamwork	Trustworthy	Understanding	Versatile
Virtue	Virtuous	Warm-hearted		Well-balanced	

Recommendations: The Five Focus Areas

Engaged Learning:

We will support student learning through high expectations and varied experiences while ensuring access and opportunity for all.

Enrichment:

We will provide students with opportunities that extend learning beyond the core curriculum.

Culture for Learning:

We will provide a safe and welcoming environment that supports individual interests and voices of all students and staff.

Family and Community Connection:

We will use varied engagement methods to strengthen connections with our community.

Extraordinary Staff:

We will develop all staff to contribute to a professional community dedicated to service and professional growth.

Recommendations: Focus Area and Goals

Engaged Learning:

We will support student learning through high expectations and varied experiences while ensuring access and opportunity for all.

- 1. Supporting Learning:*** All students are supported to achieve their best and explore the path/future they choose.
- 2. Preparing for the Future:*** Develop a support structure for academic success with student interest and voice.
- 3. Increasing Student Engagement:*** All students are fully engaged in learning and the school community.

Recommendations: Focus Area and Goals

Enrichment:

We will provide students with opportunities that extend learning beyond the core curriculum.

- 4. *Varied Activities, Pathways and Programs-*** Provide opportunities for student learning through activities in academics, arts, career and technical education, athletics, and extracurriculars.
- 5. *Participation with the Community for Learning:*** Provide meaningful opportunities for students to learn from and within our community.

Recommendations: Focus Area and Goals

Culture for Learning:

We will provide a safe and welcoming environment that supports individual interests and voices of all students and staff.

- 6. *Inclusivity:*** Ensure learning environments value diversity, recognize and remove obstacles, and foster close relationships.
- 7. *Empower Student Voice:*** Support student voices and participation in shaping the school experience.
- 8. *Emotional Safety:*** Provide clear and accessible behavior expectations and accountability to facilitate a productive learning environment.
- 9. *Physical Safety:*** Provide safe and adequate facilities and infrastructure to meet learning needs.

Recommendations: Focus Area and Goals

Family and Community Connection:

We will use varied engagement methods to strengthen connections with our community.

10. Communication: Provide clear and accessible communication for students, families, and our community.

11. Support for Family Needs: Provide families with training to support their children.

12. Community Partnerships: Build and maintain community partnerships to connect students and their families to jobs, internships, and service opportunities.

Recommendations: Focus Area and Goals

Extraordinary Staff:

We will develop all staff to contribute to a professional community dedicated to service and professional growth.

13. Continuous Learning Organization: Become a “Learning Organization” where all staff contribute to solving problems and continuous improvement of our work.

14. Authentic Feedback for Staff and Support for Growth: Provide all staff with authentic feedback, evaluations, and professional development tied to current and potential future roles.

Next Steps

2/8

- Introduce Strategic Plan to Board
- Open Community Feedback Survey

2/22

- Determine if significant revisions are needed to reconvene Steering Committee or proceed with recommendation for adoption

3/8

- Assuming no significant revisions, Board adoption of Strategic Plan

March
-June

- Begin construction of District Scorecard with Studer to identify annual and benchmark objectives.

Strategy Examples

Culture for Learning:

We will provide a safe and welcoming environment that supports individual interests and voices of all students and staff.

8. *Emotional Safety:* Provide clear and accessible behavior expectations and accountability to facilitate a productive learning environment.

- *Refine student behavior expectations/handbook through focus groups with students and families.*
- *Provide back to school modules for reinforcing behavior expectations.*
- *Provide staff training on de-escalation techniques and restorative practices.*

Scorecard Examples

Culture for Learning:

We will provide a safe and welcoming environment that supports individual interests and voices of all students and staff.

8. *Emotional Safety:* Provide clear and accessible behavior expectations and accountability to facilitate a productive learning environment.

- *Reduce suspensions from ## to ##.*
- *Increase positive student response on survey “I feel safe at school” and “I believe school rules are consistently enforced” from ## to ##.*
- *Increase positive parent response on survey “I believe this school provides a safe environment for my child to learn” from ## to ##.*



Public Feedback



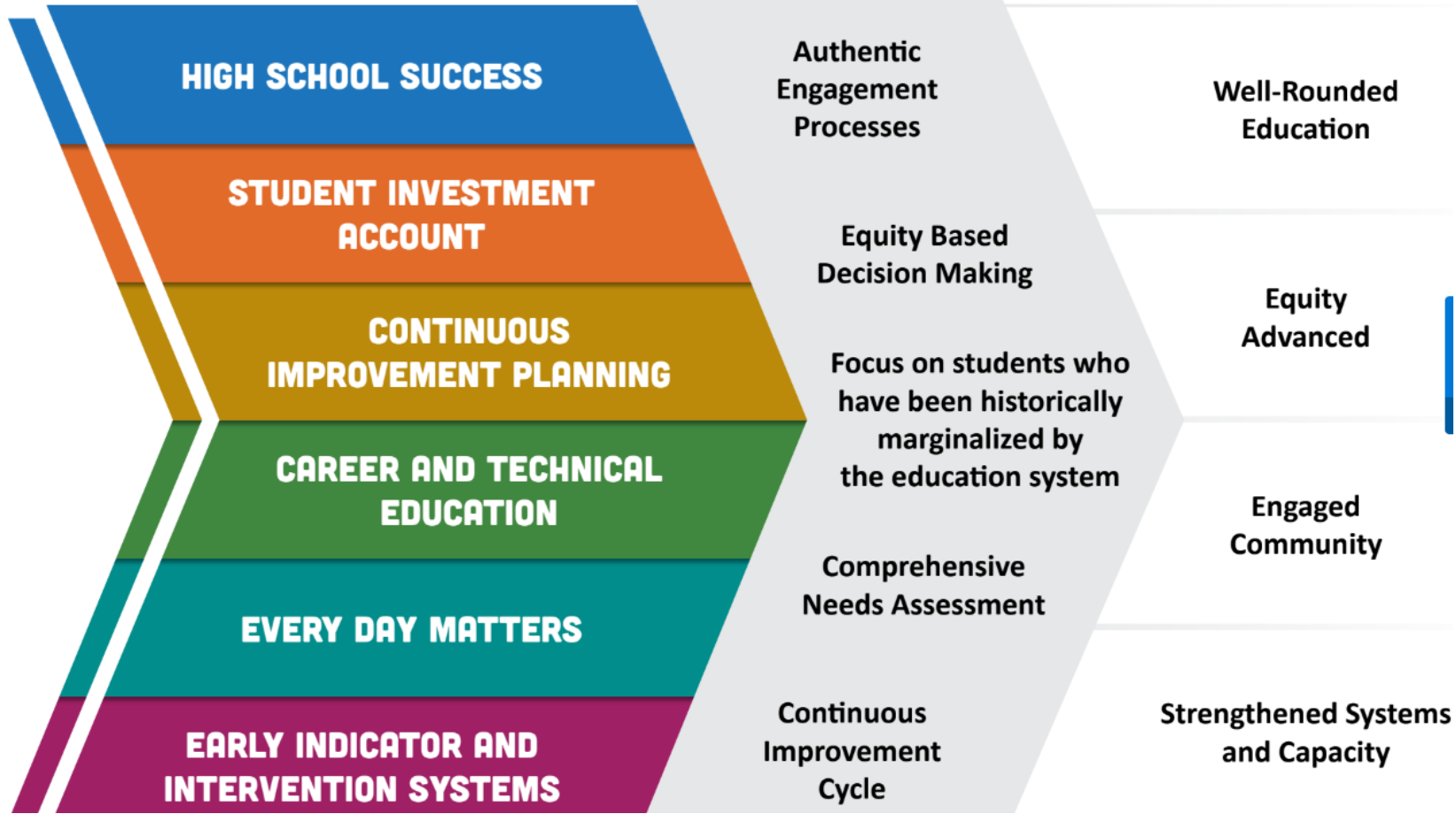
Or visit

<https://forms.hcg.com/f/41653318/8c90/>

Program

Common Elements

Common Goals



Alignment to Integrated Guidance

- ***Transformative Learning:***

All students graduate, on-time, with a developed career and/or college pathways:

- Develop specific strategies for students:
 - Students in poverty
 - Students with disabilities
 - Students of color
 - 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.

- Develop specific strategies for students:
 - Students in poverty
 - Students with disabilities
 - Students of color
 - Students identifying as LGBTQ2SIA+

All students will engage in their own learning:

- Behavioral engagement through actions such as consistent attendance, completing assignments, coming to class prepared, and participating in class and in school activities.
- Emotionally engagement when they like school, are interested in, and identify with school culture.
- Cognitive engagement when they exert effort to do well in school, which can lead to strong academic self-concept.

Alignment to Integrated Guidance

<i>Outcomes</i>	<i>Strategies</i>
<ul style="list-style-type: none"> •All students graduate, on-time, with a developed career and/or college pathways: <ol style="list-style-type: none"> 1. Develop specific strategies for students: <ol style="list-style-type: none"> 1. Students in poverty 2. Students with disabilities 3. Students of color 4. 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: <ol style="list-style-type: none"> 1. <u>Behavioral engagement</u> through actions such as consistent attendance, completing assignments, coming to class prepared, and participating in class and in school activities. 2. <u>Emotionally engagement</u> when they like school, are interested in, and identify with school culture. 3. Cognitive engagement when they exert effort to do well in school, which can lead to strong academic self-concept. 	<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) <ol style="list-style-type: none"> 1. Literacy K-12 2. WICOR (Writing, Inquiry, Collaboration, Organization, and Rigor) 3. 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 support for all students 3.Hire and Retain AVID staff 4.Provide professional learning in AVID strategies including Writing, Inquiry, Collaboration, Organization, and Rigor 	

Alignment to Integrated Guidance

<i>Outcomes</i>	<i>Strategies</i>
<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 	<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"> 1. Students in poverty 2. Students with disabilities 3. Students of color 4. 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"> 1. Hire and Retain 1.0 CTE staff 2. Hire and Retain 1.0 Wellness and Culinary staff 	

Alignment to Integrated Guidance

<i>Outcomes</i>	<i>Strategies</i>
<ul style="list-style-type: none"> •Improved graduation rates for all students including those historically unsuccessful in our schools. <ol style="list-style-type: none"> 1. Improve the graduation rate for all students who experience poverty from 74% to 95% by 2028. <ol style="list-style-type: none"> 1. Improve the graduation rate for students who experience poverty from 73% to 86% by 2026. 2. 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"> K 40.6% / 1st 58.6% 2nd 54.8%/ 3rd 64.5% 4th 58.1%/ 5th 66.7% 6th 59.4%/ 7th 41.5% 8th 71.7%/ 9th 60.5% 10th 62%/ 11th 61.2% 12th 60.4% • 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: <ol style="list-style-type: none"> 1. Class attendance by period 2. Grades 	<ul style="list-style-type: none"> •Survey students quarterly regarding their own perceived ability to: <ol style="list-style-type: none"> 1. Manage stress, depression, attitude about themselves, others, and school 2. Supports that students identify as helpful 3. 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. <ol style="list-style-type: none"> 1. <i>Attitudes</i> about self, school, and social topics including self-perceptions 2. <i>Positive social behaviors</i> 3. <i>Conduct problems</i> 4. <i>Emotional distress</i> 5. <i>Academic performance</i> •Implement PBIS school wide K-6 emphasizing four integrated elements: <ol style="list-style-type: none"> 1. Data for decision making, 2. Measurable outcomes supported and evaluated by data, 3. practices with evidence that these outcomes are achievable, and 4. 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 	

Alignment to Integrated Guidance: Advancing Equity

- 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.

Integrated Guidance

- 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 with the District's 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 a 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.

Integrated Guidance

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

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.