

## **Central Linn School District Student Investment Account Application**

### **Part One: General Information**

#### **Applicant**

Central Linn School District

#### **Contact**

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### **Part Two: Plan Summary**

Central Linn has developed and designed the Student Investment Account to fully support the students and families within the district. The goals and intended uses of the grant as outlined in the SSA will support ongoing need and efforts in the district. Community members, families, businesses, staff, and students were all engaged in this process and then upon request, there was additional information gathering from students and families who represent focus groups under SSA. In holding our community meetings, CLSD partnered with Halsey City Hall and Brownsville City Hall to share information and guide the development of the plan.

Central Linn's plan for the Student Investment Account (SIA) is organized in three primary areas: mental and behavioral health supports and safety, academic instruction and intervention supports, and increasing academic opportunities. Resources focused in these areas help better support students' social and emotional health needs, as well as improve academic achievement and reduce disparities for all students.

Central Linn School District serves approximately 600 students from the rural communities of Halsey, Brownsville, Shedd, and Peoria. While the student population is smaller in number, the district represents a large geographic area with students and families widely dispersed through rural and agricultural landscapes. Demographically, our student population is 78% white, 13% Hispanic, 3% multiracial and 2% American Indian/Alaskan Native; the remaining groups represent less than 1% each. Among students, 5% are English language learners, 15% receive special education services, and 52% receive free/reduced lunch. Central Linn employs 5 administrators, 41 teachers, 47 educational assistants, and 11 non-represented staff.

### **Part Three: Community Engagement and Input**

#### **Overview of Community Engagement**

Central Linn utilized a variety of approaches to engage our community in planning for Student Investment Account (SIA) resources. We have connected with students, families, staff, and community members throughout the 2019-20 school year; additionally, in the 2020-21 school year, we reached out for additional information specific to focal groups identified with the

Student Success Act (SSA). Community members were engaged via two in-person community forums, as well as online surveys and phone/zoom calls. The information gathered at these meetings was detailed in notes, electronic survey results, and staff reports. Principals and other district leadership were engaged via online survey as well.

Throughout this process, we have focused on student experiences and student voice. Students at Central Linn participated in paper/pencil and electronic surveys, met with staff on identified needs and barriers, and provided valuable input into the design of the Central Linn plan. This multi-faceted approach allowed for the district leadership to identify the barriers of the current system, leverage key opportunities to support students and families, and connect with staff to improve services for all students and families.

### **Self-Assessment of Community Engagement**

To ensure quality engagement and focus on the needs of students and families, the district identified key staff to support engagement efforts that were meaningful and supported on-going collaborative relationships with staff and students and families. Specifically, the Wellness Coordinator for Central Linn School District, a staff member who supports connecting students and families with additional resources including mental health supports, food, shelter, clothing, and community resources was key to assisting the district's efforts in on-going and quality engagement. Other key staff that actively participated in connecting with students and families included the ELL Director and Special Education Director and building principals. Due to the size of the district, personal and long-term relationships with trusted staff allowed for deeper connections and direct and frequent contact with students and families.

Central Linn School District is working to develop lasting, efficient, and effective plans that promote meaningful, authentic and ongoing community engagement and participation in school plans. The communities of Halsey, Brownsville, and surrounding areas have been significantly impacted by the COVID-19 virus, business, and school closures. During this time, the district identified many families lacking the internet, the ability to connect in rural areas, or appropriate devices to remain in constant contact with school personnel.

### **Who was engaged?**

Central Linn School District has utilized a wide variety of engagement strategies to connect to the following groups:

- All Students including:
  - Students navigating poverty, houselessness, or foster-care
  - Students who experience a disability
  - Students who are Emerging bilinguals
  - Students of Color
- All Staff including:
  - Licensed teachers Elementary and Jr/Sr High School
  - Classified staff including assistants, front office staff, kitchen staff, and bus drivers
- All Parents/Families including:
  - Families navigating poverty, houselessness, or foster-care
  - Families who experience a disability

- Families whose first language is not English
- Families of Color

### **How did you engage your community?**

- *Surveys*: two styles of surveys were developed and used throughout the 2019-20 school year. Paper and pencil was the most frequent style as families and students were still coming into schools on a regular basis. Paper/pencil surveys were taken throughout the entire school year at various family and community engagement activities including parent teacher conferences, IEP meetings, student events, and family nights. Online surveys became more readily available and accessed during the 2020-21 school year when most students were participating in Comprehensive Distance Learning. During this time, electronic surveys gathered the most information from students and families.
- *In-person forums*: the district held four specific in-person forums to focus on the educational experience for students, aspects of the Student Investment Account, and current barriers and/or suggestions for staff to better support students. Each of these sessions outlined the district goals and offered opportunities for community, families, students and staff to participate. In addition to the specific sessions on SIA, the community, students, and families are active participants in regular School Board meetings where the goals of the Board, district, and schools are discussed in conjunction with efforts and plans to develop a comprehensive needs assessment and SIA plan.
- *Community group meetings*: Engagement and feedback included community input and feedback sessions with both Halsey and Brownsville City Halls. This district is also connected with Fire Departments, local law enforcement, Rec Center, Brownsville Library, and the American Legion of Brownsville to deepen the community connections and support for schools.
- *Website, emails, and Newsletters*: The Student Investment Account (SIA) Plan and application are posted on the School District website, Facebook page, and have been linked in Emails to parents, families, students, and staff. Each school also has active newsletters with family and community engagement opportunities that were utilized.

### **Evidence of Engagement**

Artifacts of engagement throughout the process include, a collection paper surveys and the compiled data and results, electronic survey results, meeting minutes and notes, Board meeting minutes, City Hall records of meetings, Agendas, IEP meeting minutes, phone logs and records, personnel notes and observations, staff responses, student responses, family and community engagement agendas, results, and tools.

### **Strategies and Activities for Engaging Focal Student Populations and their Families**

We engaged focal student populations and their families through multiple in-person discussions at their schools, and through in-person online surveys. Student-voice has been a centered goal of the plan for the Student Investment Account in the district, so these strategies were selected to connect most closely with student schedules and timelines; In addition, staff and leadership connected with students and families identified in personal calls, small family meetings, and home visits. Due to the small percentage of students and families outside of the dominant composition, this strategy allowed students and families to fully participate in sharing

perspectives, barriers to access and success, and ideas and suggestions for enhancing opportunities.

### **Strategies and Activities for Engaging Staff**

The Central Linn School District took great efforts to engage staff members in the process through in-person meetings, staff meetings, Alert Now reminder calls, and emails. Multiple staff choose to respond to phone calls, where others respond to emails and questions sent electronically. The district provided multiple connection opportunities with staff to get the word out about our surveys, event reminders, and meeting notes. Staff members were asked a variety of questions regarding the Student Investment Account, the application of the money, needs, barriers, etc. Allowable uses of the SIA was also explained to staff members through in-person staff meetings.

### **Collecting and Using Input**

We conducted four in-person forums. Two for community members and students, two for staff at each building. Each of those sessions opened with a description of the purposes of the SSA and SIA, timelines, and methodology for collecting input. The majority of feedback we received during the in-person community forums focused on a) adding staff to add courses/support, b) providing additional mental health and behavioral supports, and c) enhancing student centered learning programs (SPED, EL, TAG, etc.).

In addition to the in-person community forums, staff and community members were invited to provide input through an online survey. We asked six open ended questions to collect feedback:

Q1 - What is the Central Linn School District doing well?

Q2 - What barriers would you like to see removed to improve the educational experience?

Q3 - What would you like to see changed/improved? What could the school do to help remove things that make success hard?

Q4 - If the school were to add a class/program, what should it be?

Q5 - Do you have any other suggestions for how the district can improve the educational experience for all students?

### **For Students:**

Students in the K-6 Elementary School overwhelmingly responded with needing more art, physical activity, and hands-on learning experiences. In 7-12, students' most frequent responses were improved building and facilities, additional elective offerings, increasing access to college-prep courses, and support structures for Math and Science classes.

Staff who participated in the feedback noted several areas of focus including the need to increase social-emotional support, increase activities for a well-rounded education, and professional learning opportunities to further connect struggling students and family support. Staff directly supporting focal students noted the need to provide adequate resources, continue connections with the student and family.

Principals and Directors provided feedback in the areas of mental health supports and additional staffing. Among the group, strong support was indicated for adding Educational Assistants and providing appropriate professional development, as well as increasing mental health supports.

### **Focal Group Feedback**

Focal group feedback was collected when students and families participated in previously noted feedback sessions as well as specific connections from staff via phone/zoom/or google surveys. The focus groups consisted of general education students, special education students, Emerging Bilinguals, and students navigating poverty, homelessness, or foster-care.

Family and Student feedback included increasing adult resources, increasing learning time for specific help, and adding course choices at the secondary level.

#### Increasing Adult Resources

- More adult helpers in classes
- More support in special education
- Fidgets/Flexible seating
- More counselors/staff to talk to
- More family support

#### Increasing Learning Time

- After school activities/tutoring
- Tutoring during class - One on one time with adults
- Reduce homework stress - less homework, more learning
- Slow down the content/assessments
  - Too many quizzes, not enough practice
- Give kids a break/way to cool down in all classes

#### Adding Teacher Supports

- Math
- Special Education

#### Adding Course Choices

- More Electives/Class Choice
  - Woodshop
  - Arts classes
  - Field Trips
- More challenging classes
- Hands-on Science
- More Stem projects

Feedback from community groups, students, and staff shows support for increasing mental health and behavioral supports, adding support options for secondary students, and increasing academic offerings for students K-12.

## Part Four: Data Analysis

### Data Sources

We used a variety of data sources to inform our collective thinking and creation of the SIA plan. In addition to the community engagement feedback described above, we also used attendance, 9-12 on-track data, and graduation data. For student achievement, we utilized state test data, as well as local diagnostic data MAP data to review student progress.

## Part Five: SIA Plan

Must include [SIA integrated planning tool](#) and SIA budget

### Outcomes

|           |   |
|-----------|---|
| Outcome 1 | Increased support for students' mental and behavioral health needs  |
| Outcome 2 | Increased instructional support opportunities for all learners      |
| Outcome 3 | Increased instructional and academic opportunities for all learners |

We will establish baseline metrics for each of the strategies and measures of evidence provided below during the 2020-21 school year. Each outcome is connected to the District CIP and incorporates an integrated and balanced plan that leverages resources for a small district to efficiently sustain efforts to improve outcomes for all learners.

### *Mental and Behavioral Health Supports and Safety*

|   |
|---|
| <b>Strategy #1:</b><br>Establish and implement a comprehensive mental health plan for Central Linn School District.   |
| <b>Three-year Activities:</b><br>Hire and retain mental health/therapeutic behavior support services  |
| <b>Measures of Evidence:</b> <ol style="list-style-type: none"><li>1. Number of students supported by services</li><li>2. Number of reported/unexpected and challenging behaviors</li><li>3. Attendance</li></ol> |

|  |
|--|
| <b>Strategy #2:</b><br>Hire a district Wellness/Health Coordinator                                     |
| <b>Three-year Activities:</b> One full-time staff at the district level to provide direct services and |

support for:

1. Behavioral health
2. Social/emotional learning programs
3. Connect families with community resources
4. Provide direct support for student learning
5. Staff development and parent trainings

**Measures of Evidence:**

1. Office referrals
2. Attendance
3. Staff professional development for social/emotional development
4. Parent participation in social/emotional/behavioral health trainings, information nights

**Strategy #3:**

Create and develop a secondary support program for students needing academic support, study skills, restorative practices, and self-regulation skills.

**Three-year Activities:**

One licensed teacher and one full time assistant to support students in an alternative learning space.

**Measures of Evidence:**

1. Attendance
2. Graduation rates
3. Student on-track graduation data
4. Office referrals
5. Oregon Healthy Teens Survey data

**Strategy #4:**

Increase social/emotional health supports

**Three-year Activities:**

Hire and/or contract for additional staff to provide counseling and social/emotional skills development support:

1. Direct services to students
2. Professional Learning for staff

**Measures of Evidence:**

1. Number of office referrals
2. Number of students accessing the social emotional skills developer services
3. Attendance

*Increased Instructional Support Opportunities for all Learners*

**Strategy #5:**

Friday School for Intervention and Enrichment Opportunities

**Three-year Activities:**

Licensed and classified staff to support small group interventions:

1. Coordinate intervention efforts K-12
2. Develop sustainable enrichment plan
3. Facilitate professional learning with teachers and administrators
4. Provide administrators with data analysis and instructional strategies supports

**Measures of Evidence:**

1. Math/Literacy achievement
2. Professional development opportunities
3. Student enrichment opportunities

**Strategy #6:**

Provide Summer School Learning Opportunities

**Three-year Activities:**

Hire staff to support summer learning

1. Jr/Sr High school core teachers
2. Reading/intervention teacher
3. Enrichment teachers
4. Support staff
5. Administrative support

**Measures of Evidence:**

1. Credits earned
2. Attendance
3. Student/Parent summer school follow-up survey

**Strategy #7:**

Hire bilingual student/family advocate to support Emerging Bilinguals and families

**Activities:**

Hire and retain qualified staff

1. Hire bilingual (English-Spanish) staff
  - a. Support direct instruction
  - b. Parent-School liaison

**Measures of Evidence:**

1. Reading achievement
2. Reading growth
3. Graduation rates

*Increased instructional and academic opportunities for all learners***Strategy #8:**

Increase literacy and high-yield instructional techniques

**Three-year Activities:**

Hire instructional coach

1. Provide literacy techniques
2. Provide Professional Learning Opportunities
3. Provide direct support for students

**Measures of Evidence:**

1. Math achievement
2. Reading achievement
3. Professional Learning Opportunities

**Strategy #9:**

Provide AVID courses and opportunities for students 7-12

**Activities:**

Hire and retain qualified staff

2. Hire college tutors for AVID Tutorials
3. Support curriculum implementation
4. Professional Learning Opportunities
5. Provide parallel support for college-prep courses
6. AVID family night, field trips

**Measures of Evidence:**

4. Reading achievement
5. Reading growth
6. Graduation rates

**Strategy #10:**

Provide professional development to staff

**Three-year Activities:**

Provide 12 hours of professional development for licensed and classified staff, specific to

|   |
|---|
| functional area (SPED, EL, reading specialist, etc.)  |
| <b>Measures of Evidence:</b><br>Math achievement<br>Reading achievement<br>Graduation rates<br>Attendance |

**Measures of Evidence:**

Math achievement

Reading achievement

Graduation rates

Attendance

## **SIA Integrated Planning Tool**

### **Budget**

#### ***Equity Lens or Tool***

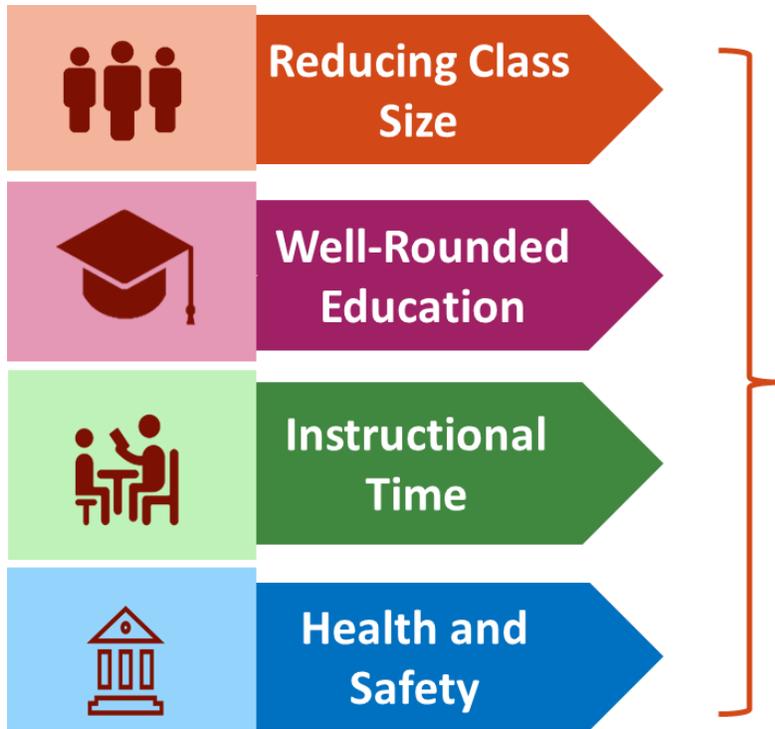
The Central Linn School District has focused the last several years on providing Individualized Education for All Learners and has expanded this to include a clear and focused approach to understanding barriers to students education, commitments to removing barriers, and focusing on the outcomes of students. 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. As part of a developed and ongoing plan for understanding the education system, the barriers to access and opportunity, and the outcomes of all learners involves the leadership team reviewing and using the following questions to guide the implementation of the Student Investment Account funds:

- 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 would we like collected to inform reflection on the effects of this decision?

These questions provide us with a touchstone to use as we deliberated on suggestions, revisions and final student outcomes. Our current SIA plan was developed and shared with feedback through a process that involved the CIP development. We will continue to grow our skills and ability to ask probing questions around our investments, outcomes, and next steps as we implement the Student Investment Account Plan.

## PART SIX: Use of Funds

### Allowable Uses



### Describe how you will utilize SIA funds

As described in the sections provided above, we will utilize SIA funds to support students' mental and behavioral health needs, increase instructional support opportunities, and increase academic opportunities for all learners.

The strategies listed above include: 1) hiring and retaining mental health and behavior supports for students, 2) hiring a district wellness coordinator, 3) hire licensed and classified staff members to support alternative learning spaces, coordinate intervention efforts, develop enrichment opportunities, 3) hire and retain bilingual staff 4) hire an instructional coach 4) hire and retain AVID tutors, provide professional learning opportunities on AVID strategies and high-yield instructional techniques.

### Addressing the Needs and Impact on Focal Student Groups

The development of the Central Linn plan provides resources in a manner consistent with the needs expressed by our community, aligned to our district strategic plan, and appropriately directed to the students and functional areas our data suggests require additional support. As we focus on the student groups identified above, students who need to have barriers removed, and creating strong opportunities for mental and emotional health for all learners, this plan will benefit all students, and is appropriately distributed across schools and grade bands.

Fundamentally, the strategies, activities, and outcomes described in this plan are designed to

support students' mental health needs, improve academic achievement for all students, and reduce academic disparities over time.

There are a variety of barriers and risks that could impede our ability to achieve the longitudinal growth targets described in this plan. We will focus on identifying barriers and creating structured and clear strategies to improve student experiences. We will focus on clear communication with students, staff and families, engaging, relevant, and inclusive instruction, and actionable data analysis are critical. We believe the implementation of the resources described in this plan coupled with clear communication at all levels, high quality instruction and support services, and consistent progress monitoring will significantly increase the likelihood of achieving our longitudinal growth goals.