

Central Linn School District

This Continues Improvement Plan (CIP) is a live document that will continuously change. Due to Oregon Department of Education (ODE) timelines, this document was produced prior to accurate information on our allocation under the Student Investment Account (SIA), before receiving the application for the SIA, before the beginning of our budget cycle, before our first estimates of revenue for the 2020-21 school year, before we even have audited reports of the 18/19 school year, before our community engagement is complete and before we have any idea of the availability of the professionals needed to carry it out. Please do not total up estimated costs and read anything into them, it is simply too early to draw any conclusions. This document simply represents our current thinking of intent under ideal conditions, more will be revealed over time. This document will be updated and reposted as reality becomes more clear. Thank you for your understanding of our position and for your professional viewing of this document.

Brian Gardner, Central Linn School District Superintendent

Vision: An Individualized Education for all Learners

Mission: The mission of the Central Linn School District, in partnership with family and community, is to ensure a safe and caring environment where each student has the opportunity to reach his/her potential in the changing world.

Needs Assessment:

Systems Health: Using ORIS domains

1. Strengths:

- Leadership: Mission/Vision, Distributive Leadership, Using Data. We are continually seeking ways to improve these areas though we list them as strengths.
- Talent Development: Central Linn schedules 72 more hours a year of Professional Development than most districts. Functioning PLC's, tuition plans for teachers and EAs, shared leadership throughout the district and a culture willing to try new ideas brought forth by staff.
- Stakeholder Engagement and Partnerships: Strong partnership with LBL Pipeline and engagement with our ELL community.
- Well-rounded, Coordinated Learning Principles: Overall, we are strong with the use of data to inform decision making and growing in using it for informing instruction. Our district is very student centered and strives for our district vision of an "Individualized Education for all Learners." Interventions are embedded. For a small district our offerings at the secondary level are impressive. They include: Band, Drama, Vocal, Art, Honors courses, Ag CTE, Health Occupations courses, Culinary class, and many clubs/sports. Enrichment classes at the elementary level provide many diverse opportunities. AVID is taking hold at the High School, and PLCs looking at student data and instructional practice are emerging at the Elementary.
- Inclusive Policy and Practice: Removing barriers to success and participation is a deeply rooted value at Central Linn; it is our culture.

2. Areas needing Growth:

- Leadership: Routines and Structures: It is easy to rely on oral tradition and familiarity in a small district; we are making a concerted effort to embed and document additional structures that will contribute to student success.
- Talent Development: Additional funding for training would be helpful; many opportunities are often denied due to lack of funding.
- Stakeholder Engagement and Partnerships: Partnerships have been hard to maintain in CL. We will continue to work with the community to improve. Engagement has also been a struggle. We have done community and staff surveys but will hold additional community meetings and engage parents of special needs students throughout the winter.

- Well-rounded, Coordinated Learning Principles: We could use more materials to assist in instruction. Although we have done a great deal of work on cultivating a culture of academic success, we have more work to do; poverty is relentless.
- Inclusive Policy and Practice: Many barriers require money to remove: We will continue to try and find creative ways to meet the needs of our students.

Student Data:

1. Central Linn has struggled with 9th grade on track to graduate. This is in part due to having a high standard of proficiency for subjects before a student is allowed to receive credit and continue to the next class in the curriculum sequence; we do not allow 'D's on our transcript. We also believe that proficiency in concert with traditional methods of promotion in 6-8th grade have compounded this problem; the latter is beginning to be addressed. Less than 60% of our Freshman are on track. That number drops to 58% for students of color, 50% for students in poverty and a shocking 18% for students with special needs. All categories are at least 20 percentage points below state average.
2. Central Linn's Graduation rate is an honest graduation rate. CL does not have an 'alternative school' and retains all of its students in the general population. Central Linn's overall four-year graduation rate is 73.6%; that number drops to 66.7% for students of color, 69% for students in poverty, 50% for students who were participating in our English Language Learners program and 52.6% for students with special needs. It is obvious that a significant number of our students who were not on track in ninth grade do graduate in four years. Central Linn is at or near state averages and exceeds state averages for students navigating poverty.
3. Third grade reading data is not clean data, and I hope we can create or be directed to cleaner data as we progress in the SIA process. Currently the state is asking us to use third grade OAKS/Smarter Balanced ELA scores that do not reflect third grade reading proficiency.
4. Chronic Absenteeism is defined by a student missing 10% or more of the available school days regardless of the reason. The data is expressed in terms of percentage of students who are **NOT** chronically absent. The state average for regular attenders is 81.4%. Central Linn's overall rate is 80.2%; 75.5% for students of color, 75.4% for students in poverty, 79.4% for students who were participating in our English Language Learners program and 78.1% for students with special seeds. There is always room for improvement; however, one could argue about the statistical significance of sub-group data in light of the actual number of students in a small district such as Central Linn.

Stakeholder input:

We plan on continuing input throughout this year and then building regular 'check-ins' to how we conduct business. So far, we have conducted staff and community surveys and input from our ELL parent group, and we are in the process of implementing a short interview after each IEP. After the first of the year, we will do community meetings and have our Wellness Coordinator (Homeless Liaison) also start short interviews as she is working with our families navigating poverty. Student input is ongoing in our recently started student forum.

These are the themes that are emerging:

- Mental Health needs abound.
- Student Behavior impacting the learning environment.
- Building deficiencies impact learning environment.
- Parents matter; we need to encourage positive engagement and provide opportunities for learning that can enhance their ability for that engagement.
- Expand CTE and Financial Literacy.
- Increase access to Technology. (staff)
- Increase communication all around; including web page redesign.
- Additional transportation for Friday School and after school activities.

Strategic Goals:

THREE YEAR AVERAGES	DATA SOURCE	19-20	20-21	21-22	22-23	SPR&I
1. Increase ninth grade on track-all students	Report Card: 59.7%	65%	75%	85%	90%	B1, B2, B3, B9
Students of Color	58.3%	65%	75%	85%	90%	
Economically Disadvantaged	50.8%	55%	65%	75%	85%	
ELL	*					
Special Needs	18.2%	30%	45%	55%	70%	
2. Increase four year Graduation Rate-all students. Three year average	Annual Graduation Rate 73.6%	75%	78%	82%	86%	B1, B2, B3, B5, B9, B14

Students of Color	66.7%	70%	73%	77%	82%	
Economically Disadvantaged	69%	75%	78%	82%	86%	
ELL	50%	60%	65%	70%	75%	
Special Needs	52.6%	60%	63%	68%	72%	
3. Increase third grade reading-all students	3rd Grade Smarter Balance: 50%	55%	58%	61%	64%	B1, B2, B3, B4, B5, B9, B10
Students of Color	25%	30%	33%	38%	42%	
Economically Disadvantaged	50%	55%	58%	61%	64%	
ELL & Special Needs	xxxx					

4. Increase % of 'regular attenders' (90%+attendance)-all students. Three year average	Report card: 80.2%	83%	86%	89%	92%	B1, B2, B4, B5, B14
Students of Color	79.5%	83%	86%	89%	92%	
Economically Disadvantaged	75.4%	78%	82%	86%	90%	
ELL	79.4%	83%	86%	89%	92%	
Special Needs	78.1%	83%	86%	89%	92%	
Local Matrix?						

Action and Goal #	Approximate Cost	Funding Source	How does this reduce barriers?	Implementation	Data to be collected/dissaggregated	TQM how?	SPR&I
Friday School Goal: 1,2,3&4	120,000	SIA/Title 1/General Fund	Provides opportunities for small group interventions for students with gaps in learning	Further define desired outcomes, data tracking and moving to a permanent funding structure within contracts.	Specific student attendance, specific classes attended by students, subgroup student attenders and courses attending, growth and achievement rates of students attending FS vs students who do not attend	Teacher team to review data three times a year with principal.	B1, B2, B14

<p>Mental Health Counselor</p> <p>Goal:</p> <p>1,2,3&4 and dropout prevention</p>	<p>126,000</p>	<p>SIA and HSS</p>	<p>Helps learners with trauma to better access instruction.</p>	<p>We have two days in 19/20 and will increase to four days in 20/21.</p>	<p>Students served and outcome summary</p>	<p>Review data in care team</p>	<p>B1, B2, B4, B5, B14</p>
<p>Wellness Coordinator and associated budget</p> <p>Goal: 4</p>	<p>70,000</p>	<p>SIA</p>	<p>Facilitates the meeting of basic needs of learners navigating poverty</p>	<p>Full implementation 19/20 in anticipation of SIA funding.</p>	<p>Students served and outcome summary, communication with school staff/personnel</p>	<p>Review data with care team 3 times a year</p>	<p>B1, B2, B14</p>

<p>Summer School</p> <p>Goal: 1,2&3</p>	<p>30,000</p>	<p>SIA</p>	<p>Provides opportunities for small group interventions for students with gaps in learning achievement and growth</p>	<p>Full implementation 19/20 in anticipation of SIA funding. Evaluate elementary summer school program and base new design on collected data. HS program implemented June 2019 and was very successful.</p>	<p>Credits earned, student attendance, growth/achievement compared to non-attenders when applicable</p>	<p>Principal to monitor</p>	<p>B1, B2</p>
<p>Therapeutic Behavioral program (TBP)</p>	<p>75,000</p>	<p>SIA/ General Fund</p>	<p>Designed to serve students who lack skills an ability to function in the regular classroom. To teach academic study skills, self-regulation, restorative practices, self care and receive mental health treatment</p>	<p>New high school program in 20-21.</p>	<p>Behavioral data to be tracked on every student in the TBP as well as their time in the General education setting.</p>	<p>Coordinator and principal bi-monthly review of data</p>	<p>B1, B2, B4, B13, B14</p>

Action and Goal #	Approximate Cost	Funding Source	How does this reduce barriers?	Implementation	Data to be collected	TQM how?	SPR&I
Bilingual Educational Assistants Goal: 1,2,3&4	93,000	SIA	Removal of language barriers to accessing core instruction	Currently implemented using 3499 funds that are going away June 2020	Student growth/achievement outcomes	Title III coordinator to track results as part of the program.	B1, B2, B4, B9, B10, B14
AVID Goal: 1,2&4	35,000	SIA	Provides additional support for all learners, including those navigating poverty, disabilities, and language barriers	Partially implemented. SIA will allow balance of staff to be trained and move towards school wide implementation.	Track credit earned, number of graduating students in program and begin post secondary tracking.	AVID coordinator to track results as part of the program.	B1, B2, B5, B13, B14

<p>Eliminate Pay to Play Fees</p> <p>Goal: 1,2&4</p>	<p>25,000</p>	<p>General Fund</p>	<p>Removes financial barriers and stigma for learners navigating poverty.</p>	<p>Proposed 20-21. Requires board action.</p>	<p>Track participation rates</p>	<p>AD to monitor and provide a summary of students served to the Board each season</p>	<p>B1, B2, B4, B14</p>
<p>Central Linn Elementary Instructional Coach</p> <p>Goal: 3</p>	<p>60,000</p>	<p>SIA</p>	<p>Increases the capacity of teachers to close gaps in learning and improve instructional strategies and practices</p>	<p>Fully Implemented 2 days a week, SIA will allow us to expand to 4.</p>	<p>Data outcomes for implemented systems</p>	<p>Teacher team to review data three times a year with principal.</p>	<p>B1, B2, B3, B10, B14</p>

<p>Friday Enrichment Classes and Summer Enrichment</p> <p>K-6 Goal: 3&4</p>	<p>80,000</p>	<p>SIA/ General Fund</p>	<p>This program provides a rich cultural context for students with a less than enriched (use underprivileged instead?) upbringing allowing them to have more relatable experiences that allow them to more efficiently access the core curriculum.</p>	<p>The program is currently implemented.</p>	<p>Students served and outcome summary</p>	<p>Principal and coordinator to review curriculum in September, January and June to review TQM: plan, do, study and act.</p>	<p>B2, B14</p>
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Action and Goal #	Approximate Cost	Funding Source	How does this reduce barriers?	Implementation	Data to be collected	TQM how?	SPR&I
CLES Reading/ Instructional Coach Goal: 3	60,000	Title 1	Increases the capacity of teachers to close gaps in learning and improve instructional strategies and practices	Fully Implemented	Tracking of MAP assessment data	Teacher team to review data three times a year with principal.	B1, B2, B3, B4, B10
CLES EAs for running small group reading interventions	168,000	Title 1	Provides opportunities for small group interventions for students with growth/achievement gaps in learning	Fully Implemented	Student growth/achievement outcomes	Teacher team to review data three times a year with principal.	B1, B2, B3, B5, B10
School to Life Coordinator	71,000	HSS	Continue to focus School to Life coordinator on providing experiences that expose students to possibilities beyond high		Students served and outcome summary including post	Teacher team to review data three times	B1, B2, B14

Goal: 2&4 and dropout prevention			school as well as developing industry connections.		secondary outcome tracking	a year with principal.	
Health Occupations CTE Goal: 2&4	8,000	HSS	Provides another CTE opportunity	Need to buy curriculum	Students served	Teacher evaluation process	B1, B2
Culinary Arts CTE Goal: 2&4	22,000	HSS	Provides another CTE opportunity	Need to buy some equipment.	Students served	Teacher evaluation process	B1, B2
Friday PD Goal: 1,2,3&4 and dropout prevention		SIA	Provides time for teachers to review data to inform instruction to close gaps for underserved populations			Teacher feedback	B1, B2, B9, B10

Action and Goal #	Approximate Cost	Funding Source	How does this reduce barriers?	Implementation	Data to be collected	TQM how?	SPR&I
Jr High Intervention Program Goal: 1 and dropout prevention	60,000	HSS and SIA	Provides students interventions in all core classes in real time by building intervention class into the schedule. Students will rotate in/out of intervention/elective as needed. Ensuring ALL students are ready for High School	Emerging in 19/20 with data being collected and program adjusted as we learn what works and what does not.	Number of students receiving interventions and tracking of each student and the modules completed.	Teacher team to review data three times a year with principal.	B1, B2, B3, B4, B10, B14
Pre Kindergarten Goal: 3	60,000	General Fund	Provides early learning opportunity for underserved (young learner?) population and builds Kindergarten (and continuing academic) success through program staff communication	Emerging in 19/20 with data being collected and program adjusted as we learn what works and what does not.	Kindergarten readiness assessment and curriculum alignment	Pre K, Kinder and Principal team to review data three times a year with principal.	B1, B3, B4, B9, B10