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Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program

Applicant Name: Lake County SD 7

Please provide the link to where your plan is posted on your website <https://www.lakeview.k12.or.us/page/superintendent>

Summary of Needs Assessment

We gathered data together from a variety of sources: Surveys, parents meetings, staff in-service, community partners, and students in order to capture community values. We e took a lot of the data from community events and students surveys and anecdotal evidence to support our plan of action.

We met with the ESD liaison and the administrative team to cover all aspect of the process: Jennifer with the community, Michael with the service organizations, Lloyd with Special Education and mental health services, Susan and Hillary with the other partners and staff. As a small community this process is a natural one and every stakeholder is values and listen to. ESD liaison provided needed guidance, support and other community engagement opportunities and helped guide us throughout the entire process.

Mark Louie and Michael Carter met to gather all the artifacts, data sources and then develop the outcomes, strategies, and activities associated with the needs of the district. We did this in order to establish the foundation for the budget and ensure that all populations and students are served.

We believe that our plan addresses equity issues and that we have included all stakeholders in the process and we have made additions based on new data and program needs.

Plan Summary

Our priorities that were identified in our needs assessment are addressed in our plan. They include: On track graduation rate improvement, mental health and student wellness, general attendance and student performance. We have also added a student success room to provide extra support to students who are identified as off track. We have addressed the career track for students who are not planning to attend traditional college and we have expanded CTE options and program expansion including College and Career expanded options with added work study opportunities and dual credit. We have added summer kindergarten and we have added a Preschool

program this year which was a major priority identified by our needs assessment. We are also starting a daycare program for after school times to benefit the community and staff.

We have increased mental health support (social and emotional) throughout the district and we have ensured that our plan addresses "Equity" for all students. We have implemented staff training is TIC ensuring that the training to be culturally sensitive to all students' needs and creating a culturally safe/sensitive school environment.

We have added transition and college readiness support for secondary students including career/job readiness and we have ensured that our special education teachers receive a higher amount of instructional time with students not only lowering caseloads, but utilizing Instructional assistants to create consistency and efficiency at all levels.

Increase school safety measures

Additional FTE for larger elementary classes

Continue to support programs/courses such as AVID, ELL, and CTE, career and college field trips, Career and Personal Finance, CTE programs, and connections to careers, Use of programs such as CIS in our health classes.

We have hired two behavior specialist and created a Student Success Classroom at the secondary and Gosling Nest at elementary level.

In our plan we also hired additional staff to reduce classroom size and improve the teacher student ratio at key educational levels.

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

Our district provides a variety of opportunities for students of all backgrounds, interests, race, ethnicity, sexual orientation, and socio-economic status. The district has a strong history of serving "all" students as individuals. The small school rural atmosphere lends to being able to treat each student individually. All Lake County School District # 7 students can access an academic scholarship program for 4 years of college. This scholarship is provided to multiple students who meet the criteria (grades and SAT scores) Students are judged on G.P.A, not the rigor of the coursework. This opens doors for students in poverty to access 2 or 4 year college education. There are also numerous opportunities no matter your background to access our wide variety of CTE coursework and dual credit, work study. This would also include SEL and Academic supports.

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

We have identified attendance issues stemming from poverty as our biggest barrier to an equitable education. Our students in poverty struggle with attendance. We have revised the attendance procedures in our district to reflect our attendance needs. Our students in poverty have access to clothing, free breakfast and lunch, extracurricular activities and weekend meals. Limited mental health resources; we are collaborating with Jenn Susuki and Maulher ESD to collaborate on mental health tele services. We are also partnering with our local mental health department to provide more access to services within the school setting.

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

Equity in rural frontier Eastern Oregon school looks different than urban schools. For example, we have little need for additional language support to create equity, but many students struggle with barriers to attend school. The equity tool has been used to provide student access to academics and extracurricular activities. The admin. team will continue to use the equity tool to regularly review equal access to all educational opportunities, and we are working to develop a countywide equity plan that focuses on our specific and unique needs.

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

LCSD #7 uses equity dollars we receive to improve educational "best" practices by teachers, eliminate barriers to student attendance issues which increases academic growth. We have two onsite behavior specialist who train staff and work directly with students to improve self regulation skills and academic success. LCSD#7 contracts for an additional 1.0 FTE behavioral specialist at the secondary level. We also provide a student success room that practices trauma informed care at the secondary level, grades 7 - 12. The focus of our equity plan centers around the 25% of our student population at risk in reading and math.

What barriers, risks or choices

LCSD#7 is implementing a more aggressive approach to attendance issues. The first step is to work with parents and students to reduce barriers to attendance. This may include: transportation, food service, school supplies,

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

clothing, health or mental health services, etc. The second step was to revamp our district attendance procedures to cite parents who are not sending students to school. An increased attendance rate directly correlates to an increase in academic success. Currently under new ESD leadership, we have taken a couple of students to court in order to seek better parental involvement in the entire educational process. One barrier that I experience is connecting with families. Being able to build relationships with families to support attendance both for school, health care visits, mental health services, and basic needs. Having Lakeview Academy as a resources has continue to improve, moving the tutoring services for Lakeview Academy into the middle school and high school as increased connection and attendance within the program. Continuing to improve connection and engagement with students to improve attendance through adding additional clubs and our athletic department working on sports participation.

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?

All LCSD#7 students who are homeless under The McKinney Vinto Act have access to academic counseling, behavioral counseling, mental health services by referral, nursing services, vision and dental health services. Our students have access to multiple sources of food and clothing for example, free and reduced breakfast and lunch, backpack food program during weekends, and breaks, and Share the Warmth for clothing. Privacy and confidentiality is a priority for staff to reduce stigmatizing students, and we have an administrator devoted to this assignment at the district level. . We are excited about the potential outcomes. All students are given access to behavioral specialists as well as our Student Success Room. We have implemented several systems to quickly identify and get resources to our children and your experiencing homelessness. First, our registration papers contain questions about current living conditions. Second, our front office staff have been trained to recognize and complete intake forms on students they think might qualify. Third, we have posted a link on our staff use only page for staff to quickly reach out to student services with any concerns regarding homelessness. Fourth, the student services office is going through all of our current and past MV students to check-in on needs and their living status so we are sure we are meeting these students most immediate needs. Improved systems through student services coordinator. Adding this additional support and role has improved our processes exponentially.

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

Historically, LCSD#7 has a diverse offerings of CTE courses. This year, there are more female students in the shop and construction classes as well as an increase in students on IEPs and 504s. We have always had students of diverse heritages enrolled in these classes. In our culinary classes, the majority are males, which is a change over the course of a few decades. Our alternative education program and Lakeview Academy are both allowed to take CTE courses if not offered through their programs. We build the master schedule to eliminate as many conflicts as possible to allow for access to both CTE courses as well as rigorous courses.

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

Lakeview High School needs to improve the recruitment process for diverse groups. For example, we would like to recruit more female students into our shop classes as it has typically been a more male-dominated area of study. We identified barriers related to our school buildings and facilities. For example, students with disabilities may have a challenging time gaining physical access to the CTE classes due to our building being out of date. Our greenhouses for Horticulture are located off campus, and students have to walk to them, which could cause an equity issue for some. We need to improve our recruitment process to be tailored to more diverse groups.

What is your recruitment strategy, and how does it ensure equitable access and participation in

Lakeview High School and Daly Middle school forecast coursework in every grade level for each year. Staff also explain all of our elective classes to students. Lakeview staff update the planned course statements and course catalog every year to ensure accurate descriptions of coursework. Our school counselor recruits students unsure of what electives they would like to take and advises them. In the agriculture classes, staff have developed a handbook that is easily accessible to all families and available on new website, Thrillshare, and other social media platforms to reach out to the community. The Ag students host Ag Awareness annually for elementary

CTE Programs of Study?

students, which provides students opportunities to learn about various aspects of agriculture and increase interest in agriculture classes. There is also a lot of "word of mouth" recruiting from students that have previously been in the classes.

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?

Lakeview High School and Middle School have pride in their efforts to make CTE classes a welcoming place for students to take risks and pursue interests. LCSD#7 has harassment and bullying policies posted in every secondary classroom as well. These expectations are reviewed regularly with students. In culinary classes, a cultural food unit is present so that students have the opportunity to share their own cultural beliefs and traditions through food. We have always made our shop a welcoming place for all students. If a student needs a prequ we help them get it. If homeless or foster care students need help with fees, we provide that under MV.



Thank you for submitting your entry. A copy is included below for your records.

Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program

Applicant Name: Lake County SD 7

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).

LCSD #7 secondary students are offered a wide variety of course offerings and electives for both our middle school and high school students. We offer several CTE courses including Culinary Arts, Wood Shop, Construction, Welding, Animal Science, Ag. Business, Horticulture, Floral Design, and more. We also offer both Band and Choir classes for middle school and high school. We have Yearbook, Medical Terminology, Emergency Medical Response, AVID at every grade level 7-12, and three levels of Spanish classes. We also offer some lower level Math and English classes for students on a modified diploma. We have incorporated an Advisory class this year to allow perfect our student-led conference model, implement more AVID strategies schoolwide, and provide social-emotional and soft skills lessons for our students. We provide a wide variety of course offerings and electives for both our middle school and high school students. The elementary school offers RTI, PBIS, Trauma Informed Care, Character Strong, Sources of Strength in addition to a full academic curriculum. Students are able to better access the general education with push-in special education supports for grades K-12. In addition to in class supports, students that qualify for an IEP or a 504 are able to use the resource room in grades K-12 to increase skills that are below grade level, have a quieter place to take quizzes and tests, and work in the resource room if they are feeling overwhelmed or are experiencing anxiety.

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?

The secondary level provides a variety of art classes including 2D Art, 3D Art, and Photography. We also offer both Band and Choir at the middle school and high school levels. The secondary also offers a Yearbook class and a Technology class as well. The elementary school provides music (vocal and instrumental). The elementary school provides music (vocal and instrumental).

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

"The secondary provides full-time library services and budget to purchase new books yearly. The elementary schools maintain an AR program and budget to buy new library books each year. The Fremont and Hay Library is staffed full time. The elementary schools maintain an AR program and budget to buy new library books each year. The Fremont and Hay Library is staffed full time. We have a full-time Librarian from 7:30am to 3:30pm in our 7-12 library. Teachers of English classes encourage students to use the library and check out books during their English class time. We also budget to purchase new books quarterly. Students are able to create wish lists for books that they would like to see added to the library. ""Our preschool program - once they move to the elementary school - will partner with the elementary library to have regular library time. Currently, our preschool staff is building a robust library to complement the one we purchased with our curriculum... which is quite extensive. Also, our teacher borrows books from the public library when we notice a hole in our program. In our virtual programs, students have access to our middle school and high school library just like other students. They only need to schedule a time with our virtual teacher who is also the librarian. """"

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

At the 7-12 level, students have 20 minutes in the mornings for breakfast, a 10-minute nutrition break after the first 2 classes of the day, and a 40-minute lunch/recreation block in the middle of the day. The secondary offers a variety of physical education classes to include, strength and conditioning classes to encourage student movement daily. The middle and high school offers a full schedule of sport teams. The elementary school has five recess opportunities per day. Elementary students have a 25 minutes breakfast time and 40 minute lunch time. Elementary students have a specialist time each day for movement and various physical activities.

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

At the secondary level, LCSD#7 offers multiple classes to incorporate STEAM, ranging from our Science classes (Chemistry, Physics, Biology, etc.) to our CTE classes (Construction, Welding, Wood Shop, etc.) to the Arts (2D Art, 3D Art, Photography, Band, Choir, etc.) to our Math classes (Algebra, Algebra II, Geometry, Pre-Calculus, Calculus, etc.). We also have AVID courses at every level 7-12 which incorporate critical thinking, inquiry, and career exploration. At the elementary level we host a science fair to focus on scientific inquiry. The elementary schools provide live math instruction with a focus on hands on applications paired with technical math support on one to one Chromebooks. We have also provided multiple STEAM class during summer programs.

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.

All 7-12 curriculum is listed on approved materials from the ODE adoption website. All reading and math interventions are research based. We, as a staff, are also working on curriculum mapping for each of our classes. Our curriculum maps include objectives, standards, units, lessons, scope and sequence, etc. All elementary curriculum is listed on approved materials from the ODE adoption website. All reading and math interventions are research based.

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

At the 7-12 level, staff focus on providing bell-to-bell instruction in every class. During administrative walkthroughs and observations, administration provide feedback to all teachers regarding class structure and ask that all teachers have opening activities, lesson objectives, collaborative activities, and closing activities to maximize student engagement. Through our AVID schoolwide model, we are working on our Rigor schoolwide so that students are challenged in all of their classes. The elementary school is schoolwide title with a strong RTI model. Our RTI model uses research based interventions. The RTI model is reviewed twice a year to examine student growth. Mentoring classes and one on one mentoring is provided for all new teachers.

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

LCSD#7 has opened a preschool on our elementary campus. The educators in our kindergarten programs and preschool coordinate curriculum, social emotional learning and transitions to kindergarten.

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

LCSD#7 provides several opportunities for 6th grade students to visit and learn about our middle school in order to ensure a smooth transition. Since we are a 7-12 model, our middle school students have a multitude of opportunities to learn about what high school will be like and to get to know high school teachers, classes, etc. At the high school level, we have a Career Education/Personal Finance course that allows for students to explore a variety of postsecondary options and prepare them for life outside of high school. Lakeview High School also offer an AVID 11/12 course which allows students to go on college campus tours and research a variety of postsecondary options.

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

At the secondary level, we provide interventions such as PASS, an after-school tutoring session every Wednesday during our early release time. We also offer Math Essentials and English Essentials classes for students that are on a modified diploma track. We have also restructured our CTE courses to provide more equitable access to our programs. The Academic Counselor in conjunction with administrators and teachers, has created a "Student Study Team" to address the needs of students who are struggling. There is now a process to refer students to this team so they can staff them appropriately and work towards beneficial interventions. Students receive hands-on experience that simulate career experience. If a student is struggling, our teachers provide additional support in the form of tutoring and one-on-one sessions based on observation of student skills. We focus on identifying all of our student's strengths and helping them to use those strengths in different ways. We incorporate all of the different learning styles to make sure we are reaching all students. Our CTE team is in constant collaboration with our ELL and SPED departments to make sure we are meeting diverse needs.

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

LCSD#7 has a TAG program for all qualified students who are meeting and exceeding standards. The RTI model requires benchmark assessment and data team meetings quarterly to assess student growth. Every six weeks intervention groups are changed to meet student learning needs to include enrichment activities.

How do you provide career exploration

Secondary students in each of our CTE, AVID, and Career Education/Personal Finance classes explore career opportunities in their classes. We also utilize our Advisory period every Tuesday to do schoolwide

opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

career exploration and career guidance. Our School Counselor also visits grade-level classes to conduct forecasting and help students explore career opportunities for their futures.

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

Lakeview High School offers Work Program, Ag. Work Experience, and Health Careers work-based learning experiences for students to earn credit for working at jobs that interest them. Mr. Gerber, Youth Employment Coordinator offers work programs through Youth Development grant for students to participate in work-based learning. LCSD#7's CTE programs are centered around work-based learning to include woodshop, construction, welding, catering, floriculture and horticulture. Many of our work study programs are paid position. This past summer there were 35 students who were paid for their apprenticeships and placements.

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.

Lakeview High School offers a variety of dual-credit classes including Spanish, Horticulture, Floral Design, Honors English, English Composition, Economics, and Medical Terminology courses. All courses provide academic rigor with a focus on college requirements and the opportunity for potential job placement in the local community.

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

Lakeview High School hosts a career day so students have the opportunity to shadow a local professional in a career of interest. The career day stresses hands on learning for students. Lakeview High School coursework stresses organization and responsibility. The LHS work program requires students to interview, keep track of their own hours and schedule, interact in a professional manner and be punctual. In addition, we take students to the Bend area for a regional career fair.

How will students from focal groups and their families learn about CTE course offerings and Programs of

LCSD# 7 updates all of our course offerings, course catalog, and syllabi yearly and provide families with all of this information each year. Daly Middle School and Lakeview High School have translated copies of each of these documents for Spanish-speaking families to ensure equity.

Study that are available?

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

Lakeview High School students have access to non-traditional fields. The employers participating in Career Day were asked to take any students interested in their occupation. For example, one of our employers was a mobile mechanic. Any participating LHS student could sign up to job shadow with any employer. A second partnership involves, LHS and Lake District Hospital. Students in a medical program can job shadow at the local hospital.

Describe any new CTE Programs of Study to be developed.

Lakeview High School has recently restructured their CTE Programs to create a progression and pathways options for our students. One example was the purchase of the Paxton Patterson curriculum to be implemented in several of our Shop classes. We are also currently working on a certifying a program of study under health careers.



Thank you for submitting your entry. A copy is included below for your records.

Integrated Application Section 3: Engaged Community - District/Independent with CTE program

Applicant Name: Lake County SD 7

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

We have been working hard for the past two years to engage families more during our conference days. We have implemented student-led conferences at the secondary level and have been scheduling conference times instead of just offering drop-in appointments during both our Fall and Spring conferences. We also have revamped our Student Council to provide more opportunities for families and the community to get involved with our school. For example, during our Homecoming week this year, we brought back some activities that haven't been able to happen the past few years. We had a bonfire, powder puff football, he-man volleyball, and a variety of other activities that had great community turnout. One thing that we are continuously working on is our advertisement of events. We plan to utilize our new website to make the dates of events readily available to our community. At the elementary level, we have two full time behavioral specialist to improve community outreach for agency relationships and outside services. The lifting of Covid restrictions has increased community engagement and access to our schools. Barriers to education at the elementary schools are being identified as we work through the process, the major barriers being transportation, adult connectivity and basic needs.

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

We are working to improve our partnership with Klamath Community College as well as our ESD and Juvenile Probation to better serve our students and facilitate more community engagement. We have plans to implement Coffee with the Counselor to build relationships with our parents and community. We also have planned four community education nights focused on social emotional learning and how to access community resources. The elementary administration is working to revive our parent's club at Fremont and A.D. Hay Elementary Schools. All administration is required to attend service group meetings on a regular basis.

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

The additional funding to from ODE and grants to support community engagement is critical to continuing to develop these relationships. In addition our administrative team has taken on the responsibility in our local service organizations and this proven to be very effective. It has increased visibility throughout the community demonstrating we are a committed partner serving our community

improvement process?

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

The secondary and elementary schools have implemented changes to welcome our community back into our schools after Covid restrictions were lifted. Prior to Covid, our small rural community was a strong presence in our schools. We embrace strengthening these relationships with Booster Club, parent clubs, parent nights, events put on by our Student Council, coffee time and community service involvement.

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

Not Applicable

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

Students with disabilities, Students who are emerging bilinguals, Students who identify as LGBTQ2SIA+, Students navigating poverty, homelessness, and foster care, Families of students with disabilities, Families of students who are emerging bilinguals, Families of students who identify as LGBTQ2SIA+, Families of students navigating poverty, homelessness, and foster care, Licensed staff (administrators, teachers, counselors, etc.), Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.), School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.), Business community, Local Community College Deans and Instructors; Local university deans and instructors, Migrant Education and McKinney-Vento Coordinators, CTE Regional Coordinators, Regional STEM / Early learning Hubs, Community leaders

How were they engaged?

Survey(s) or other engagement applications (i.e. Thought Exchange), Collaborative design or strategy session(s), CTE Consortia meeting, School board meeting, Partnering with community based partners, Partnering with business, Other

Other means of engagement

Empathy interviews with focal group parents and students.

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?

The artifacts demonstrate a response to the voice and needs of community partners and parents. The elementary survey was sent out in multiple forms to create equitable opportunities to respond. The parent survey addresses changes they would like to see in the elementary school setting and gives feedback about how our parent club can serve our students. The attendance at parent nights show our commitment to parent/community engagement.

Describe at least two strategies you executed to

At the elementary level, ELD and Special Education Students experience barriers and challenges in the area of attendance, poverty, academic and social emotional success. All ELD students have a school liaison who calls regularly to check in with families and translate school materials to ensure equitable access for ELD students. Special Education students have

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.

transition meetings in August prior to returning to school to get parent updates from the summer, develop behavioral and/or transition plans needed and update IEP documents if necessary.

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.

The secondary and elementary staff members are required to attend Welcome Back night and parent teacher conferences. This is a contractual requirement to alleviate staff taking leave during these times. This was essential to maintain parent and community relationships. The secondary staff are also required to email, mail or call parents on regular intervals, especially if their student is not passing or is in danger of not passing their class. We require positive messages to go home regularly, but a less positive message to be delivered by phone or in person.

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

Lake County Schools need to welcome and reassure parents and the community our schools are a positive and place for students. We also need to encourage parent and community volunteers to engage in our school community.

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

LCSD#7 hired a Youth Employment Coordinator last year. This program is highly successful. Mr. Gerber has made many community connections and has connected a large number of students to employment opportunities through our Work Program. The high school also held a Career Day for our seniors as part of their Career Education/Personal Finance class that allowed students to shadow a local professional in a career of their choice. At the elementary schools, we frequently have guest speakers in our classrooms from a variety of different fields and take students on field trips to explore different career paths as well.

We are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, and are required to consult with

**your local tribal
government.**

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Application Section Four: Strengthened Systems and Capacity - District/Independent with CTE program

Applicant Name Lake County SD 7

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?

LCSD#7 has taken the proactive approach by offering incentives for relocation and performance. In addition administrators have attended job fairs, conducted virtual and onsite interviews, and provided paid visitation days. The secondary administration engage staff by providing meaningful professional development that is staff driven. We also offer a two semester four credit mentoring professional development course which the district facilitates and pays for. Professional development is tailored to the grade level, department and administration goals. Each new teacher has a mentor from their grade level or building who has committed to mentoring. The district continues its practice of early release Wednesday which provides substantial opportunities for professional development.

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,

The middle school and high school have smaller class sizes than the average for the State of Oregon. The secondary have a part-time ELD teacher, 2 behavioral specialists provided by our ESD, and 1 full time special education teacher. All staff are licensed. The elementary school has smaller class sizes than the average for the State of Oregon. We have a full time ELD teacher, 2 behavioral specialist and 2 full time special education teachers.

or out-of-field teachers?

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

At the secondary school a discipline matrix is used to provide progressive discipline, behavior plans, and involve ancillary staff as well as classroom staff to support student success. We have been engaging in professional development around trauma-informed care and restorative justice practices in order to be more equitable for our unique student situations and populations. The elementary school uses a discipline matrix with progressive discipline, behavior plans and involve ancillary staff as well as classroom staff to support student success.

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

At the secondary level, the majority of our professional development is done in PLCs, both by grade level and department teams. We sent out a survey at the beginning of the year asking for staff input regarding professional development and we have customized our early release professional development time to meet those requests and needs. The elementary schools conduct an annual community and parent survey to align community input with district goals. Professional development is determined by the admin., staff and survey results in a collaborative manner.

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

All new LCSD # 7 teachers are required to attend a two day teacher orientation and mentor class. Each classroom teacher meets with a one on one mentor weekly. This professional developed is tailored to our school goals and needs. Administration provides 4 - 6 mini observations and two formals evaluations during the school year. All new teachers are required to attend a two day teacher orientation and mentor class. Each classroom teacher meets with a one on one mentor weekly. At the elementary level, all teachers work with a Title Math and Reading coach as needed as well as a reading and math consultant quarterly. This professional developed is tailored to our school goals and needs.

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

The secondary schools are utilizing Advisory class to do student grade checks frequently. Students are monitored by their Advisory teacher and are referred to administration, counseling, behavior specialists, and student success room staff if needed. Lakeview High School has continued to build our Student Success Room, which now has a variety of different stations to promote student regulation so that if they are struggling, they can spend 15 minutes doing an activity to reset and return to class and be successful. We are also currently working on developing a team of staff members that are available for referrals and that act as a triage station for supporting struggling students. At the elementary schools, the RTI process identifies students who are not making progress in reading and math. Those students are placed on a "watchlist" and monitored monthly by Title staff, Special Ed. teachers, Special Ed. Director and elementary admin. Students are progress monitored twice a month. Student growth is examined every six weeks and the intervention changed if student growth is not progressing.

How do you facilitate effective transitions between early childhood education programs and local

Each year, at the middle school, students are provided with several opportunities for 6th grade students to visit and learn about our middle school in order to ensure a smooth transition. Lakeview High School and Daly Middle School are combined in a 7-12 model. In this model our middle school students have a multitude of opportunities to learn about what high school will be like and to get to know high school teachers, classes, etc. At the high school level, we have a Career Education/Personal Finance course that allows for students to explore a variety of postsecondary options and prepare them for life outside of high school. We also offer an AVID 11/12 course which

elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

allows students to go on college campus tours and research a variety of postsecondary options. LCSD#7 has opened a preschool this year. The educators in our kindergarten programs and preschool coordinate curriculum, social emotional learning and transitions to kindergarten. Sixth grade students attend an orientation day with their teachers to transition to 7th grade. Sixth graders also participate in a Welcome Back Day at the middle school prior to school starting. We hold individual transition meetings for at risk students.