

Gail Buermann

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Wednesday, March 15, 2023 10:06 AM
To: Gail Buermann
Subject: Confirmation - Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program



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

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

Applicant Name: North Lake SD 14

Please provide the link to where your plan is posted on your website https://www.nlake.k12.or.us/district_office/district_reports/integrated_guidance

Summary of Needs Assessment Our needs assessment team was specifically assembled based upon their broad perspective of community knowledge and experiences. Among them they represented parents, foster parents, businesses, low-middle-high socioeconomic groups, elementary-middle-high school grade levels, the school board, faculty groups, special education, mental health and trauma, ESD, CTE, Alternative Ed., and administration. Our needs assessment met on three occasions bringing together two subgroups: A school-based data analysis team and a community connections team. Meeting 1 included an introduction of the Integrated Guidance process and goals, and the roles and responsibilities of each team. We reviewed some data trends in preparation for formulating outcomes, strategies and activities. Meeting 2 was divided into two sections. The first section was with the data analysis team who reviewed past and current attendance and academic performance data. The second section was a whole group meeting at which we summarized the data previously reviewed, and identified strengths, weaknesses and opportunities for improvement. Meeting 3 was a whole group meeting at which we put together outcomes, strategies and activities. We reviewed the application template and evaluation criteria. Directions were given on how to access the draft application template in order to contribute to the narrative. Once outcomes, strategies and activities were established, administration and the business manager met to ensure funding was allocated based upon priority level. We used surveys, parent meetings,

staff meetings, state and district data, and the needs assessment team to guide our decision making process. Our goal was to represent all stakeholder groups equally throughout this process. North Lake's focus on equity is ensuring programs and services are available to all students groups. Our programs are designed so access is available to all, regardless of focal group status.

**Plan
Summary**

Our plan addresses the four common target goals: Equity, Engaged Community, Well-rounded Education and Strengthened Systems and Capacity. Our priorities are embedded in our outcomes, strategies and activities, and supported by our budget. During our needs assessment meetings, these priorities emerged: Improving regular attendance rates, increasing graduation rates for 4-and 5-year cohorts, increasing the percentage of freshman on track to graduate, and improving CTE/college and career readiness. Strategies to help us achieve our intended outcomes include maintaining our school counselor and behavior specialists, maintaining weekly PLC time, maintaining our onsite alternative education program, maintaining and improving our K-12 CTE program, increasing communication with parents and students about academics and post-secondary options, and improving summer options for K-12 students. Key investments will be in our CTE program, our mental health and counseling positions, our alternative education program, and maintaining our technology director and our K-12 elective teacher. Progress monitoring will occur in weekly staff PLCs, where we will review attendance and academic growth as outlined in the IG plan. Longitudinal growth targets will be reviewed during PLCs in order to make adjustments to ensure maximum growth. On-track graduation rates will also be monitored at weekly PLCs, with attention to individual student progress. We will conduct a yearly review of our outcomes, strategies and activities to ensure they are meeting the needs of the district. We will meet with the business manager to monitor fund allocation and uses, and make adjustments as allowed. The board will review the budget in the fall, and again in the spring as we move into the second year of the biennium. We will move to tiered funding if necessary. Tiered planning and budgeting allow for nimble course changes that have been pre-considered but are not within the current budget parameters. In our district, these additional strategies and activities are possible if we move to another tier in our plan: Summer school and a greenhouse.

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

Our strengths lie in our small teacher to student ratio, our small enrollment and the opportunity for staff to know each individual student personally. Students are provided various options to succeed regardless of past difficulties and/or current challenges. Students are not lost, forgotten or allowed to fall through the cracks. All courses, programs and services are available to all students. Our SpEd students often have more access to regular education classes than they would in other district simply because our school is small enough that they receive the necessary support. Many of our parents report that their students do better here than at any other school previously attended.

**What needs
were
identified in
your district
or school in
terms of**

Our needs are primarily connected to challenges created by geographic isolation, supportive resources inside and outside of the school district, and transportation. No needs with regard to SpEd students, as they have equal access to programs, activities and coursework. They often do better in our school than at any other school previously attended, so no changes are necessary at this time.

equity and access?

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

We considered the impact of our programs and activities on all students, and all focal groups. It helped us ensure the needs of all students are considered when finalizing our plan. We also had equal representation from all groups at our needs assessment meetings and all identified needs were addressed.

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

The potential impact for all students and focal student groups is that ALL students are able to take desired courses, attend regularly, receive support to stay on track to graduate, and have equitable access to CTE courses. Our plan allows for whole group strategies, as well as differentiated strategies based on individual needs. 100% of our students are included in this plan and are supported by budget expenditures.

What barriers, risks or choices 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?

Barriers include poor attendance, mobility, and lack of credit acquisition as a result. We also have a number of parents who, since the pandemic, seem to believe regular attendance and a quality education are not as high of a priority as they once were. Some also mistakenly believe that completing assignments through Google Classroom is just as effective as attending onsite, and they fail to recognize the value of in-person discussions and interactions. As a staff, we are committed to re-establishing the value of attending in-person, both for academic and social reasons. Through the additional parent/student engagement opportunities we have built into this plan, we intend to create an educational environment that encourages regular attendance and active participation. We will remove as many barriers as possible for both students and parents.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or

District policies JECBD, JECBD-AR, JECF, and EEA ensure homeless students the services, opportunities and transportation offered to all students. North Lake is a very small rural school, and all students are welcome to take all classes. We also offer free lunch to all students. We provide support such as weekend food for to any student who requests it, regardless of income. Clothes are provided when needed, as well as toiletries and other necessities. We have allowed students to shower and do laundry here at school. Students who are unable to purchase their FFA jackets are provided a personalized jacket free of charge, as well as other items of clothing to complete their official dress uniform. We take care of our students. We already have ideas for next year and

stigmatize children and youth navigating homelessness?

how we can provide additional personal services for students experiencing poverty or homelessness. Ideas include personal grooming and hygiene, hairstyling, manicures, pedicures, fashion, budgeting, purchasing, cooking, tying a tie, etc.

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

Our CTE Programs of Study have an outstanding record of inclusion and integration of SpEd and Alternative Education students. Students of poverty are a focal group for us, and they are also included in our CTE programs without hesitation. We provide personalized FFA jackets to those who cannot afford them. We have recently added Ag. in the Classroom for all students in grades K-6, so now we have a streamlined K-12 CTE education program. We offer differentiated education based on student pathway interest. We are focused on project-based education. We have increased the CTE electives/pathways offered to students. Our CTE programs are available to all students without regard to academic achievement, social status or economic status. Our 7-12 CTE programs currently have 38 SpEd students enrolled. This is possible because of our belief in opportunities for all and a commitment to college and/or career readiness for all students.

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

We have Alternative Education and SpEd integration in our CTE programs at this time, and it is helping us prepare our students for college, careers and/or the workforce. We must have continued funding for K-12 CTE and Alternative Education staff to keep these programs in place for our students.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

Our recruitment strategy is to promote K-12 CTE education by continuing to offer Ag in the Classroom in grades K-6. We will also continue to require CTE classes in grades 7-8-9, which are available to all students regardless of gender, ethnicity and economic status. Many students in grades 10-11-12 complete several more Ag classes before graduating.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you

North Lake is a very small school, and all students are welcome to take CTE classes regardless of their "focal group." We have opened access to all students, and made accommodations when necessary. Differentiated instruction is incorporated. We offer course options based on student interest. Community colleges, four-year universities, trade schools, and skill certifications are among the options available for our students. Regardless of the post-secondary pathway, all students are included.

**ensure there is
no
discrimination
for focal
student
groups?**

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Gail Buermann

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Thursday, March 9, 2023 12:03 PM
To: Gail Buermann
Subject: Confirmation - Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program



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: North Lake SD 14

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).

Elementary School: We provide all required curriculum to meet standards, and to ensure success at the middle school level. We also provide additional supports and training to address student SEL needs. Middle School: We provide all required coursework, as well as electives, CTE courses, and options to explore career pathways. High School: We provide all coursework necessary for a diploma and post-secondary options, as well as coursework for post-secondary education requirements. In addition, we offer to the greatest extent possible, CTE courses and other electives to complete their high school requirements and create pathways for post-secondary career options. K-12 support services include a .38 FTE school counselor, a 1.0 behavior specialist, a.13 QMHP, and a 1.0 academic counselor. A full curriculum is offered online with individualized instruction. In addition, students are encouraged to participate in electives and other extracurricular activities.

Which disciplines (theater, visual arts,

We offer drama and media arts to students in grades 7-12. In elementary grades, art and music are incorporated into the regular curriculum.

music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

How do you ensure students have access to strong library programs? Our ESD contracts with a certified school librarian, and she provides guidance on our library program for K-12 students. K-6 students and their teachers visit the library each week and check out books to take home. Teachers and their students also have read-aloud sessions, and read for enjoyment during their library visit. The 7-12 students check out books as they wish, or as needed for class. We work with the Lake County Public Library program to provide students with summer Library activities in our three surrounding communities.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play? We allow K-6 students three recesses per day, for a total of 50 minutes. In addition, we meet the state requirement for K-5 PE each day, and 6th graders have one hour of PE per day. Often times teachers take students out for nature walks on the trails around our campus. Movement and brain breaks occur throughout each lesson, more frequently in younger grades than in older grades.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content. STEAM instructional practices are evident in our K-6 Ag in the Classroom classes, and in our MS/HS CTE course options. We also work with the OSU Extension program to include SAM robots into our STEAM program. Project-based learning is evident in all phases of these programs. Critical thinking and inquiry are an essential part of any effective STEAM program, and projects are on display at the spring Learning Fair. Students are often free to create and complete their own projects. Students must incorporate reading, writing, math, problem-solving and public speaking to complete and present their finished work. Students who are in FFA often take their projects to regional, district and state competitions, and to the county and state fair. For some students, their projects spark a career interest, and we encourage and support those endeavors wholeheartedly.

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.

We adopt curriculum with a clearly stated scope and sequence aligned to state and national standards. Materials are reviewed prior to purchase. Our ESD supports us in acquiring samples and relevant information prior to purchase. We do not purchase curriculum that does not include a scope and sequence of learning objectives, and is not aligned to state and national standards. Curriculum materials used include the adopted series plus research-based supplemental materials based on individual student need. Our ESD specialists may recommend supplemental materials for students on IEPs.

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

We are intentional about high quality classroom instruction. We practice Kevin Feldman's engagement strategies, and work with our ESD Curriculum/Instructional Specialist. She is on campus twice per month and visits with all staff when she is here. We participate as a whole staff in professional development opportunities on regularly scheduled PD days throughout the year. We also encourage and fund individual PD activities, as well as graduate level coursework. Our goal is to include some school-wide instructional strategies that benefit all students, while allowing individual teachers to incorporate their own strategies into their classrooms. Our special education teachers attend the COSA Special Education Conference annually, where they learn of the latest trends, data, materials, equipment and strategies to help struggling learners. We also consult with ESD specialists who share classroom instruction resources.

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

We have Mommy and Me, a grant-funded program for kids ages 0-3 that meets twice per month. We also have a district-funded preschool for 4-5 year olds that meets twice weekly. These programs have been in place for many years, and meet the needs of our parents and students at this time. Our teacher is allowed and encouraged to participate in relevant PD opportunities for children ages 0-5.

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

Our middle grades attend classes with our high school students, sharing a schedule, teachers, classrooms, and activities. Therefore, the transition from MS to HS is minimal. We do meet with students and parents when necessary to help them with the transition, particularly when it pertains to grade expectations, GPA, and diploma requirements. 6th grade students transitioning to MS have several opportunities to visit, observe, participate and engage in MS/HS events in preparation for 7th grade. We also visit as many college campuses, trade schools and businesses as possible to assist seniors making the transition to a post-secondary educational institution. Our

school to postsecondary education? SpEd students are included in transition activities and events with regular education students. We often provide more opportunities for SpEd students to transition, as it may take them longer to process and understand the change. We review post-secondary transition services at each IEP meeting for graduating students, and complete the required follow-up one year after graduation.

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?

We spend a lot of time in PLC using data to identify students who are not on track or in jeopardy of not being on track. As a 7-12 staff, we coordinate with the Math, English, Science and Social Studies teachers to come up with plans and ideas on how to help these students on an individual basis.

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

Students who have exceeded state and national standards have the opportunity to take advanced classes, college courses, dual credit courses, or online courses. College courses are available at a free or nearly-free rate to these students. We work closely with Klamath Community College, who is very willing to work with students to offer college coursework, even in non-traditional methods to the greatest degree possible.

How do you provide career exploration opportunities, including career information and

We take students on field trips to colleges, trade schools, and businesses. Recent college visits have included Klamath Community College, Central Oregon Community College and Oregon Institute of Technology. We have guest speakers from both inside and outside of our community, and college visitations here on NL campus. We have a required a Senior Experience class, and teach career education as part of our regular curriculum.

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

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

We take students on field trips to colleges, trade schools, and businesses. Recent college visits have included Klamath Community College, Central Oregon Community College and Oregon Institute of Technology. We have guest speakers from both inside and outside of our community, and college visitations here on NL campus. We have a required a Senior Experience class, and teach career education as part of our regular curriculum.

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.

Students' academic and technical skills will be improved through integrated, challenging and relevant learning in subjects that constitute a well-rounded education because these are the skills necessary for college and career readiness. These are the skills that businesses are seeking in personnel to ensure the growth of their businesses, large or small. Giving as much opportunity as possible to acquire these skills while in high school is motivating to students, and encourages them to continue with their studies after graduation. We want students to continue with their education and earn a license, certificate, degree or graduate diploma that enables them to pursue a career of their choosing. The more we can offer in high school, the greater the chances of success after they graduate.

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

Career exploration and preparation is the skeleton of the CTE curriculum and grading rubrics. All students are expected to be in class and to show up on time ready to work every day. All CTE students are required to keep a work log where once a week they record their hours and skills developed during class time, as well as their employment and home projects. These work logs also require students to identify career skills they are working on as well as submitting photo evidence of skills being developed. Students are

identified careers? expected to participate in our FFA Career Development Events (CDE) where they take the information and skills they have learned in class and home projects and compete against other schools. Some examples of CDEs we participate at the district and state level would include: Soil and Crops, Shop Skills, Public Speaking, Ag. Sales, Food Science, Job Interviews.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available? Students learn of our CTE program options and Programs of Study from our Academic Counselor, our Ag/CTE instructors, at back to school registration, and grade level student/parent meetings. We also post information on our District Website and our district Facebook page.

How will you prepare CTE participants for non-traditional fields? All students, regardless of gender or ethnicity have opportunities to take CTE classes. At North Lake, every 7th, 8th and 9th grade students are required to take at least one semester of CTE a year. We explore careers in all aspects of CTE, and students can pick which pathways they are interested in. A lot of this education is project-based and students select the area and career clusters they are interested in. We also offer 14 KCC college credits for all in Metals, Crop and Soil Science and Animal Science, regardless of gender, and make sure all students understand that all CTE scholarships are open to all students regardless of gender. All students are welcome and all career pathways projects are available. Some examples would be our CTE students that are interested in communication and journalism. We allow those students to study and have projects where they run a student FFA podcast called The Cowboy Talk Podcast. We have also had success in helping our female students get scholarships and into welding and mechanic programs when they choose those post-secondary options.

Describe any new CTE Programs of Study to be developed. "We currently have two Agriculture teachers under the approved Program of Study for Natural Resources. We are always striving to do more. Right now there is a huge demand for students interested in the trades. We offer students the opportunity to explore and prepare for jobs in the basic trades like electrical, construction, plumbing, etc. We encourage students to plan SAE (home projects) around trade jobs that will prepare them for high demand, high wage, high skill careers after high school. We need to get more industry involved. It's challenging because we simply don't have a lot of trade industry available. We are working with Midstate Electric as well as some contractors and electricians to get students summer jobs and simple internships.

We have also started K-12 CTE education at North Lake. We hired a full-time employee to do some CTE high school classes, as well as

offer Agriculture in the classroom weekly for K-6 classes. This is a new program and we hope to improve and expand this kind of CTE education and make this a permanent part of the CTE program going forward. We have a strong focus on student leadership with multiple opportunities/classes to develop this."

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Gail Buermann

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Thursday, March 9, 2023 12:17 PM
To: Gail Buermann
Subject: Confirmation - Integrated Application Section 3: Engaged Community - District/Independent with CTE program



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: North Lake SD 14

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?

Our Needs Assessment team represented all facets of our community. We agree that our goals are meaningful, authentic and meet the needs of students in our three communities. Barriers we often experience when engaging the community include high fuel prices, poverty, and lack of child care. Geography, distance, and the fact that we are centrally located between the three communities we serve create challenges with transportation.

What relationships and/or partnerships will you cultivate to improve

We will continue to cultivate partnerships with Klamath Community College and other post-secondary options. We will create more events to inform parents and students of expectations and pathways. Parents have asked us to improve communication, and this is one way we can do that for them.

future engagement?

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

Resources that would enhance our engagement efforts would be financial incentives or support for districts to host informative events beneficial to students and parents. Parents need the information from the school to help their students make good choices regarding their education. ODE could help by providing a transportation reimbursement for helping transport kids after school when attending a school-related event.

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

We ensure a safe and welcoming environment by teaching appropriate social norms when students are at school. Staff are expected to welcome all to our school on a daily basis. Our current school goal is to make North Lake School a place no one wants to leave, and we are working diligently on that goal. We demonstrate respect to all, and expect students to do the same. We also lock all entrances during the day with the exception of two, and one is the front entry when visitors must check in and be allowed entry. We have interior and exterior security cameras that are on at all times. Regular visitors must pass a background check.

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 navigating poverty, homelessness, and foster care, Families of students with disabilities, Families of students navigating poverty, homelessness, and foster care, Licensed staff (administrators, teachers, counselors, etc.), Classified staff (paraprofessionals, bus drivers, office support, 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, Regional Educator Networks (RENs), 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), In-person forum(s), Roundtable discussion, Community group meeting, CTE Consortia meeting, School board meeting, Partnering with community based partners, Partnering with business

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?

We selected these artifacts because they show the various ways we engage students and families in our educational programs, events and activities. They represent all of our students in grades K-12, and all of our focal groups. They show that we are committed to serving the needs of all student groups, and our efforts to include parents and community members whenever possible. They also show the ways parents can express their comments or concerns about North Lake school so we can make improvements where needed.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

We held a back to school night and invited seniors and parents to attend this session designed specifically for them. Mark Louie presented information to parents and offered a survey to elicit district feedback on school programs at Open House. We hosted an evening with Klamath Community College staff to provide information to students and parents in grades 9-12. We used these strategies to include all K-12 parents at Open house. The meetings with KCC staff and with 9-12 students and parents are to increase awareness of high school expectations and post-secondary opportunities. Our needs assessment team was specifically assembled based upon their broad perspective of community knowledge and experiences. Among them they represented parents, foster parents, businesses, low-middle-high socioeconomic groups, elementary-middle-high school grade levels, the school board, faculty groups, special education, mental health and trauma, ESD, CTE, Alternative Ed., and administration. Our CTE Advisory Committee held their first meeting in the fall of 2022. This committee includes representatives from many community partners and businesses. Levels of Community Engagement: 1-2-3-4

Describe at least two strategies you

We circulated a staff survey in the fall to gauge school culture, strengths and weaknesses. It was anonymous and all were invited to submit a response. Our needs assessment team was specifically

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.

assembled based upon their broad perspective of community knowledge and experiences. Among them they represented parents, foster parents, businesses, low-middle-high socioeconomic groups, elementary-middle-high school grade levels, the school board, faculty groups, special education, mental health and trauma, ESD, CTE, Alternative Ed., and administration. Levels of Community Engagement: 1-2-3-4

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

We learned what priorities our staff and community consider the most important, and surprisingly, those were the same. I expected some dissention, but there was none. We absolutely applied that input to inform our planning, because our outcomes, strategies and activities directly reflect the priorities identified during our needs assessment meeting. Our planning and budget sheets reflect their priorities, as well.

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

Our Advisory Board is composed of members of the local business from the community. In our meetings we discuss employment opportunities and skills necessary to prepare students for those jobs. We have a bulletin board where we post job openings and positions to help students find employment. In our Program of Study, we have incorporated "Work Experience" credits for the seniors who have met most of the graduation requirements so they can continue to work part-time during their senior year if they choose. We also do many field trips and Industry Tours in the Central Oregon area focused on careers. Many of these businesses actively recruit CTE students. Part of our long term goals is to promote and encourage students to train and prepare for high demand, high skill, high paying trade careers. One way we do this is we have built in our CTE trade training modules where students can learn plumbing, electrical, roofing and construction.

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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Gail Buermann

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Thursday, March 9, 2023 12:23 PM
To: Gail Buermann
Subject: Confirmation - Application Section Four: Strengthened Systems and Capacity - District/Independent with CTE program



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

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

Applicant Name North Lake SD 14

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?

To recruit, onboard and develop quality educators and leaders, we employ a number of strategies. We rely on word of mouth and professional connections of current staff. We collaborate with other schools in our county. We advertise on TalentEd and COSA sites. We have three trained mentors on staff who serve as mentors for new teachers. They are compensated for their work through the Regional Educator Network, which is essential to the program’s success. Retaining quality educators is easy if they love the wide open spaces and rural, remote location of our area. If they do not, then they move on. We provide a professional development opportunities, along with peer and administrative support. We are working hard to create a culture to make North Lake a place that no one wants to leave.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty,

The situation described above does not happen at our school as all students share the same teachers regardless of race, economic status, English language proficiency or disability. Generally, we have one teacher per grade level and one teacher per subject.

students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, 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?

We do not have the option of removing students from the classroom for disciplinary reasons unless they are visiting with the behavior specialist or counselor. We do not have a behavior room or program where students can be sent, so this is not an issue for us. We handle the disciplinary issue and students return to class regardless of which focal group to which they may belong.

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

We align professional growth with individual teacher requests based on personal goals and interests. We also select professional development for the advancement of skills in the area of school and district goals. This allows for individual professional growth needs to be addressed, as well as whole staff needs to keep our organization moving together toward identified goals. District leaders choose professional development in the same manner, and participate with the staff in all district professional development activities. We use the Regional Educator Network, the mentor program, and have a tuition reimbursement program. We also use grant funds when appropriate.

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

We rely on our Instruction and Curriculum Support instructor from the ESD, who works with teachers individually, in small groups, and as a whole staff. Our ESD ICS instructor provides professional development whenever we request it. She is an expert in reading, writing and math curriculum, as well as instructional strategies at the K-12 level. She organizes our mentor program and works with the mentors and mentees. NL administrative staff are in the classrooms often, and we provide support and feedback regularly. We also use our district evaluation process to help teachers through a series of informal and formal observations. To address areas of identified

to teaching and learning? improvement, we offer trainings and professional development to individual teachers, and our whole staff, as well.

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?

Our classroom teachers are the primary individuals responsible for monitoring student outcomes and identifying students who may be at risk of academic failure. Our academic counselor for grades 7-12 also helps monitor academic progress. We have district assessments (Renaissance/STAR, EasyCBM) that we administer every six weeks to gauge student progress. We have Professional Learning Communities (PLCs) every Monday for one hour. During our PLC meetings, we discuss individual students and identify problems, challenges, barriers and possible solutions. We check in regularly with individual students, specifically at progress report times and the end of grading periods. We adjust schedules if needed. If students are struggling we implement a series of interventions, then refer for a special education evaluation should it be necessary. This system is very effective for our staff and students.

How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Our preschool students attend Kindergarten Roundup (one day), then Kindergarten Jumpstart (one week) to facilitate an effective transition between early childhood and elementary school. 6th grade students transitioning to MS have several opportunities to visit, observe, participate and engage in MS/HS events in preparation for 7th grade. Our middle grades attend classes with our high school students sharing a schedule, teachers, classrooms, and activities. The transition from MS to HS is minimal, but we do have a freshman orientation. We meet with students and parents when necessary to help them with the transition, particularly when it pertains to grade expectations, GPA, and diploma requirements. We also visit as many college campuses, trade schools and businesses as possible to assist seniors making the transition to a post-secondary educational institution. We hold senior meetings with students and parents to support their next steps.

Gail Buermann

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Wednesday, March 15, 2023 10:15 AM
To: Gail Buermann
Subject: Confirmation - Application Section Five: Attachments and Assurance - District/Independent with CTE program



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

Application Section Five: Attachments and Assurance - District/Independent with CTE program

Applicant Name North Lake SD 14

Integrated Planning & Budget Template (The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the



aforementioned programs).

I have attached a copy of the equity lens tool we have utilized in completing this application

I have attached the necessary artifacts of community engagements

Documentation of Tribal Consultation if applicable

Board Minutes indicating presentation, opportunity for public comment, and board approval of the plan

District Charter Program Agreements (if applicable)

MOU detailing aligned program consortia agreements (if applicable)

By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process.

By checking this box, you provide assurance that you will comply with all

applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

By checking this box, you provide assurance that you have reviewed and taken into consideration the recommendations of the Quality Education Model (QEM)

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box,

you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.

Please provide any links to external documents you wish to share

Name of person completing this section Gail Buermann

Email of the person completing this section gbuermann@nlake.k12.or.us