

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. (500 words or less)

Lebanon Community School District (LCSD) began our strategic planning for the Integrated Guidance (IG) work in spring 2022. After learning about the scope of the IG, our priority was to gather community feedback. We started with our students, who drive 100% of the work we do. We were able to collect over 2,000 responses, including about 50 interviews from a diverse group, in grades 1 - 12, from all of our schools. From there, we formed our IG Team in the summer of 2022 with members from district leadership, CTE, MTSS, and community engagement. The IG Team met regularly, setting a plan to gather the necessary feedback to inform our needs assessment and direct our district's plan.

In the fall, we shared the student voices we'd collected and rolled out a professional development plan for staff that emphasized a monthly equity focus. The goal was to more actively learn about and consider our many focal groups, reflect on that learning, and use those reflections to guide future training and resource allocation. Through February, we have had over 1,000 staff responses—a strong single source of needs assessment data.

Meanwhile, our district Multi-Tiered Systems of Support (MTSS) team compiled disaggregated student and district data from various sources to analyze. Members of the team included staff working with curriculum, social-emotional learning, mental health, special education, alternative education, community engagement, equity, CTE, AVID, and our Welcome Center. From the data, we were able to distill areas of focus to share with the IG Team. We also gathered feedback specifically from classified staff members regarding their experience, support needed, and areas they feel need to be prioritized in our district moving forward.

In the fall and winter, we surveyed our families and students. We had over 1,400 student responses from grades 3-12, which we were able to disaggregate by race/ethnicity and other factors. Over 500 families also responded, including over 100 families of color and many who listed acquiring LGBTQ2SIA+ resources, needing support through their experience with poverty, and supporting their child with a learning difference as top priorities. Following the parent survey, select respondents were asked to participate in follow-up listening sessions to gain more perspective and insight from our focal group families.

In the winter, our IG Team reconvened to review all of the data and feedback gathered for our needs assessment (including the highlights shared above) to ensure we had adequate representation and information required to complete the Outcomes, Strategies, and Activities protocol. We felt confident that we had the necessary material and proceeded with identifying our priorities within the common goals of Well-Rounded Education, Equity Advanced, Engaged Community, and Strengthened Systems and Capacity. From there, we reviewed our SIA, CTE, and other program goals already established to see areas of overlap from our updated needs assessment and proceeded to create our plan. Throughout the process, we met with our ESD IG Liaison for guidance.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. **Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.**

LCSD's strategic plan focuses on three overarching outcomes that encompass the scope of our work.

- Outcome 1: Increase academic achievement for all students, including reducing educational disparities for identified student groups
- Outcome 2: Meet students' mental, behavioral, and social-emotional health needs
- Outcome 3: Increase and improve community engagement

Outcome 1

Many of our successful systems for addressing academic growth and closing achievement gaps are already underway with the SIA and other funding sources. While these efforts target focal groups, they benefit all students. Kindergarten readiness and an early literacy focus are primary focal points at the elementary level, while expanding our already-robust CTE program and creating new and creative opportunities for focal student groups to engage and succeed in middle and high school highlight our secondary focus. At all levels, we will create a climate where data drives our decision-making.

Outcome 2

Meeting student's mental, behavioral, and social-emotional needs today involves a heavy investment in highly qualified personnel, training, and support. Our Deans of Student Success have been primarily responsible for implementing MTSS and developing a system of discipline and high expectations that centers on building positive relationships and working alongside our mental health and behavioral specialists to provide a strong system of student and staff support. We believe that focusing on SEL at all levels provides a strong foundation from which students can build, allowing them to focus energy on academic success and opportunities. Knowing that many students need differentiated and creative paths to reach success drives our alternative education, cultural responsiveness, and varied choices in programs of study.

Outcome 3

We serve our *community*, so it is vital to us to invite, listen to, and act upon our stakeholders' experiences, ideas, and dreams for Lebanon Community Schools. We have a history of tremendous support from local organizations and individuals. Moving forward, we'll continue these partnerships, nurture new connections, and emphasize a shared responsibility for student achievement. Another primary focus will be engaging with and serving our focal student groups, families, and community members to ensure we're getting perspective and insight from people who have been historically marginalized and underrepresented in education.

In all, the outcomes, strategies, and activities outlined in our strategic plan and budget offer us a blueprint

to achieve our district’s vision of “Pursuing Excellence for Every Student, Every Day.”

Equity Advanced

(250 words or less per question)

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

LCSD has invested considerable time and resources in equity work over the past several years. Since equity touches every aspect of our district’s vision of “Pursuing Excellence for Every Student, Every Day,” it is woven into the fabric of what drives our mission: “In partnership with the community, we provide exceptional opportunities to continuously and rigorously challenge all students to excel as learners, thinkers, and leaders.” Some highlights of equity and access that we’re proud of:

- All students engage in AVID instructional strategies and Social-Emotional Learning curriculum throughout the district.
- Master scheduling minimizes access barriers for high-level core and enrichment instruction. All high school students have access to CTE courses and pathways, with expanding opportunities to middle school students.
- Our Welcome Center partners with families experiencing poverty and homelessness, among many others, to provide ongoing support and resources.
- All staff engage in monthly professional learning on equity, focused on supporting focal students. Learning is differentiated and includes opportunities for feedback and staff voice that is followed up with additional resources.
- All staff are invited to participate in building and district Racial Equity Groups, isolating race as a contributing factor to historical and present achievement in education and working together to create anti-racist systems and practices to support all students.
- We’re seeing tremendous growth from focal student groups, in particular our Latinx students. Our investment in creating strong relationships and open communication with our Spanish-speaking community through our bilingual liaisons and monthly Latinx family nights has been a contributing factor.

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

Through our Needs Assessment and data gathered this year and in previous years, priorities in terms of strengthening equity and access for all students include:

- Increasing academic, attendance, and behavioral outcomes, specifically focal student groups including those in special programs, students of color, and students experiencing poverty and homelessness.

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- Increasing community access to Pre-K programs to improve kindergarten readiness.
 - Mental health access and support for students.
 - Access to and retention of CTE programs of study for all students, including rural K-8 students.
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- Access to career and work-related opportunities for all students.
 - Implementing a system of authentic community engagement for all families and community partners, specifically focused on elevating the voices of people who have been historically marginalized or underserved and families of focal student groups.
 - Creating welcoming and culturally affirming environments for all students and families, in particular students identifying as LGBTQ2SIA+ and students of color.
 - Ongoing training and capacity-building for school staff to support focal group students' social emotional, cultural, and academic needs.

Upload the equity lens or tool you used to inform and/or clarify your plan and budget.

The LCSD equity lens tool was originally developed in 2021 and updated in 2022.

Purpose: Provide a common vocabulary and protocol to produce and evaluate policies, programs, practices, and decisions that result in more equitable outcomes for students. Procedure: For each thought, decision, or practice, consider the questions below cycled throughout the process.

1. Who are the racial/ethnic and underserved groups affected?
 - Including students of color, emerging bilinguals, students with disabilities, students experiencing homelessness, students experiencing poverty, students in foster care, LGBTQ2SIA+ students, migrant students, students recently in detention or incarceration, and/or other student groups that have historically experienced academic disparities as determined by the State Board of Education.
2. What is the potential impact of the resource allocation and strategic investment to these groups? Does the decision align with the LCSD vision, goals, and equity policy?
3. Does the decision close or widen the opportunity/access/expectation gap or produce other unintended consequences? What are the barriers to more equitable outcomes?
4. How does the investment or resource allocation advance student mental and/or behavioral health and well-being, or increase academic achievement?
5. Who is at the table?
 - What stakeholders (both in the school and community) are most impacted?
 - How have you intentionally engaged these partners?
6. How will data be collected and used to determine the effectiveness or outcome of the decision on focal student groups? How will strategies be modified to ensure each learner's individual and cultural needs are met?

Describe how you used this tool in your planning.

The LCSD Equity Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan. Aside from using the equity tool for Integrated Guidance purposes, it

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was also shared with our district staff, and opportunities were provided for staff to engage with the tool for planning lessons or decision-making purposes within their duties.

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

Use of these funds will have significant academic impact for all of our students, notably those in focal student groups identified in our needs assessment. Our investments focus heavily on supporting early literacy, social-emotional learning and mental health, MTSS, expanding CTE, and promoting family and community engagement. Considering a whole-child, community-driven approach to supporting our students, the following academic outcomes will be targeted:

- improved kindergarten readiness
- increased 3rd grade reading achievement and overall academic achievement
- increased reading and math achievement of students in special education
- increased reading and math achievement of students who are emerging bilingual
- 90% of 9th graders on track to graduate by 2024
- increased 5-year graduation rate to 90% by 2024-25

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?

LCSD has developed a robust MTSS process that helps to identify individual barriers that students face when trying to access their education. This process is constantly refined with input from stakeholders. Supports that come out of the MTSS process include, but are not limited to, academic supports (classroom, Title, special education, etc.), behavior supports, and mental health supports.

Staffing limitations sometimes become a barrier for families in the areas of Transportation and English Language Learner services. In an attempt to be proactive, we've specifically added full-time licensed FTE to our English Learner services department for next school year. Hiring could be a challenge.

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?

The goal of educators in LCSD is to create an atmosphere at each of our schools where strong student-staff relationships are nurtured, and every student has adult allies and advocates. In particular, students who may be stigmatized, marginalized, or historically underserved are the focus of staff training and policy to avoid isolation or other negative outcomes. The following policies and practices are in place to support and protect our students experiencing homelessness:

- JECBD - AR - Policy - Students Experiencing Homelessness

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- JBB - Policy - Educational Equity
- Annual training for all staff on McKinney-Vento, student privacy
- Welcome Center - Community liaisons partner with families and students experiencing homelessness to help navigate resources and support
 - In 2021-22, we saw over 870 referrals for Welcome Center support, ranging from food insecurity and clothing assistance, to housing needs and health care support.
- Title I set aside dollars to support students receiving McKinney-Vento services

- Referral form for staff/families to request support
- Deans of Student Success and Counselors at each building (trauma informed, equity focused)
- Bimonthly Youth Service Team meetings with representatives from a wide range of community agencies and family support groups
- Mental health counseling available from Linn County Mental Health
- Free breakfast and lunch for all students (free dinners provided to students participating in after school clubs)
- Monthly Staff Trainings on Equity
 - Trauma-informed teaching practices was January training focus
 - Students Experiencing Homelessness is March training focus

CTE Focus

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

- The CTE program at LHS has seen many highlights in equity and access in recent years.
 - Programs in Agriculture (Animal Science, Horticulture, Welding and small engines), Computer Science (3D gaming, Computer Science, programming), Drafting, Architecture, Engineering, Maker Space, Business (Marketing, Entrepreneurship, Store Management, Social Media Marketing), Health Occupations, Culinary Arts and Construction offer opportunities for many pathways for all focal groups.
 - Freshman Wheel gives students the opportunity to explore different programs in six-week increments to identify potential interests and future programs of study. Wheel is a mandatory elective for most freshmen.
 - Our former English Learner students have the same rate of participation in CTE programs as do our non-EL students.
 - Our students in special programs (e.g., special education) and across race/ethnicity and gender have opportunity and access to CTE programs at similar rates.

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

While we see balance in terms of equal access to our CTE programming, improvement in a couple areas will help us achieve more equity.

- Students on Individual Education Plans (IEPs) often begin programs of study, but their schedules do not always allow equal access for them to continue to Completer or Completer Plus status.
 - While all students (those on IEPs and not) have a 28% rate for completing one class, our percentages drop considerably for those students in Completer and Completer Plus categories.
 - 31% Non IEP/17% IEP for Completers, and 17% Non IEP/11% IEP for Completer

Plus.

- The barrier is related to master scheduling. There are limited class offerings with a seven-period schedule, and the need to offer accommodations and support classes often take precedence over elective offerings.
- Our distribution of male to female students accessing opportunities to CTE courses is balanced initially, but our percentage of Completers and Completers Plus shows inequity.
 - Male students are 7% more likely to be Completers and 5% more likely to be Completers Plus than female students.

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

- We created a middle school maker lab and horticulture program to elevate student interest in CTE at the high school level. Our hope is to expand access to rural students in middle school in the near future.
- We have created the exploratory Freshman Wheel class to expose students to the different programs that are offered at LHS.
- The high school hosts an exploration night where students and families are invited to campus to learn about the different CTE programs. This takes place during the spring prior to class registration, so 8th grade students and families can ask questions and gauge interest prior to selecting electives.

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?

- Continue to monitor data and listen to student voices about programs of study.
- Continue to monitor student progress through programs of study for those who are Completers.
- Continue to utilize our district's interpretation and translation services to ensure all materials, resources, and information are available in home languages.
- Use YouScience, an aptitude-based career guidance tool, to gather disaggregated data on preferred student programs.
- Create targeted listening sessions with students to glean what is going well and what we can improve.

Well-Rounded Education

(250 words or less per question)

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:
 - In addition to core instruction, elementary students attend weekly PE, art, and music classes that are taught by certified staff. Through these classes, students are exposed to a wide range of musical and artistic genres and modalities as well as opportunities to work

- on peer communication and social skills.
- Through our curriculum adoption processes, we intentionally focus on materials that represent a wide range of subject areas and ideologies in an attempt to make sure that the lives and experiences of our students are reflected in our curricula. Our recent language arts adoption, for example, is heavily loaded with social studies, the arts, and science content.
- Middle School:
 - Students have access to a myriad of elective classes, which include agriculture, art, AVID, band, choir, CTE, office aide, theater, etc.
- High School:
 - In addition to the middle school offerings, high school students have access to courses that cover technology, world languages, business, culinary, engineering, construction, horticulture, JROTC, yearbook production, photography, etc.
- At all levels, we engage in regular SEL instruction via Character Strong and PurposeFull People.
- We train our staff on AVID instructional strategies and systems across K-12
- We conduct regular PLC/Department/Job-alike meetings across K-12
- After school clubs are options at all levels

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?

Elementary schools have visual arts and music as separate classes as well as integrated activities taught by homeroom teachers. Middle and high school students have access to music, media arts, visual arts, and theater classes.

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

We have a PLC for library media assistants that meets monthly with our district Technology Director. This collaboration keeps our services consistent and responsive across the district. This group builds their agendas based on what they see as current student needs. The agendas also take into consideration their research on library media best practices. Some of these “best practices” include the creation of a warm and welcoming environment for students, easy access to materials, building good student relationships, availability and access to the library itself, building the knowledge and expertise of our current staff via professional development in their PLCs, and more.

At the elementary level, library times are scheduled weekly for students. Middle and high school students have access to the library during teacher-scheduled times (i.e. language arts classes checking out reading books or social studies classes using resources for research) as well as drop-in options before school, during lunch, and other breaks during the day.

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

- Middle/high have up to 35 minutes carved out for lunch or movement/social time combined.

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- Elementary schedules are built around breakfast, lunch, and recess times.
- Elementary students are typically given 20 minutes to eat lunch followed by 10-15 minutes of recess. They also have one or two other recess opportunities, up to 15 minutes each, during the school day.
- PE is provided at least twice a week for a minimum of 30 minute blocks at the elementary level, and up to five days a week at the secondary level depending upon student schedule.
- Many teachers also include intentional movement breaks within their instructional time and add activities that involve multimodal methods.

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

- Our core language arts curriculum is heavily infused with science and technology. All students, including those needing intervention, get equal access to the core instruction. Any intervention pull-outs must occur outside of the core.
- We have schools that are partnered with the Mid-Valley STEM-CTE Hub, whose instructors and tools get students collaborating and thinking critically using Legos to build, BeeBots to engage in coding, and more.
- We've partnered with OSU and SMILE club and invent in partnership with OSU Pre College Programs for middle school students.
- Several of our high school CTE programs inherently integrate STEAM; our Land Lab, Construction, Agriculture, Horticulture, Culinary, are just a few examples of this.
- We are now at least 1:1 with Chromebooks and/or tablets to access multiple content areas.
- Middle school elective courses that involve STEAM include, but are not limited to:
 - CTE digital fabrication and design
 - Science and Engineering
 - Art
- High school elective courses that involve STEAM include, but are not limited to:
 - Career Technical Intro (Freshman Wheel)
 - Computer Technology
 - Architecture, Engineering, and Design
 - Computer Science, Robotics
 - Web Design
 - 3D Design and Animation
 - 3D Game Programming
 - Advanced Placement Computer Science
 - Advanced Computer Science
 - Floral Design
 - Power, Structural and Technical Systems
 - Construction
 - Drafting and Architecture
 - Engineering Design
 - Maker Space, Adv. Maker Space
 - Drawing, Painting, Advanced options in fine arts

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- o Advanced Placement Studio Art
- o Photography
- o Performing Arts

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.

LCSD is committed to a rigorous curriculum adoption process involving various stakeholder voices to create a vision for the subject area in which our adoption is focused. For example, we are currently amidst a K-5 math adoption process. In congruence with the K-5 math vision created at our first meeting, our team agreed

to look only at materials that have been vetted by the Oregon Department of Education and that ended up on their “approved” list, and to only look at materials that scored all “green” via analysis by the non-profit EdReports. These two parameters ensure that the curriculum we’re considering meets rigorous standards across multiple areas.

Additionally, all grade level teams (or subject/department teams) meet at least monthly, district-wide. K-5 adopted a new language arts curriculum last year, and because of the new adoption, every one of their monthly meetings are dedicated solely to the new curriculum. Agenda items include pacing, backward mapping, resource sharing, intervention support ideas, supplemental materials selection, AVID strategy integration, SEL integration, SBAC blueprint emphasis (where grade appropriate), etc.

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

We have several systems in place, with some in development:

- We are an AVID district and have incorporated professional learning for teachers for nearly a decade in engagement strategies, including WICOR (Writing, Inquiry, Collaboration, Organization and Reading) into units and lessons.
- We have a New Teacher Mentor program that ensures new professionals are supported and guided in creating intentional units and daily lessons.
 - Over twenty teachers participated in mentoring with a contracted instructional coach, who focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback. Teachers hired in special education were also given mentors specific to their duties.
- Nearly 40 teachers participated in LCSD’s New Teacher Academy, which takes place the week before staff return from summer break. Topics include learning about curriculum, instructional practices, PBIS, AVID, and other district initiatives among other topics.
- Our MTSS system supports three tiers of instructional response, including EL services (ELD), TAG, Title, SPED, etc.
- Our teacher evaluation process includes standards related to create an engaging and rigorous learning environment.
- We ensure dedicated time for monthly PLC and/or secondary department meetings.

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

- We have a preschool operating at one of our elementary schools.
 - The preschool operates in collaboration with the Boys & Girls Club of the Greater Santiam Punkin Seed Program.
- Kindergarten Jump-Start
 - Elementary schools welcome incoming kindergartners for a one-week introduction to help them prepare for and feel comfortable and coming to school.
 - Free to attend with breakfast and lunch included
 - Topics include:
 - School and classroom safety and expectations
 - Playground expectations
 - Free choice opportunities
 - Physical activity/ recess
 - What to expect in kindergarten
 - Being a good friend
- We partner with the Early Learning Hub at LBCC for potential Preschool Promise Grant schools in the future, as well as exploring other routes to bring more access to our community. Our ultimate goal is to have preschool available at each elementary school.
- Information regarding prenatal to grade 3 development is provided to our Welcome Center for dissemination to our families (via the Pollywog program through Early Learning Hub).
- We partner with Obria Medical Clinics, who offer parenting support.

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

- Transition strategies include but are not limited to:
 - Introduce and rotate classes as a transition from K-6 self-contained classrooms;
 - conduct lessons about grading and GPA;
 - encourage college and career planning;
 - host Career Day including trades, community college, and university options;
 - employ Character Strong curriculum for all students;
 - establish small groups based on student needs (as identified by observation and DESSA);
 - create academic labs in ELA and Math (goal is all students ready for Algebra 1 by 9th grade);
 - teach and utilize organizational strategies throughout academic settings;
 - teach students explicitly to advocate for themselves (e.g., facilitated conversations between Dean/BSP and teachers);
 - utilize Canvas for accessing course materials, assessments, and academic dialogue with teachers;
 - encourage students to set goals and display growth and/or reach benchmark on STAR;
 - implement transition/welcome activities to acquaint students with new middle/high school
- 8th grade students and families participate in the Warrior Showcase at LHS, highlighting courses and activities available in high school

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- 8th grade students participate in forecasting with high school counselors and tour the school in the spring. Tier 2 and 3 supports are available as needed to support.
- The College and Career Center (CCC) provides support for students transitioning to post-secondary life. The CCC is staffed full-time and offers information about colleges, trade schools, scholarships and financial aid.
- In the fall, juniors and seniors may participate in a job fair at LBCC to support their Career Related Learning requirements and get experience creating a resume and participating in interviews.

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?

- Each of our schools have teams (MTSS or GRIT) in place that meet weekly to look at data for behavior, attendance, or grades. We break down the data by the focal student groups and compare it with overall data. The team then works with the staff to identify what is working and what is not working for those students.
- Our middle school has a math and Language Arts quarterly rotating support class that students can move in and out of depending on academic need. The high school engages all freshmen and select sophomores in Warrior 101, which is meant to address Tier 2 and 3 academic needs.
- We have a push-in model where a Special Education teacher works within math classes to support students utilizing math IEPs so they are receiving regular instruction with specific supports.
- We utilize many universal screeners (e.g. STAR, easyCBM, ELPA, COGAT for TAG, etc.) and, if needed, follow with more detailed diagnostics administered by Title and/or SPED and/or EL services staff.

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

- All schools have a paid/licensed TAG coordinator; there is also a district TAG coordinator.
- TAG students meet regularly with a teacher in their school for extended activities.
- Parent and student voice are central to the development of individual TAG plans.
- Students are identified as TAG through various means including academic standardized testing and cognitive assessments (CoGAT) given to all students.
- Many activities offered during and after school provide opportunities to extend learning and engage in critical thinking while socializing (e.g., OBOB, chess club, etc.).

CTE Focus

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

Before CTE program of study:

- CTE courses at Seven Oak, including 6th grade CTE, 7th/8th grade CTE elective, Agriculture elective, Science and Engineering elective
- Seven Oak Career Exploration Day (2022, 2023)--A partnership with over 30 community members and companies from healthcare, computer science, emergency services, electricians, local apprenticeships, and carpenters among many others
- STEAM Summer Camps: iInvent in partnership with OSU Pre College Program
- Lebanon Health Career Ladder in partnership with College of Osteopathic Medicine of the Pacific and COMP-Northwest for 6th-12th grades
- 8th grade forecasting/course registration with LHS counselor; Curriculum Guide

- Warrior Showcase is a spring event for families of rising freshmen to learn about elective courses, activities, and more offered at the high school
- Freshman Wheel offers 9th graders a brief exposure to various CTE programs to gauge interest prior to formal enrollment

During CTE program of study:

- Our College and Career Center provides information on careers, trade schools, community colleges, universities, military, and local job and internship opportunities.
- CTE programs often offer work-based learning opportunities within or outside of the program.
- Internship opportunities are often provided within the programs of study as well as paid internships with the Mid-Valley STEM-CTE Hub.
- Local business partnerships allow students work based learning with the potential for employment.
- Students use CIS and will use YouScience for career aptitude and exploration.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

Beginning in 8th grade, students begin learning about high school CTE course offerings prior to registering for classes. The information provided to students through course guides and school visits with counselors is shared with families. All documents are translated into Spanish.

In the spring, the high school hosts a Warrior Showcase, inviting families of 8th grade students to learn about the programs of study, clubs, and activities offered. Interpreters are available to attend with families, and our liaisons reach out beforehand to invite families of focal groups.

CTE resources are also available on our website in our course guide for families who cannot attend in person. We also use ParentSquare and Canvas as two-way communication tools between school staff and families, so questions can be answered efficiently.

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

We offer work based learning in each one of our programs to remove barriers for students so that those who cannot transport themselves, cannot devote time outside of the school day, cannot financially access or provide needed equipment may still participate in work-based learning.

- We offer work based learning to *all* students at a variety of levels within the programs of study.
- We offer prioritized access to students that are part of focal groups.
- We provide the equipment/tools necessary (e.g., scrubs, tool kits, uniforms, etc.).
- Whenever possible, we arrange opportunities to pay, or otherwise incentivize, students to participate in work-based learning.

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.

Many of our CTE classes offer industry credentials: OSHA 10 certifications, First Aid, CPR certifications, Food Handlers certifications, Emergency Medical Responder, College Now Health Occupations Credit, AG Good Record Keeping, Student Selections Portfolio, FFA Statewide Degree, Elanco Veterinary Medical Applications Certification (in progress), AG 111, ANS 121, Welding AWS Certification, Social Media Marketing Certification through Stukent

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

The professional skills that CTE participants acquire as a result of working with industry experts—traits like punctuality, collaboration and teamwork, problem solving, etc.—will build self-sufficiency in any post-secondary job or career. In our CTE courses, students demonstrate their learning via standards that relate to and replicate industry standards, ensuring that their skills are relevant and in demand, leading to self-sufficiency in the job market.

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

CTE participants will be prepared for nontraditional fields by obtaining the professional skills that are required across the career landscape but not necessarily taught explicitly in traditional courses—punctuality, collaboration and teamwork, problem solving, etc. Additionally, students will learn to be comfortable working with and around equipment, tools, and products that are not common in all jobs or work settings to help them adapt to new and varied workplace expectations.

Describe any new CTE Programs of Study to be developed.

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Right now, we are looking to expand *access to current* CTE Programs of Study, specifically focusing on students in special education, but a future goal is to develop an Early Childhood Education program.

Engaged Community

(250 words or less per question)

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?

LCSD has been engaged in authentic and meaningful community engagement for well over a decade. Going back to 2010 with a long-term visioning process that collected input from almost 15% of the city’s population, LCSD has set a standard of listening to stakeholders and creating opportunities for voices to be heard.

Please refer to our Needs Assessment Summary for detailed information about recent community engagement efforts. The IG Team was able to analyze this feedback, along with data collected throughout the year, as a part of our needs assessment process and use the information to inform our decisions

through an equity lens.

To systematically increase engagement and dialogue with our school community, we switched communication platforms last fall to ParentSquare, primarily because it can reach up to 100% of our families, it automatically translates to dozens of languages, and the platform is designed to facilitate two-way conversation between home and school, which it has. This month (March 2023) we are launching a new website in hopes of creating one where it is easier for families to find resources and to contact us with questions whenever needed—including when they’re unsure of whom to ask.

Barriers include ensuring all voices can participate if they wish to, including those who have been historically underserved in education. Through efforts laid out in our plan, we will engage and uplift those voices in the years ahead.

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

We have a tremendous number of community groups and organizations, small businesses, and community members who partner with LCSD in various ways to support our students and families. We often receive feedback from partners in organic ways, through the specific work they are doing with our district, but often don’t have a voice from these groups when looking at the district’s strategic direction overall. Creating intentional opportunities for these community partners to share their thoughts, hopes, and aspirations for our school district is a goal for our continued growth in engaging our community.

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

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Learning about community engagement strategies from districts who have successfully completed initiatives and seen positive student outcomes as a result would be meaningful. In particular, practical examples of engaging focal student family groups and community groups organizations not necessarily already connected to the school district.

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

- Our schools and district offices are safe and welcoming environments for all.
- We use an equity lens when researching, planning, implementing, and evaluating our systems, as well as in our acknowledgment and celebration of cultural events, customs, and holidays.
- We translate 100% of external communications so they are offered in at least two languages. Commonly-used forms are being updated to an online format for easy accessibility to all users, regardless of ability or language.
- Key communicators are trained on issues like accessibility to ensure we are using best practices in reaching out successfully and inclusively to all stakeholders.
- Policies and practices are in place to ensure all community members are treated respectfully and professionally.

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

We didn't have any involvement from our sponsored charter school.

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- 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.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- McKinneyVento Coordinators
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs

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How were they engaged?

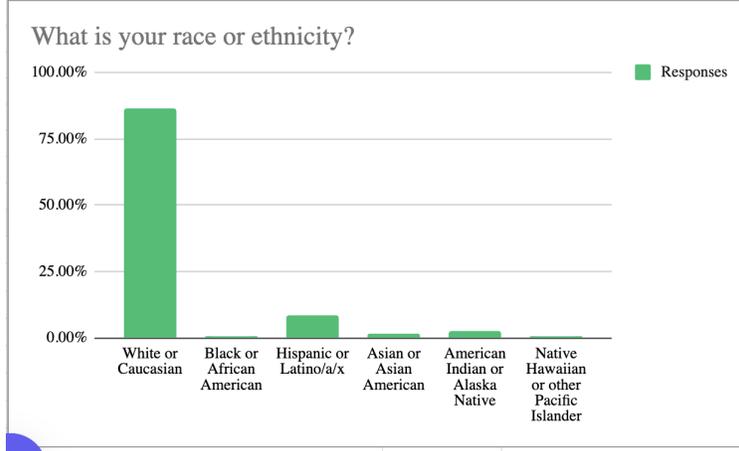
- Interviews
- Electronic Surveys (staff, students, families)
- Website
- Social Media
- Newsletters
- ParentSquare (two-way school-family communication tool)
- Partnering with community groups and organizations
- Parent engagement opportunities
- School Board Meetings

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

1. **Family Survey Data** (respondents' reported race/ethnicity)

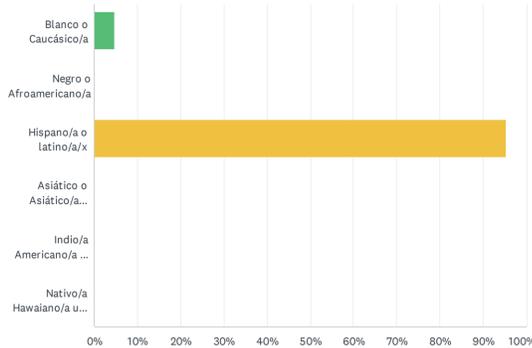
LCSD Parent/Guardian Survey		
What is your race or ethnicity?		
Answer Choices		Responses
White or Caucasian	86.58%	400
Black or African American	0.65%	3
Hispanic or Latino/a/x	8.23%	38
Asian or Asian American	1.52%	7
American Indian or Alaska Native	2.38%	11
Native Hawaiian or other Pacific Islander	0.65%	3
Any Other Racial or Ethnic Group		32
	Answered	462
	Skipped	23



Encuesta de Padres/tutores de LCSD

Q10 ¿Cuál es su raza o etnia?

Answered: 21 Skipped: 0



ANSWER CHOICES	RESPONSES
Blanco o Caucásico/a	4.76% 1
Negro o Afroamericano/a	0.00% 0
Hispano/a o latino/a/x	95.24% 20
Asiático o Asiático/a Americano/a	0.00% 0
Indio/a Americano/a o Nativo/a de Alaska	0.00% 0
Nativo/a Hawaiano/a u otro Isleño/a del Pacíficove Hawaiian or other Pacific Islander	0.00% 0
TOTAL	21

2. ParentSquare Data (contactable constituents; parent interaction)

OVERALL SNAPSHOT

3,699
STUDENTS →

654
STAFF & TEACHERS →

4,019
PARENTS →

99.5%
CONTACTABLE



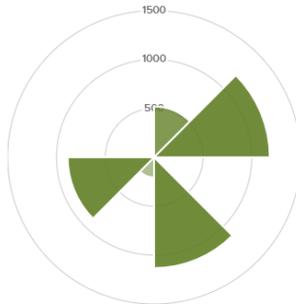
3,699 STUDENTS' FAMILIES →

- CONTACTABLE 3,680 →
At least one student contact is contactable
- NON-CONTACTABLE 9 →
No student contact is contactable
- NO CONTACT INFO 10 →
There are no student contacts listed

“ Great! 99.5% of your students' families are contactable. You need to **fix only 18 family records** to get to 100%.

INTERACTION

1,944
OUT OF 4,019
PARENTS INTERACTED



COMMENTS

● 519 Commented

APPRECIATIONS

● 1,185 Appreciated

RSVPS

● 18 RSVP'd

VOLUNTEERS

● 1,133 Volunteered

ITEMS

● 206 Signed Up

FORMS / PERMISSIONS

● 885 Completed

PAYMENTS

● 0 Paid

POLLS

● 2 Voted

** all values are totaled starting from June 30, 2022*

“ **Amazing! Give yourself a pat on the back**
Typically there are 2 contacts per student. 48% parent interaction could mean that 96% of families are interacting!

3. **Latino(x) Family Nights** (monthly meetings; example agenda, minutes)

Les Invitamos a Nuestro Foro Latino

Cuándo: jueves, 10 de noviembre

Hora: 6:00 p.m. a 7:30 p.m.

Dónde: Via Zoom (el enlace se enviará a su correo electrónico)

Temas:

- **Protocolo de Respuesta Estándar** (que se hace en caso de emergencia en las escuelas)
- **Información de Eventos y Vacaciones**
- **Información sobre los beneficios de P-EBT de Emergencia(SNAP)**
- **Posiblemente una fiesta Navideña**
- **Algo nuevo en información sobre los mensajes del Depto. de Transporte**
- **Comentarios de las Conferencias**
- **¡Y mucho más!..**

Por favor haga todo lo posible para acompañarnos y informese de lo que esta sucediendo en nuestras escuela y en nuestra comunidad.

Si tiene alguna pregunta o inquietud, por favor, no dude en comunicarse con Yesenia al:

xxx-xxx-xxxx.

¡Gracias por acompañarnos!

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4. Youth Service Team (example meeting, community groups in attendance)

**YOUTH SERVICE TEAM
CASE STAFFING
DISPOSITION AND PLAN**

Linn County: Lebanon Date of Staffing: November 17, 2022
 Client's Name: Herb Referring Contact: Stephanie

Attendees:	Attendees:	Attendees:	Attendees:
Anne Giacalone-Baker, LBL ESD Engagement Attendance Advisor	Dala Johnson Lebanon Justice Center	Jeanie Davis Comp NW	Julie Campbell, LCSD Administrative Secretary
Julie Miller, LCSD Community Liaison	Keely Huddleston, LBL ESD Family Support Liaison	Lynn Larsen DHS, Child Welfare	Mindy Hoeckle, LBL ESD Family Support Liaison
Nicole Robison Family Tree Relief Nursery	Sandi Cox, LCSD Mental Health Therapist	Scott Knox Linn County Juvenile Dept.	Brandie Barnes Community Services Consortium
Jordan Ford, LCSD Family Engagement and Inclusion	Lisa Canaday, LCSD Dean of Students, Seven Oak		Mom: <u>Herb</u>

Identified Unmet Needs/History:

YST Recommendations

RESPONSIBLE PERSON	ACTION TO BE TAKEN	REVIEW DATE
Mindy Hoeckle	<ul style="list-style-type: none"> Will attend ICC meeting, if schedule allows. Will collaborate with Lisa Canaday, Sandi Cox to schedule meeting re: Step-Up/safety plan for lunchtime. Invite Lavonya (LCMH) to attend. Will continue working with family, as needed. 	

5. Racial Equity Group (example meeting agenda, topics covered)

**LCSD REG Running Agenda
2022-23**

Vision Statements: REG will provide leadership for Lebanon Community School District in empowering staff, students, and parents to acknowledge and address systemic racial inequity in our community.

Mission Statements: (REG) serves to involve and build cognizance among staff on how to better understand and positively impact students of color. We will gain & share knowledge and identify racial inequalities that are fracturing our community in order to restore a culture of support. By removing the barrier and creating a community that embraces a will of excellence... REG is a collaboration of willing individuals who seek growth to reduce systemic barriers for students and families of color.

February 15th, 3:45-4:45, Location: District Office Conference Room

Topic/ Who	Notes/ Discussion	Action/ To do...				
Introductions, Check-in and Agreements	Using Compass above The Four Agreements of Courageous Conversations. <table border="1" style="width: 100%;"> <tr> <td style="background-color: #0070C0; color: white; text-align: center;"> 1 stay engaged <small>Showing up, listening, respecting, and being present. It is not about you. It is about the other person.</small> </td> <td style="background-color: #008080; color: white; text-align: center;"> 2 experience discomfort <small>This means acknowledging that discomfort is a valuable asset. It is a signal that you are learning and growing. It is a sign that you are being challenged and that you are being stretched.</small> </td> </tr> <tr> <td style="background-color: #008080; color: white; text-align: center;"> 3 speak your truth <small>This means being open and honest about your own experiences and perspectives. It is not about being right or wrong. It is about being real and authentic.</small> </td> <td style="background-color: #0070C0; color: white; text-align: center;"> 4 expect & accept nonclosure <small>This means understanding that conversations are ongoing and that there is no final destination. It is about being patient and persistent. It is about being open to the possibility of change and growth.</small> </td> </tr> </table>	1 stay engaged <small>Showing up, listening, respecting, and being present. It is not about you. It is about the other person.</small>	2 experience discomfort <small>This means acknowledging that discomfort is a valuable asset. It is a signal that you are learning and growing. It is a sign that you are being challenged and that you are being stretched.</small>	3 speak your truth <small>This means being open and honest about your own experiences and perspectives. It is not about being right or wrong. It is about being real and authentic.</small>	4 expect & accept nonclosure <small>This means understanding that conversations are ongoing and that there is no final destination. It is about being patient and persistent. It is about being open to the possibility of change and growth.</small>	
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LCSD Parents in attendance...						
Black History Month Celebrations	What's happening in the schools? Check-ins, shout outs... CAS bulletin boards:					

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	Educator Resources	
Meeting Dates (proposed) for remainder of the year:	(all Wednesdays) March 15, 3:45 April 12, 3:45 May 17, 3:45 June 7, 3:45	
Athletic Dept. Equity Training Update	OSAA added a new course this year for all Coaches (it is a one time course): https://www.osaa.org/training-courses/discriminatory-acts/index.html Here is the link to see all that OSAA requires: https://osaa.org/coaches The racial equity training is optional - LHS coaches do not take the training. OSAA Equity Training OSAA S.T.A.R. Campaign - The athletics secretary said this has been shared at OSAA meetings and she and AD would talk about it. Middle school coaches do the same training as LHS.	
NEA Equity Grant - Bonita	Request for funds doc shared with principals, REG on January 31st. Any updates? Takers?	
Book study idea -	<ul style="list-style-type: none"> • SPARK Wellness vs. Equity Grant 	

LCSD REG Running Agenda 2022-23

Sandi	<ul style="list-style-type: none"> • Multiple equity-related topics, potentially following our equity PD each month • Weekly meetings for 4-6 weeks (equity grant = paid participants; SPARK = volunteer) • Book ideas: 	
Bias Incident Report	Corvallis SD example	
Haley	<ul style="list-style-type: none"> • Proposed monthly article/essay reading to direct conversation/self-reflection. 	

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?

1. **Family Survey Data** [Consult]: Over 500 families participated in giving feedback, including in Spanish. Data was disaggregated by demographic to allow for focal student and family group analysis.
2. **ParentSquare** [Inform, Consult, Involve]: With the exception of a few emancipated 12th grade students, 100% of families are contactable in their home language, and nearly half of our families have interacted with our school staff through ParentSquare. Moving from informing to dialogue was our goal.
3. **Latinx Family Nights** [Inform, Consult]: These monthly meetings have been a great success over the past five years and serve as a model to engage and partner with other focal group populations in

our district. We have regular participation and have built strong relationships between our family liaisons, our bilingual staff, and our families. Moving forward, creating similar opportunities within our community for additional focal groups to participate is a goal.

4. **Youth Service Team** [Collaborate, Defer]: These bimonthly meetings bring together “staff from schools, social service agencies, law enforcement agencies, and other related community service providers. Their purpose is to identify [the] needs of families who work voluntarily with [the] team of professionals to identify and arrange services through coordinated planning.”
5. **Racial Equity Group** [Consult, Involve, Collaborate]: This team is made up of district classified, certified, and administrative staff and parents with a common goal of addressing systemic racism and supporting students and families of color in our community. All staff are invited to participate in these monthly meetings.

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.

1. Student Voice Interviews (Consult, Involve)- Interviews were conducted in the Spring of 2022 with an emphasis on hearing from a diverse group of students about their dreams beyond high school, their experience in our schools, struggles they’ve faced, and ideas for improving our systems. Students in grades 1-12 participated. Specifically, voices from the following focal student groups were represented:
 - students experiencing poverty
 - students with learning differences (experiencing a disability)
 - students of color
 - students who identify LGBTQ2SIA+
 - students who are emerging bilingual
2. Latinx Family Nights (Inform, Consult, Involve, Collaborate): We have regular participation and have built strong relationships between our family liaisons, our bilingual staff, and our Spanish-speaking families. Meetings are held in Spanish, occur monthly, and connect students and families with information and resources. Families in attendance drive the agenda with their questions, concerns, and requests.

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.

Monthly Equity Training: Each month, we engage staff in an equity-focused PD with focal student group-specific learning and resources. The idea behind focusing our attention on focal student groups each month was based on a combination of district-wide data, both formal and informal, student voice, and integrated guidance requirements. Staff were involved in multiple areas of the spectrum, from Informing to planning and Collaboration.

For example, our mental health specialists and community support liaisons helped plan the training specific to Students Experiencing Poverty, while our Racial Equity Group contributed to our PD supporting Students of Color, either as consultants or actually working on responses to staff questions. Staff who were not on a

planning team were given the information, but then invited to participate in dialogue including follow-up questions, opportunities to connect, and further exploration of the topics presented.

We've had over 1,000 staff surveys (and counting) returned from our monthly training, each providing feedback and take-aways, and many including questions that we follow-up with and share district-wide.

Classified Training Day: In October, we invited the majority of our classified staff for a day of personalized training and to get feedback. Staff were able to select choices from a menu of options so everyone could get the support they needed. We started the day with an "I wish my supervisor knew" activity and survey, where staff shared their experiences, celebrations, and challenges, including support and priorities needed district-wide. Responses were recorded and shared with district leadership and building principals and used by the IG team as part of our needs assessment.

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

While each step in the needs assessment identified specific areas of focus based on diverse perspectives, experiences, and data sources, there were a few themes that stood out:

- o Creating environments where all students experience success, are supported based on their individual needs, and are welcomed, celebrated, and empowered.
- o Mental and social-emotional health and well-being for students and staff.
- o Equitable access to resources and training for staff and students specific to supporting focal student groups.
- o Sustaining meaningful and equitable partnerships within our community.

CTE Focus

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

We will coordinate with local businesses as identified in our labor force study, reaching out to partners to create internships and externships that cross over from our programs of study to their fields.

- Mid-Valley STEM-CTE Hub paid internships for Health Occupations
- Grandpa's Fresh Market
- Knife River
- Oregon Powder Coating
- Health Occupations Internships
- Lebanon Fire Department
- Future Farmers of America
- Multiple trades through our construction class

Affirmation of Tribal Consultation

If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Not applicable.

Strengthened Systems and Capacity

(250 words or less per question)

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?

- We recruit at various educator fairs and work in conjunction with universities, Western Regional Educator Network, Oregon School Personnel Association, and the Educator Advancement Council to creatively recruit focal groups.
- We are developing a Grow Your Own program that creates a pathway for supporting staff and students into an education career with a commitment to work for Lebanon.
- For onboarding and retention, we provide support through New Licensed Academies, curriculum training, and a robust, differentiated mentoring program for every new employee.
- Teachers hired in special education are given mentors specific to their duties.
- We have systems of Professional Growth and Accountability to guide observation, feedback, and evaluation for our classified and certified staff.

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, or out-of-field teachers?

Lebanon Community Schools is a Title district, and the demographic difference between all of our schools is relatively small, with those traditionally underserved attending each of our schools. Two years ago, we moved away from a focus school model to a resident school model for providing EL services. Therefore, our ELs are now served in their neighborhood schools, further contributing to a balanced distribution. We are very intentional in placing our EL students in classrooms with teachers who are ESOL endorsed. We have three teachers currently in our Grow Your Own program for obtaining their ESOL endorsements, and we hope to expand that each year.

Our Title teachers, who serve students for whom core reading instruction alone is not sufficient, all have reading endorsements, making them experts upon whom their school staff have come to rely for ideas and best practices.

We try to overcome inexperience by supporting novice teachers with a robust, differentiated teacher mentor

program, with on-going, thoughtful professional development, and via collaboration through our regularly-scheduled grade level and department PLCs. Our school leaders are also instructional leaders, and their expert lenses in the classroom, supported by our evaluation and feedback process, can be helpful tools to ensure that our students in focal groups are not facing disparities in classroom instruction.

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

LCSD has been a Positive Behavior Interventions and Supports (PBIS) district for the past two decades and has recently started exploring and implementing restorative practices.

We regularly use disaggregated behavior data, collected at every school, to ensure equitable outcomes for all of our students, in particular focal student groups. Data is analyzed at least quarterly at the school and district level.

One of our plan's three outcomes is meeting students' mental and/or behavioral needs, and we're investing heavily in support staff to develop and implement restorative practices and equity data collection and analysis.

Monthly staff equity training during the 2022-23 school year has focused on supporting focal student groups, with one of the outcomes being to reduce and prevent the overuse of discipline practices that have historically impacted specific student groups.

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

- Each Wednesday, we have district wide early release for students, which allows staff to engage in professional learning, PLCs, staff meetings and committees, and prep.
 - Monthly grade level and content area PLCs
 - Monthly equity training offers a differentiated approach so staff have agency in learning
 - Monthly school time allows principals to lead meetings and choose building-specific training and staff development opportunities
- AVID professional development is available to district and building leadership and licensed staff.
 - Directors and principals engage in AVID Summer Institute alongside teachers
 - Sessions are chosen based on both district initiatives and site-team goals
 - Quarterly AVID training is delivered by our own trained teachers at the primary, intermediate, and secondary levels.
- New Licensed Academy
 - Offered to our new teachers at the beginning of each school year, the goal is to get our newest teachers off on the right foot with district-specific training, support, and information.
 - Teachers also begin their work with both a building mentor and an instructional coach, available throughout the year.

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

Nearly 40 teachers participated in LCSD's New Teacher Academy, which took place the week before staff returned from summer break. Topics include learning about curriculum, instructional practices, PBIS, AVID, and other district initiatives among other topics. There, we introduced our mentor program.

Over twenty teachers participated in mentoring with a contracted instructional coach, who focuses on how to identify and support teaching practices through observations and feedback. This differentiated support was focused on the needs of novice teachers as voiced through empathy interviews and mentor feedback. Teachers hired in special education were also given mentors specific to their duties.

We also have systems of Professional Growth and Accountability to guide observation, feedback, and evaluation of our classified and certified staff.

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?

Multi-tiered Systems of Support (MTSS) meetings are held regularly at each school. MTSS teams consist of building administrators, deans of student success, counselors, special education case managers, teachers, and behavior support representatives as needed. MTSS is how we identify academic and social-emotional needs and plan for interventions and support in response.

Examples of academic support at the elementary level include reading and math intervention built into the master schedule and Title I reading support. At the secondary level, examples of academic support include reading and math support classes built into the master schedule and weekly after-school learning clubs.

Standardized assessments are used to monitor student progress and guide instructional decisions. These include, but are not limited to, STAR, easyCBM, and ELPA. We have a variety of other supports, including AVID elective, Credit Recovery Classes, Alternative Education (Ralston Academy and Teen Center), SEL Classrooms, and Summer School.

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?

- At each transitional level, care is taken to provide ample communication with both parents and students. At the Early Childhood to Kindergarten level, we provide a Kindergarten Round-up where families are invited to come to their school to see the building, their classrooms, and meet the teachers in the spring prior to the start of school. We also offer a Jump Start program at many of our schools, giving incoming kindergartners extra time with staff before fall.
- The same can be said for elementary to middle school and middle school to high school, though at each increasing level, we provide more agency for the students. For middle school transition, our principals visit each elementary school to provide students with information on how middle school works and details about class offerings, clubs, etc. We also have a spring visitation and tour.

- The process from middle to high school involves a spring elective showcase for students and families featuring programs of study, clubs, and other activities, forecasting/class registration with counselors, and a tour of campus led by student-leaders. Based on need, other interventions and support are offered.
- For the transition from high school to post-secondary, our College and Career Center provides many opportunities for students to meet with technical schools, colleges, universities, military, and industry professionals and recruiters from around Oregon. LBCC visits multiple times to provide early enrollment opportunities, including weekly on-site support concerning FAFSA. The high school also hosts helpful, interactive College Knowledge nights for families.

Attachments Completing Your Submission

- [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.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

Assurances

The applicant provides assurance that they 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.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.