M Gmail   **Todd Miller <todd.miller@santiam.k12.or.us>**
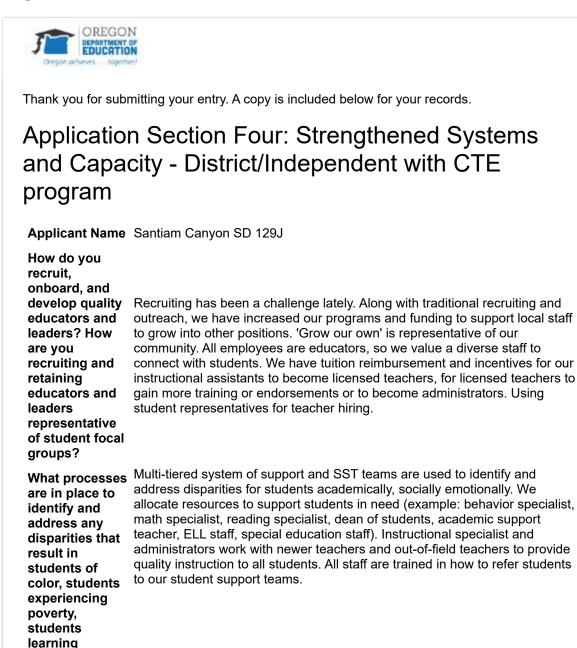
Confirmation - Application Section Four: Strengthened Systems and Capacity - District/Independent with CTE program

1 message

Smartsheet Forms <forms@app.smartsheet.com>   Thu, Feb 23, 2023 at 11:34 AM
To: todd.miller@santiam.k12.or.us

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> 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
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> | **Applicant Name** | Santiam Canyon SD 129J |
> | **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?** | Recruiting has been a challenge lately. Along with traditional recruiting and outreach, we have increased our programs and funding to support local staff to grow into other positions. 'Grow our own' is representative of our community. All employees are educators, so we value a diverse staff to connect with students. We have tuition reimbursement and incentives for our instructional assistants to become licensed teachers, for licensed teachers to gain more training or endorsements or to become administrators. Using student representatives for teacher hiring. |
> | **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,** | Multi-tiered system of support and SST teams are used to identify and address disparities for students academically, socially emotionally. We allocate resources to support students in need (example: behavior specialist, math specialist, reading specialist, dean of students, academic support teacher, ELL staff, special education staff). Instructional specialist and administrators work with newer teachers and out-of-field teachers to provide quality instruction to all students. All staff are trained in how to refer students to our student support teams. |

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 provide behavioral support training and classroom management training for all staff. Both schools utilize the PBIS behavioral systems and philosophy. Incentive programs are also used in both buildings to reinforce positive student behaviors. Our philosophy is to keep students in class as much as possible, by adding positive adult interactions and behavior support plans, instead of suspensions or taking students out of class. Students and families help in the development of success plans. Student voice is at the forefront of problem solving in our schools.
How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?	Professional growth and development comes from teacher feedback, student voice and data, and leadership team guidance. All our decisions flow through our maxims, which were community developed. Additionally, all administrators regularly report to the board regarding the their professional development plans and happenings within the schools.
How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?	Specialist, instructional coaches and building administrators continually seek out and attend trainings on the latest research and strategies to support our staff. Knowledge is shared through school-wide trainings and individual conversations. We have a strong collaborative relationship with our union, giving all staff a voice in trainings and meeting their needs. Our evaluation system allows frequent feedback to support the improvement of teaching and learning.
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?	RTI teams meet regularly to review student data and teacher referrals. Individual student plans are created, monitored and adjusted weekly to ensure supports are provided meeting students' academic, social and emotional needs.
How do you facilitate effective transitions between early childhood education programs and local	Ongoing collaboration occurs between schools and programs. We offered summer programs for all transitioning students to get to familiarize them with the new campus. Transportation and snacks were provided to ensure all students had access to the transition sessions. Near the end of the school year, transitioning students get time to go to the other campus as well, during the school day. Building collaboration and district specialists work to create aligned systems between schools and programs to lessen the impact of transition on the students.

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