

2023 NKNSD Integrated Application DRAFT

To provide feedback to the district, please use the [Integrated Application Feedback Form](#). Feedback must be received by March 5, 2023 to be considered by the Leadership team before the Integrated Application is approved by the Board.

Questions from [Section 4: Preview of the Integrated Application](#)

Needs Assessment Summary (500 words or less)

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.

The Neah-Kah-Nie School District leadership team embarked on a multi-month process of gathering and analyzing data. Student data included student academic assessment data (summative and formative, state-level and local assessments), attendance data for each school and grade level, credit attainment and course completion, participation in CTE programs, participation in school activities, and perception data from climate surveys and focus groups. Staff data included perception data from climate surveys, input from focus groups and staff meetings, and retention data. Family data included perception data from climate surveys, input gathered from focus groups, participation data from school or district activities, and feedback received during engagement sessions or board meetings. Community data included perception data from the community survey, input received during engagement sessions, and feedback gathered during meetings with partner organizations and advisory groups.

The district leadership team compiled and reviewed the data, disaggregating the data by student and family populations and experiences when possible (race/ethnicity, economic status, language, disability, and other intersectional factors when the data was available). Staff used multiple data organizers to capture their reflections and plans in response to the data. Each activity included equity-centered questions to prompt deeper root cause analysis and impact. The data analysis and discussions supported the leadership team in identifying and refining possible strategies for the next four years.

The needs assessment process resulted in some of the following areas of need: 1) expanded support for student behavioral and mental health needs including social emotional learning 2) early literacy and embedded literacy interventions pre-k through grade nine, attending to emerging bilingual students, 3) wraparound support and intervention for students experiencing poverty K-12, 4) strengthened math interventions grades five through nine, 5) increased access to CTE programs of study for students experiencing poverty, migrant students, girls, and students with disabilities, and 6) greater leverage of hands-on, integrated lessons to increase relevance and engagement for students in grades 6-12.

Staff and community members were invited to provide feedback on strategies identified by the leadership team. Proposed strategies were refined during a community engagement session where participants identified their top priorities. During a district-wide all staff meeting, proposed strategies were reviewed and ranked. Staff were further invited to identify what type of support staff needed from the district leadership team to ensure success. Prior to the final review by the leadership team, the district's Inclusion Alliance Committee (equity committee) conducted a review and provided feedback using their equity analysis protocol.

District leadership outlined a budget that could staff and support the top strategies and priorities identified through the community engagement and needs assessment processes. The budget largely sustains staffing investments from the previous year with some new investments and adjusted responsibilities for these staff to help support the district's goals.

Finally, once the proposed strategies were drafted, the leadership team reviewed each strategy and the aligned budget to determine if the plan missed opportunities to support the students with the greatest needs and addressed the district's top opportunities for improvement.

Plan Summary (500 words or less)

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.

As a result of community engagement, needs assessment, and equity review, NKNSD developed a strategic plan with seven goals. The first five goals support programs in the Integrated Application. Goals 1-4 are organized by the four common metrics and goal 5 centers student well-being. Not included in the Integrated Application, but critically important to the District's success are two goals to advance community engagement and support staff.

Improve 3rd Grade Reading and Literacy for All Students Groups

- **Need:** Student reading and literacy achievement is below the state average with need to strengthen early literacy for students experiencing poverty and emerging multilingual students.
- **Strategy-Connection:** Using SIA and EIS funds to improve outcomes for underserved students, the district will invest in early literacy by funding full-day public pre-kindergarten and strengthen data teams.
- **Monitoring:** Staff will use RtII for interventions and identify cultural or linguistic opportunities to strengthen program and successful transition to kindergarten.

Increase the Percent of Students Attending School Regularly at Each School

- **Need:** Students most often unable to attend regularly are underserved races/ethnicities, experiencing poverty, have a disability, or experiencing homelessness. Students need more connection to interests in classes and clubs.
- **Strategy-Connection:** With SIA funds to improve academic achievement for underserved students and improve mental health, the Family Resource Coordinator (FRC) will help students and families holistically to keep students in school. Using HSS funds to increase engagement with career-going activities, the District will increase CTE student clubs.
- **Monitoring:** FRCs will coordinate with attendance committee and do outreach. Track CTE club participation and activities.

Improve 9th Grade On-Track Supports for Incoming and Current Students

- **Need:** 10-12% of students not on track to graduate in January of their 9th grade year. Most of these students are male, experiencing poverty, and not attending school regularly.
- **Strategy-Connection:** Using SIA funds to improve outcomes for underserved students, the district will invest in a middle school RtII coach.
- **Monitoring:** RtII systems will be used throughout middle school and the 9th Grade Success Team will track attendance, grades, and engagement during transition to high school.

Increase the Number of Students who Graduate and Complete High School

- **Need:** Students of color and students living with disabilities graduate at lower rates than their peers (78% and 58% respectively compared to 85% for all students).
- **Strategy-Connection:** Using HSS funds to increase graduation rates, the district will strengthen CTE

programs and increase participation for students of color and students living with disabilities. Targeted interventions will be supported by an Intervention Specialist.

- **Monitoring:** 9th Grade Success Team attendance, grades, and engagement data reviews every 3 weeks. Reviewing CTE course enrollment by student groups.

Improve Student Well-Being

- **Need:** Student behavior and mental health needs are very high across all student groups, especially those students who are experiencing poverty. Students need counseling support at all grade levels.
- **Strategy-Connection:** Using SIA funds to improve student behavioral and mental health, the district will invest in counselors for the middle and high schools.
- **Monitoring:** Monthly PBIS and CARE team meetings reviewing behavioral, attendance, academic data.

Equity Advanced (250 words or less per question)

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

NKNSD serves about 790 students from nine villages and towns along the north Oregon coast with a strong relational approach to student learning and family engagement. The district's timber and property tax funding has allowed small class sizes, a variety of extracurricular activities, art, music, and physical education. The district provides an activity bus for all middle and high school students who participate in after-school activities, student clubs represent student interests at all levels, and there are no fees for athletics. Middle and high school students have access to the CTE courses with no prerequisites.

The district established free pre-kindergarten programs at each elementary school to support early literacy and strengthen family-school connections. The new NKN Student Health and Wellness Center provides convenient access to health care services directly at the school, for all PK-12 students and improves the health and wellness of children attending school, because healthy students are better learners.

The district conducts ongoing data reviews at each school looking at student outcomes, attendance, and a variety of student characteristics to identify students who need intervention as well as trends for disparities with student groups. Staff have engaged in equity trainings to help evaluate systems and take appropriate action when these trends are identified. Additionally, the district has invested in Family Resource Coordinators (FRC) at each school to help students and families connect to local and regional supports. The FRCs have become valuable assets and critical to helping students access culturally, linguistically, and financially responsive resources.

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

Throughout the community engagement and district needs assessment process, there were multiple areas identified to increase equity and access. First, many families and students have expressed need and interest in more before and after-school activities or clubs for students at elementary and middle school level. These can help support families who are working multiple jobs or unable to afford private options outside of school. The district has noted gaps in participation rates in CTE, clubs, and Advanced Placement classes. Staff are actively working to understand the reasons for participation disparities and taking steps to eliminate the barriers.

One strategy that is proving helpful with this and a variety of other areas of participating and engagement is translating materials and communications for families. NKNSD is actively recruiting for a bilingual home liaison support position to coordinate with the ELD Instructional coach and staff at each campus. The district has also been utilizing interpreters and translating documents regularly as well as providing translation

devices to regularly communicate with families who do not primarily speak English. Further, the district has identified the need to continue scheduling activities where students and families can participate together - whether this is an elementary school event or a CTE program exposure activity.

Lastly, the district has learned families do not understand what regional resources are available to students and families. Continued investment in staffing the Family Resource Coordinators and embedding resources in regular meetings or communications will help families access what they need.

Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.

The district established the Inclusion Alliance Committee in 2021. This committee helped develop the [NKNSD Equity Lens](#) which is aligned to the Oregon Equity Lens. The NKNSD Equity Lens was used to frame discussions reflecting on previous plans, performance data, and identifying strategies/investments for the future plan. During the needs assessment, staff had questions from the equity lens embedded in their activities and analysis worksheets. The draft plan was shared with the Alliance Committee who also used the NKNSD Equity Lense to provide feedback and help act as an equity check during the plan development process. During the final review of the strategic plan, staff were guided through the equity questions to understand impact for those across the district who have been historically underserved and underengaged.

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

NKNSD expects to see improved outcomes and engagement for students at all levels with the new and sustained investments in the integrated plan. First, maintaining the free, full-day pre-kindergarten at each elementary school, for qualifying students, implementation of the new K-8 ELA curriculum, and RtII will improve reading and literacy outcomes for 3rd grade students. These efforts will particularly impact students experiencing poverty and living with a disability. As staff collaborate in teams and participate in supportive PD, educators will ensure the new curriculum is culturally inclusive for all students and meets the needs of emerging multilingual students.

At the middle school and high school, the district expects to improve attendance and the number of 9th grade students on track to graduate by strengthening Family Resource Coordinator support to students and families, expanding CTE program offerings, and increasing career exploration (Tillamook Works) and work-based learning. More students will participate in advanced placement courses, earn college credits, secure internships, and enroll in postsecondary programs. Through targeted recruitment, support of student organizations, and family communications, the district expects to see increases in the number of students of color, girls, and students with disabilities enrolling and succeeding in CTE programs of study.

In early 2023, NKNSD was awarded a Gear Up grant which will help increase the number of students, especially students experiencing poverty, who move on to post-secondary training. The grant will complement and expand HSS and CTE funds to engage focal students.

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?

NKNSD is preparing for changes in leadership beginning in the 2023-24 school year with the current superintendent retiring and a new school board member replacing one who is not running again. These

leadership changes may pose risks for the plan if there is not support from the board or a difficult transition with the new superintendent. It will be critical that new leadership quickly establishes strong relationships with families and local/regional partner organizations to sustain momentum and open communication.

It is not uncommon for school districts with leadership shifts to also see turnover in other positions. One critical area of risk is retention of CTE teachers for the programs of study. These are difficult positions to recruit for in the region and any disruption to staffing may reduce course options for students including dual credit options.

The district is projecting a decline in timber funding in the coming years. This will reduce the District's overall budget and, combined with a decline in enrollment, this may mean reductions in staff and services. This may have the biggest impact on students who need targeted interventions, additional tutoring, and staff who need instructional coaching, if these positions are reduced.

Another barrier and risk is being able to successfully recruit and retain bilingual (Spanish/English) staff. The District has been trying to fill a bilingual position for over a year without success. Currently, the district is looking toward growing their own staff to fill higher level positions; this takes time and resources.

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?

Every student in the district is introduced to and has access to a Family Resource Coordinator (FRC) who acts as a primary support to students navigating housing/food insecurity and experiencing homelessness. The FRCs connect students and families with transportation support for all activities so students can participate as seamlessly as possible. FRCs provide access to food, clothing, connections to community programs to help them with out-of-school nutrition, rental assistance, utilities, and other paperwork. FRCs also complete all McKinney-Vento paperwork to ensure students have access to school-based nutrition and other supports.

The District also partners with local agencies like the Tillamook Family and Youth Services (FYST) and Youth Tides to provide wraparound support and care for unaccompanied youth. The process includes creating a team that brings the child's service providers together with the family on a regular basis to ensure that everyone is communicating and working on common goals. Wraparound utilizes the strengths of the child and family to develop a plan to meet their needs.

CTE Focus (250 words or less per question)

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

Middle school students have opportunities to start exploring careers and get access to CTE related electives. This early access is available to all students and helps seed interest and exposure to CTE programs as they transition from middle to high school.

The NKN high school does not require prerequisites to access CTE courses; students are only required to be currently enrolled in the high school. Students have choices in which classes they can take and may enter the CTE programs based on personal interests. All 9th grade students take a computer course to ensure preparation and appropriate access to CTE curriculum in later years. Additionally, students with IEPs or who need English Language development may be enrolled in CTE courses and are provided with appropriate support to access instruction.

The district is part of the regional Tillamook Education Consortium and this connection supports student

access to more programs of study and course offerings. Participating in the consortium also ensures staff have opportunities to collaborate and learn from other educators and industry leaders in the area. These collaborations support critical review of programs and instruction to ensure equitable access. Further, all CTE teachers have access to and are required to participate in progressive professional development that supports industry-relevant, equity-focused, instructional practices.

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

The district and Consortium continually analyze student and system data to understand how the CTE Programs of Study address equity and access. Currently, students in CTE Programs of Study do not reflect the larger student population. Latino enrollment closely mirrors that of the high school, but NKNHS has identified a need to increase the number of migrant students and students experiencing poverty. In 2023, NWRESA supported the district with a CTE-focused survey with 118 students responding. Students who have not taken CTE courses report less awareness of their options and less access to courses that align with their future career goals. Students reported they learn about options through their teachers, counselors, announcements, and school emails. There is an opportunity for teachers and counselors to do targeted and intentional outreach to students who do not currently participate in CTE. Staff should consider the underrepresented groups of students by gender, race/ethnicity, and disability when approaching this strategy.

The district identified increasing student participation in the Career and Technical Student Organizations (CTSO) as an opportunity to improve equitable support and access. The FNRL has a growing interest, but groups like the Future Business Leaders of America (FBLA) have seen low interest. The high school and regional consortium are prioritizing recruitment of underrepresented students into CTSO because they can support meaningful and sustained partnerships that connect students with experiences in the related industry. Students can also gain valuable leadership skills and relationships with more diverse industry partners through their participation in these organizations.

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

NKNSD recruits most of the students through classroom connections with teachers. Teachers also seek out and recruit students who want to pursue their industry cluster for future job prospects. Staff work with community partners to help recruit students as well. Some outreach takes place at career events where all students participate in the career-related activities. The dual credit opportunities provided by the district are desirable to students and all CTE teachers offer dual credit courses. The Consortium is currently paying for a Juntos Coordinator (in partnership with OSU, Tillamook School District, Nestucca School District, and Tillamook Bay Community College) to make sure families know they have access to the CTE options. The Juntos Coordinator helps provide opportunities for Latino/a/x families to see and experience what CTE courses and programs of study have to offer.

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?

NKNSD ensures equal access and participation in CTE Programs of Study with open classrooms. There are no prerequisites for entry level classes and students have some choice in their classes. No student is ineligible to participate in CTE courses and students with special education needs or who need English language support are provided the same level of access. Additionally, all 9th grade students are required to take a computer course that helps prepare students for other CTE courses.

As a member of the Tillamook Education Consortium supported by Northwest Regional Education Service

District, the district conducts an annual review of participation rates to ensure CTE classes and programs match the demographics of the district. When there is a group identified as under-participating, the district plans recruitment activities to target the group and increase their access and participation in the CTE classes. This school year, the District invested \$450,000 to renovate the Construction Trades Classroom (\$125,000 came from the CTE revitalization grant).

The district, and the region, are currently focusing on how to increase access and participation for migrant students. There is also specific focus on recruiting students with IEPs, female students, and emerging multilingual students for the construction trades. District staff including teachers and counselors are all trained on district and state anti-discrimination policies and inclusion practices to ensure focal students groups all have access to CTE Programs of Study. To support staff development and system equity reviews, the district is participating in equity training with NWRESA.

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).

Teachers integrate multiple disciplines across content with STEAM, community connections, career planning, and real-life application to create learning environments where students can be known, develop their voice, and receive the support they need. Teams continuously review curriculum to ensure rigor and standards alignment, and inclusive, culturally responsive materials.

Elementary counselors provide weekly SEL lessons to help students gain self-awareness, self-management, and responsible decision-making through cooperation and activities with diverse peers. Students have art lessons, active science lessons, field trips, and physical education. Literacy is central and teachers use a core curriculum paired with art and humanities for students to practice skills.

Middle school students receive SEL lessons and career exposure during a daily advisory class. The counselor provides individual/small group lessons and teaches a sixth grade leadership class. Students receive reading intervention and/or an enrichment class four times per week which include book clubs, computer applications, interactive media, careers, leadership, construction trades, and world cultures and languages. Teachers help students develop academic skills as well as critical thinking, problem-solving, research, effective communication, collaboration, and teamwork while practicing social skills and responsible use of technology.

High school students have access to a wide variety of electives and integrated or dual credit courses. In addition to developing strong academic skills necessary for success in careers and post-secondary education, students are developing research, analytical, and critical thinking skills through laboratory experimentation and independent research projects. CTE courses provide a critical access point for students to experience real-world connections and work-place exposure.

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?

NKNSD elementary and middle schools prioritize art instruction on a regular basis. Elementary students participate in standalone art classes each month and music twice a week. The new ELA curriculum being adopted will include visual arts for comparing and contrasting work at grades K-8. All 7th and 8th grade students receive art classes each day. Band and choir are elective classes available to all 6-8 grade students

(no fees).

At the high school, students are able to access electives representing multiple art disciplines including: ceramics, photography, culinary, theater, drawing, painting, choir, and band. Students also have access to student clubs including the after-school art club.

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

Each school has a full library with dedicated staff. Elementary students participate in library activities twice a week and teachers collaborate with the Library Media Assistant to support classroom lessons and research projects. Each elementary library is staffed with a 1.0 FTE Library Instructional Media Assistant. Elementary and middle school students participate in the Oregon Battle of the Books.

Middle school students visit the library weekly with their ELA class. The middle and high school libraries are staffed by a shared 1.0 FTE Library Media Specialist. Staff are members of the Oregon Library Association and participate in professional learning to support program design and student learning. The high school library is a key resource for teachers designing lessons and for students learning how to effectively research.

Libraries are supported through annual budget allocations to renew and refresh the collection and subscriptions. Elementary libraries have additional access to funding through local foundations. Library staff use OSLIS to access books outside of the library. Additionally, library staff coordinate and collaborate with the local library branches to support field trips and special events such as guest speakers and special resources.

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

Students across the district are provided with opportunities for breakfast, lunch, and breaks (for movement and play). Elementary schools provide free breakfast for 20 minutes before school. The students have 20-25 minutes for lunch and another 15 minutes for lunch recess. In addition, elementary students have at least one other recess. Teachers build movement activities into their teaching throughout the day, and students have daily physical education that involves skill-building and games. All elementary students receive 30 minutes of PE daily.

Middle school students are provided a 10 minute breakfast break after the first period. Students have 35 minutes for lunch and 3 minutes to transition between classes. During breaks, students have access to the library, multipurpose room, and an outside covered play area. All middle school students receive the required 225 minutes of PE weekly.

High school students have a 10 minute breakfast break after the first period and a 30 minute lunch. Students have access to gym, library, commons area, and outside areas.

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

NKNSD takes a leveled approach to incorporating STEAM instructional practices and other strategies to support cross-disciplinary content. At the elementary level, teachers use Mystery Science as their curriculum for hands-on learning. Teachers also incorporate science topics into the ELA curriculum to elaborate on topics. Both elementary schools participate in the extra-curricular Chess for Success program.

The middle school instructional team offers an interactive media course for all 6-8 graders. Teachers use a

science curriculum that is centered around hands-on, lab projects. Once per week, 6-8 grade students participate in a STEAM activity in their science classroom. Middle and high school students have access to Chess for Success after school.

At the high school, teachers develop curriculum maps to support planning and the incorporation of cross-disciplinary content. Literacy is incorporated across all curriculum. The Math department participated in professional development that focused on project-based learning in math. Grade level and content teams meet monthly to review integration and identify ways to increase higher-level thinking, critical inquiry, and relevant projects.

The high school also prioritizes participation in the CTE courses, all of which intentionally incorporate project-based learning and cover multiple career-relevant content areas. These courses include construction, welding, plumbing, electrical, small engine repair, business, and natural resources. Teachers collaborate across departments to identify ways to amplify learning. These content areas where cross-disciplinary opportunities are leveraged include art, foreign language, performing arts (theater, music, band), technology, and a number of science and math courses.

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.

Staff at each level conduct annual curriculum mapping activities to ensure updates to the standards are addressed in the materials and planning.

When a new curriculum is needed, a pilot committee is established to determine the district's needs, identify new options, and pilot new selections from the state and district approved options. District instructional leaders utilize the state documentation to understand how each item meets standards and expectations for each grade level. As the committee pilots new options, they provide feedback about strengths and weaknesses. Teachers have opportunities for observations and demonstrations.

Once materials are purchased, teams develop a scope and sequence for each subject area and grade level. The teams outline the specific learning objectives and provide a clear progression of skills and knowledge from preK-12. Staff ensure all learning objectives outlined in the scope and sequence are covered by the curriculum, and that it's designed to meet or exceed the standards. The district provides professional development opportunities for teachers so they understand the curriculum and effective implementation.

Following this process, the district monitors and evaluates the implementation to ensure it is meeting the needs of all students, and makes adjustments as needed.

The district also meets with the Construction Advisory Committee and the Business Advisory Committee with Tillamook Bay Community College to ensure CTE programs of study and classes are in alignment with state and federal requirements and current industry standards. Additional support from the Tillamook Regional Consortium helps teachers and administrators in implementing appropriate curriculum and materials.

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

NKNSD administration engages in regular processes to ensure classroom instruction is intentional, engaging, and challenging for all students. First, instructional teams complete full alignment and scope and sequence for each grade level. This initial alignment and annual reviews provide opportunities for staff to highlight learning objectives that are rigorous and supported by engaging lesson plans. The district provides ongoing professional development opportunities for teachers to learn and improve instructional strategies

(differentiation, inquiry-based learning, and technology or art integration). Teachers are coached on how to effectively plan for, deliver and assess instruction for the diverse students they serve.

Elementary teachers regularly meet with their grade level teams to collaborate on their planning and assessment. Middle school teachers have common prep time with their department each day to collaborate, plan lessons, and discuss common formative assessment data. Once per week, grade level teams meet to review student progress. The middle school literacy coach provides feedback to teachers and attends department and grade level meetings. High school teachers participate in department teams and data teams to improve practice and identify areas for additional support.

All teachers use formative assessments to monitor student learning and adjust instruction. Student data and student feedback (formal and informal) are used to update lessons and design interest-based activities for students. Administrators and instructional coaches provide regular observations and feedback. At least annually, teachers receive a formal evaluation based on the district's instructional evaluation rubric with structured feedback on planning and classroom management to ensure intentional instruction and rigor.

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

In 2021, the District's central pre-kindergarten program transitioned from a single site to at each elementary school. During this transition, the district expanded programming to full-day and changed the model to serve qualifying families free of cost. This decision was based on effective practice data and family requests to increase access and integration with the elementary schools. Through SIA funding and Preschool Promise, the district has been able to staff the pre-kindergarten programs. Each site has a certified teacher, 2 instructional assistants and 20 students.

Two important goals have been achieved with this transition: 1) increased collaboration between early learning and elementary school teachers, and 2) increased family connections. There is thoughtful connection and collaboration between pre-kindergarten and elementary teachers. Staff communicate about student needs and the pre-kindergarten staff can align curriculum and teach social skills to help prepare students for kindergarten. When pre-kindergarten students have an Individualized Family Service Plan (IFSP), elementary staff can seamlessly begin work on the IEP before the school year even starts. Families and teachers start developing relationships before the student even enters kindergarten.

The pre-kindergarten teachers participate in professional development with the Tillamook Early Learning HUB and, when appropriate, with the elementary staff to strengthen alignment.

CTE staff and high school leadership are discussing the possibility of having an early childhood career program for students interested in early childhood development. If this becomes a reality, it might provide opportunities for high school students to do work-based learning at district pre-kindergarten sites.

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

Between elementary school and middle school, students participate in a summer program. All incoming 6th grade students participate in an on-site WEB program ("Where Everybody Belongs"). 8th grade students help facilitate activities and help bring students together from the two elementary schools into one large group. Families are invited to attend information nights at the middle school to learn about the programs and how to support their students.

All 8th grade students are introduced to high school programs, courses, and processes during their advisory class. Each student meets with a counselor to plan their 9th grade schedule and start conversations about

post-secondary aspirations. The high school offers Freshman Orientation Night for students and families to get information about high school, tour the campus, and ask questions. Every student is connected to an adult and the 9th Grade Success Team meets with students, tracks their attendance and grades, and follows-up with interventions as needed.

Every high school student creates a Graduation Success Plan and students with IEPs age 16 or older have transition goals centered on training, education and connection with services. Starting in grade 8, students visit colleges and universities in Oregon. In high school, students attend college fairs and get support with college applications, essays, financial aid, interviews, and scholarships. Every student is exposed to career counseling, work-based learning, and the trades through CTE programs and counselor support. Each student submits a Tillamook Bay Community College application.

Transition meetings help provide appropriate accommodations for students with IEPs and 504s.

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

NKNSD uses RtII at the elementary and middle school levels. Each team meets to review student data, always watching for trends with focal student groups. The teams look at benchmark and progress monitoring data in literacy and math. This process allows for data driven decision-making based on student need. Students are placed in interventions based on need, and monitored every six weeks.

The elementary and middle school teams review all student data during the 100% meetings three times a year with DIBELS at the elementary schools and EasyCBM at the middle school. The teams also review students achieving in the lowest 20% for interventions and monitor student progress. Progress monitoring generally occurs every 2 weeks, especially at the elementary when foundational literacy and math are so important.

Middle school teachers and intervention specialists provide common and tailored interventions or coaching for teachers in small groups or 1:1. The Literacy Coach supports interventions and provides feedback loops for teachers.

High school teachers work in teams to review grades, credit attainment, attendance, and behavior. The 9th Grade Success Team conducts a more holistic review of student experience and participation data to support students, families, and teachers. Teams review failing grades data every 3 weeks and provide intervention and tutoring. Academic intervention team meetings are scheduled once a month.

Students with IEPs are monitored for their progress toward specific goals in areas of greatest need. These students are included in regular data reviews and receive additional support and interventions as needed.

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 students in grades 3-12 are assessed annually through the state summative tests and every second and fifth grader is assessed with Cognitive Abilities Test (CogAT). Students with composite scores at the 97th percentile, and those who have been referred, are considered by a team. These students are assessed further or additional data is considered to meet the multiple criteria requirement. When students qualify and parents provide consent, Talented and Gifted (TAG) plans are developed for the students with individualized support. TAG plans are shared with other teachers and parents. Teachers are trained to differentiate and provide opportunities for learning beyond the standard curriculum. At the high school, students have access to Advanced Placement and college classes. There are no prerequisites or fees, which eliminates barriers

for students.

At the elementary and middle levels, the TAG committee meets each fall to review the state assessment and CogAt results to identify students who may qualify. The TAG chair sets the timeline to gather additional data on students and final identification. The chair supports teachers who write the TAG plan for students. Teachers communicate information and resources to families.

At the high school the TAG committee meets and student progress is reviewed once per trimester. Student outcomes are discussed in department meetings and grade level meetings every 6 weeks. Teachers evaluate if there are trends with identification to understand systemic or linguistic barriers for certain groups of students with the core instructional program, assessments, or referral process.

CTE Focus (250 words or less per question)

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?

Beginning in middle school, students take a career class with alignment to the six CTE career areas. Students choose a career of interest and research education and skill requirements, salary, and income needs to support lifestyle goals. Teachers use a local, engaging career curriculum and partner with the consortium to access GroupTrail for career related learning activities. High School Success funds support middle school to high school exploratories in business, construction, and technology.

These exploratory activities feed into high school where every student meets with the guidance counselor and develops graduation success plans. These graduation success plans include college and career planning designed to create options for students as they hone in on where they want to be after high school. Each student meets with their counselor at least two times per year to review performance and the graduation success plans.

Additionally, students lead conferences where they report on their student goals. These conferences serve as formative exercises for self reflection, accountability, and critical consideration for how their current efforts are preparing them for their future. Each student is coached by their counselor and a teacher on preparing and presenting their information. The artifacts from these conferences become valuable pieces in their portfolios. Seniors also complete a capstone project. This project is a piece of the district's graduation requirements and can be focused in one of four areas: Career Exploration, Community Service, Internship, or Special Interest Research.

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

As a member of the regional consortium, NKNSD students benefit from regional support for work-based learning experiences. The Tillamook Works Coordinator meets with each high school in the consortium to support student placement in internships and job shadows. The Works Coordinator, in partnership with the district, has a systematic approach. They speak to entire classes, often during the advisory periods to ensure every student has exposure. Then they meet with each student to develop a career plan and help students with placements. NKNSD also allows students to have work experience credits for these activities. There are no prerequisites to participate in this program and while it is available to all students, the district focuses on CTE students.

To increase awareness of different local careers and opportunities for work-based learning, students get to hear from regular career guest speakers who come in during the advisory period. Recent guests represented

technology security, forest service, construction trades, and regional business owners.

To ensure that the opportunities and access are equitable, NKNSD does not charge fees for participation, transportation is provided for activities and courses, and students are not required to complete prerequisites for participation. The District is actively recruiting more diverse students to explore internships and work-based learning experiences. Specifically, the district is meeting with emerging multilingual students, students experiencing disability, and students from underrepresented races, ethnicities, and gender identities.

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.

Teachers collaborate across content areas and are encouraged to develop lessons and courses that integrate multiple disciplines. Middle and high school subjects are integrated when possible so students can better understand how the different subjects relate to each other and how the knowledge and skills they are learning can be applied in real-world contexts. Teachers and specialists help students to make connections between different subjects, activate curiosity and improve critical thinking and problem-solving skills.

A great example of this is the middle school woodshop program that feeds into the CTE options at the high school. This class integrates STEAM with hands-on exposure to future careers and art. This kind of relevance has been highly effective at helping students see the value and importance of what they are learning and motivating them to engage more fully in school.

NKNHS students are provided with courses and opportunities to build computer skills necessary for postsecondary success and many entry-level positions. Students participate in mock interviews and career fairs. Additionally, students have access to 41 dual credit and college credit, many without prerequisites. Opportunities to earn postsecondary credit help them to be better prepared for college-level coursework and the rigor of career expectations. Students can gain the confidence that they have the ability to succeed at a postsecondary level.

Finally, 100% of students at NKNHS apply to Tillamook Bay Community College prior to graduation.

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

Students are engaged in a variety of activities that will lead to self-sufficiency in their potential careers. The primary support is to practice workplace expectations in the classroom. This may include everything from timeliness, communication skills, self-advocacy, and submitting highest quality products. Communication methods are a critical component of workplace self-sufficiency. Students are introduced to a variety of tactics and strategies to navigate likely workplace challenges.

Within the CTE courses, NKNHS utilizes PBIS to encourage students to be safe, responsible and respectful. They learn that this looks like being on time, coming prepared with the right supplies, using materials and PPE appropriately, and following directions. Every student is provided with time and coaching to identify next steps to secure a career in their chosen field. They are supported with career field trips and exposure to what the careers look like in reality by stepping into offices, hospitals, manufacturing plants, and farms.

The special education teacher helps set professional goals for each student with an IEP. Students with special needs are taught how to advocate for what they need to help them succeed in the workplace and students with more complex needs are also supported through the Youth Transition Program (YTP). These students receive job coaching, workplace skills, and training for specific jobs. Program support is funded

through the YTP grant with the goal of helping students become more independent. Staff also partners with Vocational Rehabilitation and Developmental Disability Services regarding programs for regional support.

How will you prepare CTE participants for nontraditional fields?

NKNHS provides students with opportunities to learn about nontraditional careers. For example, the construction trades include more than general carpentry and construction management. Students learn about careers in HVAC, plumbing, and what it looks like to be an electrician. Similarly, design and computer drafting may lead to a career in parts design. In addition to learning about lesser represented careers within each field, students are taught about nontraditional fields and opportunities to see themselves in higher wage careers that they may not have otherwise considered. The district has worked hard to ensure that there are diverse career pathways out of each program of study. As part of the standard curriculum, students are introduced to the pathways early in their learning journey and learn about nontraditional fields by gender - hearing from people representing these fields.

When NKNHS and Middle School bring students on college and career exploration trips, they do not limit these to students who have interest in or are enrolled in CTE classes. Students from all classes and levels are included in these opportunities. Some students are targeted for participation, particularly those who teachers identify or those students from underrepresented populations. The district recently participated in the Oregon Tradeswomen Annual Conference which is geared to foster more women in the trades.

Describe any new CTE Programs of Study to be developed.

Over the next four years, NKNSD and the regional consortium will explore possible programs for students in Education, Natural Resources, Health Sciences, Hospitality and Tourism. It is most likely that Health Sciences will grow with the support of a successful bond at Tillamook Bay Community College.

The 2023 CTE survey of 118 high school students conducted by NWRESA for the District showed high levels of interest in CTE courses related to Hospitality and Tourism, Education, and Health Sciences.

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?

The District continued engagement practices from the 2019 SIA grant cycle. These practices include:

- Regular climate surveys for students in grades 3-12, families, and staff.
- Community-wide surveys focused on gathering input and feedback from community members, volunteers, local businesses, and regional education partner organizations.
- Monthly meetings with the superintendent and a school board member available to families and the broader community.
- Monthly meetings for staff to connect with the superintendent that rotate from building to building.
- Intentional, targeted 1:1 conversations between principals and students/families within the focal groups to understand progress and areas of opportunity.
- Focus groups with focal group students and families.
- Focused staff meetings to intentionally engage on strategic priorities and opportunities for improvement.
- Intentional conversations in regular, ongoing meetings with community and education partners.

In 2022, the District leveraged the established community engagement strategies and expanded opportunities for staff to provide input. Staff were specifically engaged early in the process with a survey and short video explaining the integrated application and strategic plan process. Then in the fall, the district prioritized staff engagement at an all staff meeting where staff provided real-time feedback and areas for additional support.

In terms of barriers for meaningful, authentic, and ongoing engagement, the most critical will be maintaining relationships as key leadership changes take place with staff and the board. Families need more linguistically and culturally inclusive opportunities to participate. The district should leverage engagement at each school building tied with other school-specific events or conversations versus district-wide meetings.

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

In 2022, NKNSD formally engaged the education director at the Confederated Tribes of Grand Ronde to establish a relationship with the tribe. The district is currently implementing the Oregon Tribal History/Shared History curriculum and working with the local tribe will foster deeper understanding for staff, students, and families. In the district's state-level demographic data, only 1% (about 7 students) identified as American American/Alaska Native. However, when the district conducted the 2022-23 annual climate surveys for students in grades 3-12, closer to 8% of participating students (27 of 327 total participants) identified as Native American. Similarly, about 6% of families (9 of 152) who responded to the 2022-23 survey identified as Native American as well. There is an opportunity for the district to partner with the local Tribal leaders to learn more about the students and families connected to the public schools and those who may be affiliated with the Tribe.

As the district continues to invest in its CTE programs, there will be opportunities to strengthen and expand the local business connections. Students are eager for work-based learning and these partnerships can create more opportunities for student internships, job shadows, and other placements.

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

The Department could design and produce materials to help communities understand the programs and grant funding. This could include well-produced videos to be used with staff and education/business partners. Short 3/6/10 minute video options can be embedded in surveys or materials districts are using to help the community understand. Provide templates and models so districts and ESDs do not have to create these.

Continue funding and coordinating the regional support from ESDs. The support NKNSD receives from NWRESA is really fantastic.

It would be helpful to link districts of similar size for peer review and support. Drafting the application and narrative would have been easier with a community of peers with whom we could calibrate.

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

To ensure community members and partner organizations experience a safe and welcoming educational environment, NKNSD staff prioritize relationships. The most important aspect of engaging the community is the opportunity to build stronger, more compassionate ties with those intersecting with the district. One way

this has been fostered through our engagement efforts is by leveraging relationships at the closest level. Sometimes this meant teachers facilitating student focus groups or 1:1 conversations, hosting meetings with staff at their buildings with their teams, participating in regularly scheduled meetings with community partners in their spaces, or inviting families to the local restaurant owned by their friend.

The district translates materials, invitations, and facilitation when the community or families are invited/present. Calendaring events and meetings is done with attention to other community events and cultural holidays. District leaders have participated in equity training on how to facilitate meetings with families and the community and how to be responsive to the power dynamics in any given space.

Through the community engagement process this year, it was clear that there are more opportunities for families and the community to gather and connect over meals and cultural events. This will create more opportunities for deeper connection among families and staff as well as strengthen empathy and synergy.

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

NA

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Students of color | <input checked="" type="checkbox"/> Tribal members (adults and youth) |
| <input checked="" type="checkbox"/> Students with disabilities | <input checked="" type="checkbox"/> School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.) |
| <input checked="" type="checkbox"/> Students who are emerging bilinguals | <input checked="" type="checkbox"/> Business community |
| <input checked="" type="checkbox"/> Students who identify as LGBTQ2SIA+ | <input checked="" type="checkbox"/> Regional Educator Networks (RENs) |
| <input checked="" type="checkbox"/> Students navigating poverty, homelessness, and foster care | <input checked="" type="checkbox"/> Local Community College Deans and Instructors; Local university deans and instructors |
| <input checked="" type="checkbox"/> Families of students of color | <input checked="" type="checkbox"/> Migrant Education and McKinneyVento Coordinators |
| <input checked="" type="checkbox"/> Families of students with disabilities | <input checked="" type="checkbox"/> Local Workforce Development and/or Chambers of Commerce |
| <input checked="" type="checkbox"/> Families of students who are emerging bilinguals | <input checked="" type="checkbox"/> CTE Regional Coordinators |
| <input checked="" type="checkbox"/> Families of students who identify as LGBTQ2SIA+ | <input checked="" type="checkbox"/> Regional STEM / Early learning Hubs |
| <input checked="" type="checkbox"/> Families of students navigating poverty, homelessness, and foster care | <input checked="" type="checkbox"/> Vocational Rehabilitation and pre Employment Service Staff |
| <input checked="" type="checkbox"/> Licensed staff (administrators, teachers, counselors, etc.) | <input type="checkbox"/> Justice Involved Youth |
| <input checked="" type="checkbox"/> Classified staff (paraprofessionals, bus drivers, office support, etc.) | <input checked="" type="checkbox"/> Community leaders |
| <input checked="" type="checkbox"/> Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.) | <input type="checkbox"/> Other (describe) |

How were they engaged?

Survey(s) or other engagement applications (i.e. Thought Exchange)

- | | |
|---|--|
| <input checked="" type="checkbox"/> In-person forum(s) | <input type="checkbox"/> Newsletters |
| <input checked="" type="checkbox"/> Focus group(s) | <input checked="" type="checkbox"/> Social media |
| <input type="checkbox"/> Roundtable discussion | <input checked="" type="checkbox"/> School board meeting |
| <input checked="" type="checkbox"/> Community group meeting | <input type="checkbox"/> Partnering with unions |
| <input checked="" type="checkbox"/> Collaborative design or strategy session(s) | <input checked="" type="checkbox"/> Partnering with community based partners |
| <input type="checkbox"/> Community-driven planning or initiative(s) | <input type="checkbox"/> Partnering with faith based organizations |
| <input checked="" type="checkbox"/> Website | <input checked="" type="checkbox"/> Partnering with business |
| <input checked="" type="checkbox"/> CTE Consortia meeting | <input type="checkbox"/> Other (describe) |
| <input checked="" type="checkbox"/> Email messages | |

Neah-Kah-Nie School District leadership coordinated activities to ensure each focal group of students and families were provided an opportunity to provide input. Focus groups, empathy interviews, round table meetings, surveys, and regular group meetings were leveraged. The district collected information from surveys that allowed input to be disaggregated by demographic data.

To engage students, administrators scheduled school-level focus groups with the building-level administrator or staff who have relationships with LGBTQ+ students, emerging multilingual students, students experiencing a disability, and groups of students who have been identified as living with poverty or homelessness.

Staff were engaged through regular team meetings, an all-staff meeting, a specially-designed video paired with a survey, and through monthly meetings with the superintendent at each campus. Board members participated in multiple staff and community meetings to listen, learn, and provide input.

School leaders hosted focus groups or conducted empathy interviews with targeted parents or family members. Parents of students with disabilities were reached through meetings in person or by phone. The district gathered information from Hispanic/Latino/a/x families to listen to their experiences and collect input regarding their students. This meeting was hosted by a local family-owned restaurant where families frequent. Families also participated in family surveys, the community-wide survey and traditional community forums like PTA, Site Councils, and board meetings.

Through the Tillamook Education Consortium, staff and students participated in regional advisory committees, partner meetings, and events that fed into the annual engagement.

The district also utilized email, website, and Facebook to invite feedback.

Evidence of Engagement (250 words or less per question)

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.

List Artifacts with google drive links

1. [Community Engagement Report](#)
2. [All Staff meeting with feedback](#)
3. [2022-23 NKN High School Survey Report](#)
4. [Hispanic/Latino/a/x Focus Group Notes \(student/families\)](#)
5. [NKNSD CTE Data Summary](#)

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. **Community Engagement Report:** This report describes the fullness of the Neah-Kah-Nie School District's approach to community engagement for the updated strategic plan and integrated application. The report includes numbers of participants with a breakdown by focal group. There are overarching themes identified and summaries from focal group focus groups.
2. **All Staff Meeting with Feedback:** In January, leadership presented the draft goals and strategies during an all-staff inservice day. Staff were provided real-time opportunities to provide feedback on which strategies they supported and what types of support they needed from their leaders to be successful. Poll Everywhere was used so staff were able to see each other's input immediately.
3. **2022-23 NKN High School Survey Report:** This report shows disaggregated student perception data across grade, race/ethnicity, gender, and sexual orientation. The report reflects one of the ways that staff are able to correlate and compare student outcomes data with student perceptions for continuous improvement planning.
4. **Hispanic/Latino/a/x Focus Group Notes (students/families):** This artifact shows notes taken from two focus groups with the students and their families. Students amplified some of the needs identified by their parents.
5. **CTE Data Summary:** We surveyed 118 high school students and learned that students taking CTE courses feel very high levels of support in their high school career and post-secondary pursuits. Students who are not taking CTE courses do not report high confidence in their access to courses aligned to future goals or awareness of CTE options beyond the high school campus.

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.

Strategy #1: Climate survey. This strategy was used with companion materials that would help **INFORM** families and the community about the district's strategic planning process and priorities. It provided opportunities to **CONSULT** with folks and gathering input.

The district developed surveys that were administered to all students in grades 3-12 and families. Each survey collected demographic data to ensure input could be viewed by student focal groups. The results from the surveys were disaggregated so staff would be able to identify trends or areas that need attention for the focus groups.

Strategy #2: Focus groups and 1:1 Interviews. Focus groups and interviews are largely to **CONSULT**, but the district intentionally facilitated these by trusted staff with established relationships. This intentionality and relational work gave more space staff to **INVOLVE** focal groups in identifying priorities.

Student focus groups were conducted by the building-level administrator, the Special Student Services Director, FRCs, or another trusted adult. Families were also engaged through small groups or 1:1 conversations with the staff they already have the most connection with. These strategies were more personal, relational, and provided staff opportunities to take immediate action on feedback. This is a more responsive and involved approach that goes beyond consulting for input.

Focus groups and interviews ensure the district didn't only hear from families who typically participate. Reaching out and personally asking what the district can do better to serve their students, there is the opportunity for families to be acknowledged and heard in more authentic ways.

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.

Strategy #1: Climate survey. This strategy was used with companion materials that would help **INFORM** staff of the strategic planning process and integrated application. The survey was an opportunity for the district to **CONSULT** with staff by gathering input.

During a fall 2022 inservice day, the district sent every employee a six minute video describing the integrated application, the six aligned programs, and how staff were going to be invited to provide input and feedback on the district's application and strategic planning process. Staff were asked to watch the video and engage with the climate survey. Seventy-three (73) staff from each of the five buildings responded to the survey. Surveying staff as a strategy to inform and consult was used because it ensured all staff had access to the foundational information and equal opportunity to have a voice.

Strategy #2: All Staff Meeting. In January 2023, the district dedicated an hour to **CONSULT** all employees and **INVOLVE** them in prioritizing strategies for the new strategic plan.

During this all-staff meeting, everyone heard an overview of the district's accomplishments from the last three years, a refresher on integrated application, a description of the district's community engagement activities, and a preview of the draft strategies for the new plan. Staff provided feedback on the strategies and named areas for additional support from leadership to be successful. It also provided a feedback loop for the staff to see how their initial input from the survey was used to directly inform the plan.

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

Five themes were clear from the community engagement process:

- **Support for student behavior and mental health needs.** Pandemic trauma and effects on student behavior and mental health are at an all-time high.
- **Communication between schools and families.** Families appreciate the relational communication and want more information on student learning and resources to support their students at home.
- **Staff relationships.** Students and families from each campus named strong, caring relationships with teachers, student support staff, and administrators as an important factor in their satisfaction and student success.
- **Post-pandemic academic support.** Students need help with basic study skills, managing assignments, and filling in learning gaps. Tutoring, counseling, and social emotional learning can help. Staff need support and time to respond to students and collaborate with peers or leaders to strengthen core programs (PBIS, RtII, etc).
- **Relevancy and Hands-on Learning.** Students in middle school and high school want more hands-on and career-focused learning. High school connections to career and postsecondary learning were identified by students, families, and the community as important levers of student engagement and graduation.

These themes easily align with the purpose and allowable use of funds for the integrated programs. The district identified strategies and activities to support behavioral and mental health, target student academic interventions, improve transitions and help engage students with high school success.

CTE Focus (250 words or less per question)

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

NKNSD and its partners in the Tillamook Education Consortium intentionally develop partnerships with employers in the region through multiple strategies. The Tillamook Works Coordinator is one of the primary relationship builders for the region, connecting employers with all of the participating district programs. The coordinator works with local businesses to identify internships and work-based opportunities. The high school guidance counselors partner with Tillamook Bay Community College to facilitate curriculum, assessments, and partnerships between high school and college teachers.

At the high school, employers are invited to come on campus to present to students about their industry and share opportunities for internships and job shadows. The district also hosts events on campus and off-site where large groups of students get to see, hear, and participate in engaging, cutting edge industry demonstrations. And each term, students get to participate in career fairs with guest speakers and employer showcases.

The district participates in the consortium advisory committees which represent regional colleges, businesses, industry leaders, and workforce specialists. Partnerships with groups like Tillamook Family and Youth Services, help create employer connections for students experiencing homelessness.

In early 2023, the district was awarded a GEARUP grant. This grant will further support these efforts and expand intentional opportunities for students in grades 8-12. The District is also engaged in the ASPIRE program.

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.

NA

Strengthening 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?

It is our mission to provide all our employees with the assistance and support necessary to ensure the best possible learning environment for students. In addition to traditional methods of recruitment, the district has invested in The Grow Your Own (GYO) program which provides an opportunity for classified staff to apply for an unrestricted teaching license. The District agrees to support classified staff through tuition assistance, clearly defined and stated mentor support, and release time to meet the requirement of their teaching program. This program has been leveraged to increase the number of staff who reflect the students enrolled at district schools.

The district also engages teachers in a mentor program where staff new to the profession, new to their role, or new to the district are paired with mentor teachers. This program has been successful and staff have asked for the program to be further utilized and supported as a key strategy for retention.

To recruit new staff, the district participates in job and employment fairs across the state and some

college-specific fairs. The district also advertises locally and notices are posted with education partner organizations. This year, recruitment and retention bonuses were provided to staff with specialized skills and expertise.

Recently, the district has struggled to recruit a bilingual Family Resource Coordinator. Recruiting bilingual, local staff has been somewhat difficult. The district is evaluating where there might be barriers to entry or how to build community interest for these types of positions.

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?

The district focuses on ensuring all teachers are highly effective and well-trained. Elementary staff spend a lot of time making sure student placement is well balanced and principals make sure staff are appropriately assigned. At the high school level, when special needs students are scheduled for classes, there is a lot of care taken to place students with the teachers who are most equipped and skilled to meet their needs and ensure they are in classes that will support their personal learning goals.

The ELD Coordinator has an EL Endorsement as well as SPED certification. All special education teachers in the district are certified appropriately for their assignment. All instructional staff (certified and classified) participate in professional learning to support the specific needs of the students they serve. One example is the Constructing Meaning training to support practices for students to develop Academic Language.

The instructional coaches, RtII specialists, and administrators provide regular coaching and support to teachers who are working with students of color, students learning English, and students with disabilities. Teachers are involved in data team meetings where student data is disaggregated and evaluated by student groups and characteristics. Teams coordinate with Family Resource Coordinators (FRCs) to understand other factors and circumstances that may be affecting a student's engagement and growth. When necessary, teachers are provided specialized training to grow their practice and help meet the needs of their students.

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

Neah-Kah-Nie School District (NKNSD) uses PBIS in every building. Elementary students are taught how to self-regulate their emotions and practice identifying their zone or brain state. Students work with teachers, counselors, instructional assistants, administrators and peers to understand their feelings and correlate positive next steps when they are dysregulated. Garibaldi Grade School also uses Super Hero Academy to support students. At the middle school and high school, teachers have engaged in professional development on social emotional learning, trauma informed practices, and restorative pathways. Across the district, staff work in teams to review discipline data, discuss inclusive practices, and identify trends.

In the last two years, NKNSD has added counseling support at the middle and high school levels to push in support and provide just-in-time lessons. Middle school students use problem level solving worksheets with the counselor and teacher to reflect and visualize future possibilities. The SST team meets twice a month to share and review academic and attendance data. They also discuss specific student needs and then plan interventions and connections. Student discipline is regularly reviewed with this team as well.

Removing the student is a last option to the greatest extent possible, largely for safety issues. Each year the leadership team conducts an annual review of the district's discipline practices to remove ineffective practices or identify procedures that have disproportionate impacts on certain students.

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

In addition to the state required training, administrators and site councils identify areas for growth based on student data from interim, formative, and summative assessments as well as behavior data, observations, and other needs identified by school staff. Teacher teams review data, instruction, and make plans for students and teaching. Whether it's students in particular groups or all students in the class who are struggling, teachers might identify that they need more coaching, training or curriculum to improve their instructional practice.

Administrators use the educator evaluation data to inform professional learning opportunities for whole teams, campuses, or district-wide. Typically, administrators can address coaching needs immediately and then plan larger professional development for the start of the next school year. Additionally, staff complete professional growth surveys that help identify needs and desires for professional learning.

All licensed staff, teachers and administrators have a Continuous Professional Development (CPD) plan. These plans are co-created between the employee and supervisor. Teachers assess their PD needs and goals, finding appropriate PD opportunities to address these needs, application of the learning that occurred in the PD, and final review with their direct supervisor. For administrators, these plans help outline their immediate and long-term goals with aligned plans for training, courses, and professional development for staff. The superintendent works with administrators to budget for their needs and the needs of their building.

Through the community engagement this year, staff repeatedly requested for instructional assistants to have greater access and inclusion in the teacher professional development opportunities.

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

First, the district invests in high quality professional learning to ensure all district leaders and lead teachers are current on the most effective research-based practices. Administrators and special staff, like the literacy coaches at the elementary and middle levels, conduct observations and coaching regularly. Staff meet with coaches or administrators frequently to receive and build on feedback.

Staff are encouraged to conduct walkthroughs of each other's classrooms. This is particularly common when a new curriculum is being piloted. The staff who are piloting the curriculum get to model effective instruction for their peers and become leaders within their teams.

Following the disruption of the COVID-19 pandemic, this is an area of opportunity in each school. Observations and educator evaluations were inconsistent or modified. Fortunately, teachers currently feel clear about what they need to be successful. This, paired with more routine practice with evaluations and coaching in the current school year, will help get the district back on track.

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?

NKNSD uses RtII at the elementary and middle school levels. Each school team regularly meets to review student benchmarks and progress monitoring data in literacy, always watching for trends with student groups. Teams look at behavior and attendance data as well as circumstantial data from Family Resource Coordinators and staff. This process allows for data driven decision-making based on student need. Students are placed in interventions based on need, and monitored every six weeks.

The elementary and middle school teams review all student data during the 100% meetings three times a year with DIBELS at the elementary schools and EasyCBM at the middle school. The teams also review students achieving in the lowest 20% for interventions and monitor student progress. Progress monitoring generally occurs every 2 weeks, especially at the elementary when foundational literacy and math are so important.

Middle school teachers and intervention specialists provide common and tailored interventions or coaching for teachers in small groups or 1:1. The Literacy Coach supports interventions and provides feedback loops for teachers.

High school teachers work in teams to review grades, credit attainment, attendance, and behavior. The 9th Grade Success Team conducts a more holistic review of student experience and participation data to support students, families, and teachers. Teams review failing grades data every 3 weeks and provide intervention and tutoring. Academic intervention team meetings are scheduled once a month.

The district uses NWRESA services for monitoring system-wide efforts and identifying student needs through Early Indicator and Intervention System (EIIIS) funding.

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?

Preschool students use elementary campus facilities and get to know shared elementary staff such as music, library, PE and counselor lessons, which makes the transition very smooth. During kindergarten registration, students are invited into the school to meet the teachers in kindergarten classrooms. Parents are included in all activities and provided information and observations.

All incoming 6th grade students participate in an on-site WEB program (“Where Everybody Belongs”) and summer transition program. 8th grade students help facilitate activities and help bring students together from the two elementary schools into one large group. Families are invited to attend information nights at the middle school to learn about the programs and how to support their students.

All 8th grade students are introduced to high school programs, courses, and processes during their advisory class. Students meet with a counselor to plan their 9th grade schedule. The high school offers Freshman Orientation Night for students and families to get information about high school, tour the campus, and ask questions. Every student is connected to an adult and the 9th Grade Success Team meets with students, tracks their attendance and grades, and follows-up with interventions as needed.

Every high school student creates a Graduation Success Plan. In high school, students visit colleges, attend college fairs and get support with college applications, essays, financial aid, interviews, and scholarships. Every student is exposed to career counseling, work-based learning, and the trades through CTE programs and counselor support. Each student submits a Tillamook Bay Community College application.

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, EIIIS, CTE / Perkins. It also should 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.

[NKNSD 2023-25 Integrated Planning and Budget](#)

Equity lens utilized

[NKNSD Equity Lens](#)

Community engagement artifacts

[NKNSD Community Engagement Artifacts](#)

DRAFT Longitudinal Performance Growth Targets and any optional metrics

These will be ready by the March 13, 2023 Board Meeting

Affirmation of Tribal Consultation

NA