



## Neah-Kah-Nie School District #56

### Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) Additional **requirement if applying with a sponsored charter:** Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

*Neah-Kah-Nie School District engaged in a comprehensive needs assessment as part of our strategic planning efforts, incorporating feedback from nearly 500 students, staff, families, business owners, and community partners. This process included interviews, listening sessions, city council presentations, and a community-wide survey. To ensure a well-rounded analysis, we also reviewed state and local data, including student achievement reports, graduation rates, attendance records, and Career and Technical Education (CTE) participation. The Strategic Planning Advisory Committee, composed of diverse stakeholders, helped synthesize this information to identify priority areas for district improvement.*

*The assessment revealed both strengths and challenges within the district. Our schools benefit from strong community engagement, dedicated educators, and a growing range of extracurricular and CTE opportunities. However, early literacy gaps remain a concern, with state and local data indicating disparities in reading proficiency that require targeted interventions. Additionally, stakeholders emphasized the need for enhanced career and college readiness programs, including internships and hands-on learning experiences. Mental health and student well-being also emerged as critical priorities, with increasing demand for counseling services and social-emotional learning support. Equity in access to programs remains a challenge, as does the need for additional staffing and professional development to support student learning.*

*These findings have directly shaped our integrated guidance plan and budget priorities. The Needs Assessment team was comprised of students, staff, administrators, community, business and board members. To help drive our planning, we reviewed local and statewide assessment data, local and national employment trends, and survey data. We are expanding structured literacy instruction, targeted interventions, and family engagement efforts to strengthen early literacy outcomes. Investments in CTE and career readiness will provide students with real-world learning experiences and dual-credit opportunities. To support student well-being, we are increasing access to mental health services, additional counseling staff, and integrating social-emotional learning into daily instruction. Finally, we are working to ensure that resources are equitably distributed so that all students have access to academic and extracurricular opportunities. By aligning our funding priorities with identified needs, we are ensuring that every student in Neah-Kah-Nie School District has the support necessary for success.*

## Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

*We applied our Equity Lens throughout the planning and budgeting process to ensure all students, particularly focal student groups, receive the support needed for success. Using guiding questions from our Equity Lens, we evaluated policies, programs, and resource allocations to identify and address disparities in access and opportunity. Stakeholder engagement—including input from historically underserved families—helped shape priorities and ensure shared decision-making.*

*Key strategies focus on early literacy, career readiness, and student well-being. To support focal student groups, we are expanding targeted literacy interventions for multilingual learners and students from low-income backgrounds. Career and Technical Education (CTE) programs are being strengthened through equitable access to hands-on learning, internships, and dual-credit courses. Additionally, we are increasing mental health support by retaining additional counselors and implementing culturally responsive social-emotional learning strategies.*

*By prioritizing these activities, we are actively reducing barriers and fostering a more inclusive and supportive learning environment. Our Equity Lens will continue to guide implementation, with ongoing evaluation to ensure intended outcomes are met.*

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

*The district will continue its partnership with the Northwest Regional Education Service District (NWRESA) for equity training, enabling staff to deepen their understanding of culturally responsive practices and the needs of diverse learners. The Inclusion Alliance Committee, alongside the district's Equity Lens, ensures that all staff training is aligned with the goal of eliminating disparities and providing equitable access to resources for all students, especially those from historically underserved communities, including students of color, students with disabilities, and English language learners*

*Additionally, social-emotional learning (SEL) will be a central focus for staff development, with professional development opportunities aimed at enhancing SEL competencies. Teachers will receive training to support students' social and emotional well-being, particularly for those experiencing poverty or mental health challenges.*

*Specific training for administrators will focus on data-driven decision-making to ensure that academic interventions meet the needs of focal student groups. The district will also prioritize leadership development, equipping administrators with the skills to foster inclusive, supportive environments for all students.*

3.  What policies and procedures do you implement to ensure inclusion of children and youth navigating homelessness in all programs and activities?

*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.*

*Policies were also reviewed to ensure all resources are available and communicated to students experiencing homelessness. Policy JECBD assures homeless students have access to all services. Policy EEA ensures transportation services are also provided.*

4.  Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

*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, including non-typical gender 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.*

## **Well-Rounded Education (250 words or less per question)**

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

*The district has made strides in aligning with the Science of Reading. Key strengths include meeting the required number of literacy instructional minutes and implementing a K-5 literacy curriculum based on*

*these principles. We also have a K-5 Literacy Coach at each elementary school to support teachers, as well as a K-3 phonics program that aligns with grant requirements. However, after reviewing the our Early Literacy Programs, there are areas for improvement. While the district offers some literacy intervention, it has been minimal in scope, with limited before/after school or summer literacy programming. To address this, the district plans to expand these programs with the support of the Early Literacy Success Grant, including funding for summer programming, high-dosage tutoring, and additional literacy intervention. The grant will also allow the district to invest in professional development opportunities such as LETRS training for new teachers and coaches.*

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. *No narrative response required. A Smartsheet link will be provided.*

3.  How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist 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.*

4.  Describe your system for ensuring classroom instruction is well-rounded, 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.*

5.  How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

*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 our District Nurse, Counselor mini lessons, Counseling Services, and Health Curriculum, student mental and behavioral health is addressed as well as the dangers of drugs, gangs, and violence. 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.*

6.  How do you ensure students have access to strong school 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.*

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

*Staff closely monitors the effectiveness of interventions for students experiencing depression, anxiety, stress, and challenges with dysregulation through multiple data points and consistent team collaboration. The district uses a combination of behavioral, attendance, academic, and social-emotional data to assess the progress of students receiving support. Specifically, the district employs the Positive Behavioral Interventions and Supports (PBIS) framework, alongside regular CARE team meetings, where staff discuss students' emotional and behavioral well-being. The district also utilizes student feedback and teacher observations to identify whether behavioral interventions and supports are effective in reducing stress and improving emotional regulation. The district has invested in mental health resources, including counseling services, to support students' emotional needs. Regular check-ins with the students and their families ensure that the interventions are responsive to their needs, and adjustments are made as necessary. The district has set goals to enhance these monitoring systems through continued professional development for staff and the expansion of mental health services. We also coordinate with a local clinic to operate a health center in our schools. This health center offers mental health services.*

8.  How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? 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 are also screened in elementary grades using DIBELS. At all ages, students are interim assessed using i.ready, and NWEA Map. For students who underperform or outperform the local, state, and national averages, 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 requirements. When students qualify and parents provide consent, Talented and Gifted (TAG) plans or Intervention plans are developed for the students with individualized support. TAG and intervention plans are shared with other teachers and parents. Teachers are trained to differentiate and provide opportunities for learning beyond the standard curriculum or scaffold up where needed. As students progress, 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. Teams determine if students are making progress or more intervention or programming is needed to achieve goals.*

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

NA

10.  What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

*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. We are always exploring the possibilities of expanding programs and opportunities through local data and survey responses.*

11.  Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

Yes.

## Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

*Over the past two years, Neah-Kah-Nie School District has strengthened community engagement through improved communication, culturally responsive outreach, and expanded partnerships. We enhanced accessibility by increasing social media updates, newsletters, and website improvements. Efforts have been made to increase translated materials and bilingual support at key events for Multilingual families. Partnerships with local organizations, tribal communities, and businesses have provided additional student resources. To amplify student and staff voices, we established advisory groups and listening sessions, ensuring diverse perspectives inform district decisions. Equity-focused forums have helped address the needs of historically underserved families. Barriers experienced include: geographic challenges limit in-person participation for some families, while internet access remains inconsistent in certain areas.*

*Language and cultural barriers persist despite translation efforts. Ensuring consistent and diverse participation in engagement opportunities remains an area of focus.*

2. Who was engaged in any aspect of your planning processes within these initiatives? (Check all that apply)

- Students of color and families of students of color
- Students with disabilities and families of students with disabilities
- Students and families who are navigating poverty, houselessness, and foster care
- Students who identify as LGBTQ2SIA+ and families of students who identify as LGBTQ2SIA+
- Students and families who recently arrived
- Migratory students and families of migratory students
- Justice involved youth
- Families of justice involved youth as appropriate
- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition.
- Students and families experiencing active duty military service
- Emerging bilingual students and families of emerging bilingual students
- Licensed staff (administrators, teachers, CTE teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Local or regional business and/or industry community
- Local Community College CTE Deans and/or Instructors
- Local or Regional Workforce Development Board
- CTE Regional Coordinators
- Representatives from agencies serving at risk, houseless, out of school youth and adults, foster youth, military families
- Other \_\_\_\_\_

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

*Superintendent met with a group of multi lingual learners, a group of students with disabilities, and students who identify as LGBTQIA+. Feedback was sought by these students.*

*The superintendent and other members of the needs assessment team met with families, parents, and advocates for students with disabilities for a listening session to address the needs of students.*

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

*Superintendent met with all building staff multiple times during the planning process. Team members met with classified staff serving focal students. Staff surveys were sent out at each building to allow staff to anonymously give input.*



## **Outcome of Engagement**

5. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

*The team learned that you can never communicate enough with staff and the community. FTE positions in the IG plan will be utilized to create more time in the day so staff have the opportunity to meet more often throughout the week. The conversations in these meetings will allow the district to respond more effectively to staff and student needs.*

## **Strengthened Systems and Capacity (250 words or less per question)**

1.  What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

*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.*

2.  Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal 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.*

3.  What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.

*Beginning the elementary levels, students are exposed to various jobs and careers in the community through guest speakers and community activities. 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 explanatories 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.*

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

NA

## Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1.  Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.*
2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

- **General Fund**

- Student Investment Account (SIA)
- State School Fund SSF
- Title I
- Title II
- Title III
- Title IV
- N/A (less than 50 ADMw, no match required)
- Other

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- **Hiring**
- **Purchasing Curricula & Materials**
- **High-Dosage Tutoring**
- **Extended Learning Programs**
- **Professional Development & Coaching**
- Other purposes

5. If you answered “Other” on #3, then please describe below:

**\*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades\***

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

- Have the lowest rates of proficiency in literacy of elementary schools in the district;
- identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
- have literacy proficiency rates that have not recovered to pre-pandemic levels
- have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
- N/A if you have only one elementary school

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].

(write N/A if you have only one elementary school)

*Garibaldi Grade School - 71%*

*Nehalem Elementary School -29%*

### Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

*ODE can support by continuing with Integrated Program funding and reporting intervals.*

### Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

*The Neah-Kah-Nie School District’s plan is a comprehensive strategy focused on improving educational outcomes, particularly in areas identified through a thorough needs assessment. This assessment highlighted strengths in student engagement, community partnerships, and a committed staff, while also identifying several areas for growth, particularly in expanding career and technical education opportunities and enhancing student literacy outcomes. The overarching vision of the plan is to foster a dynamic, inclusive learning environment that prepares students for future success, whether in higher education, vocational training, or the workforce. A key aspect of the plan is its focus on CTE programs. While the district has made strides in offering accessible CTE opportunities, the needs assessment identified gaps in participation, particularly among students from underrepresented groups such as those experiencing poverty, students of color, and students with disabilities. To address this, the plan includes expanding CTE offerings, strengthening industry partnerships, and ensuring that all students, regardless of background, have equal access to high-quality vocational programs. The plan also aims to increase participation in Career and Technical Student Organizations (CTSOs), offering students valuable leadership opportunities that align with real-world industry experiences. The plan also integrates significant improvements in early literacy, particularly in grades K-5. The district’s Early Literacy Success Grant will provide resources for professional development, high-dosage tutoring, and extended learning opportunities, including summer literacy programs. This addresses gaps in reading proficiency, especially for students from disadvantaged backgrounds, and aligns with the district’s goal to raise the percentage of proficient readers. In relation to the LPGTs, the plan takes a data-driven approach to monitor and assess student progress. Specifically, it will track academic outcomes, including reading proficiency, graduation rates, and CTE course enrollment, using tools like DIBELS, ESGI, and formative assessments. The district will also leverage its existing monitoring systems to track student participation in extracurricular activities, including CTE programs, to ensure equitable access and to measure improvements in engagement and academic performance for all students, particularly those in the focal groups. Regular feedback loops from teachers, staff, and community partners will help refine strategies and ensure the plan is meeting its goals for student growth. The plan’s rationale is rooted in a commitment to address the diverse needs of students while providing opportunities for all learners to thrive. By focusing on equity, the plan ensures that students experiencing barriers—whether related to socio-economic status, race, disability, or language—have the support and resources they need to succeed academically and professionally. Through a combination of targeted interventions, expanded CTE opportunities, and a focus on early literacy, NKN aims to close achievement gaps and empower students to reach their full potential. Ultimately, this plan sets a clear direction for improving educational outcomes, creating an inclusive and supportive environment, and addressing the needs of the district’s diverse student population, with particular emphasis on vocational training, to-and-through graduation, and literacy.*

## Links

1.  Outcomes and Strategies
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Tiered Planning
5.  Early Literacy Inventory
6. Early Literacy Allowable Use Descriptions

## Attachments

1. Equity lens utilized
2. Community engagement artifacts
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Optional - Perkins Needs Assessment Documentation
5. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
6. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
8. District Charter Program Agreement (DCPA), if applicable
9. Memorandum of Understanding (MOU), if applicable

## Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).

3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.