NKNSD SIA Application Draft

Part One: General Information

Applicant

School District or Eligible Charter School Name: Neah-Kah-Nie School District
Institution ID: 2198
Webpage (where SIA Plan will be posted): www.nknsd.org

Contact Person

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Part Two: Narrative Plan Summary

Plan Summary

The Neah-Kah-Nie School District is situated on the Oregon Coast between Bay City and Manzanita in North Tillamook County. The district currently serves 789 students at four schools including Garibaldi Grade School, Nehalem Elementary School, Neah-Kah-Nie Middle School, and Neah-Kah-Nie High School. The district also operates a preschool with 40 students enrolled. Across the district, about 77% of the students are white, 15% are Hispanic/Latino, 6% identify as multi-racial, and <1% are Black/African American, 1% Asian, and 1% American Indian/Alsaskan Native. Across the district, 16% of the students qualify for special education services, 7% are emerging bilinguals, and almost half of the district (48%) are experiencing poverty.

SIA funding will be targeted to meet the needs of students' mental and behavioral health needs across all campuses with a focus on secondary students. The district will fund two full-time counselors to be assigned at the middle school (general fund funded) and high school. Each counselor will support students in crisis and those identified for mental health evaluations and behavioral intervention supports. In addition, each counselor will support instructional and classified staff in supporting student needs throughout the school year and making referrals for additional support with local mental health partners. This partnership will be enhanced by the district's planning and implementation of a school-based health center at the high school that will serve all students in the district. SIA funds will support a start-up planning year for the health center that will open in the 2021-22 school year.

SIA funding will also be used to reduce disparities and increase academic achievement. To improve 9th grade on track and increase student reading and literacy outcomes, the district will hire additional literacy specialists at the elementary and middle schools. Each literacy specialist will coordinate improved alignment and sequencing of English language arts instruction, intervention, and monitoring of all students, including

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special education students, in grades K-8. The literacy specialists will also help support and roll-up the district's Response to Instruction and Intervention (RtII) program through the middle school.

To ensure students and families whose primary language is not English have the most timely and relevant support, the District will hire a bilingual Family Liaison and/or Family Resource Coordinator. This staff member will ensure each campus is culturally and linguistically supportive for students and families. They will coordinate regular meetings, and provide school-to-home communications regarding important events, opportunities, and resources. When appropriate, this staff member will make home visits and help connect families with the districts Family Resource Coordinators or partnering support organizations.

Part Three: Community Engagement and Input

Overview of Community Engagement

The district leadership team assessed current improvement efforts and evaluated district data. Using this data and an equity focus, the team identified all groups of students, families, and community partners for the SIA engagement work. Each staff member was assigned a group and developed a plan to facilitate focus groups, conduct empathy interviews, or utilize surveys to ensure full engagement. The district emphasized focus groups and interviews, leveraging routine meetings, to build new relationships and strengthen existing relationships. Each engagement strategy was approached with the hope of building sustained, authentic, reciprocal relationships, and with tools that can be refined and used year after year.

Targeted SIA engagement began in August 2019 and continued through February 2020. Each interview was reported using feedback forms, focus group input was summarized using feedback forms or meeting minutes, survey results were compiled into reports, and staff input was included separate from general community input. Overall, the district targeted 33 different groups of students, families, and community partners. The district facilitated focus groups and interviews with 175 individuals in the targeted focal groups and collected over 960 survey responses from students, staff, families, and community members.

The district contracted with an individual to plan the community engagement strategies and produce a report analyzing the results. In addition, the district worked with NWRESD to engage staff, review data, and develop SIA strategies.

Self-Assessment of Community Engagement

Please share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

Neah-Kah-Nie School District conducted a robust community engagement process ensuring students, families, staff, and community from every group were included. The district completed a thoughtful planning process to ensure all students and families represented by the SIA focal groups were engaged through

empathy interviews or focus groups, not just surveys. But the district did provide the opportunity for every member of the district to participate in surveys as well.

Currently, the district does not have an active relationship with the two federally recognized tribes for the region. This is an area where the district will be continuing engagement efforts and building knowledge.

While the district did not encounter any barriers to the engagement work, the targeted approach created a shift in practice that required community and staff education. The avenues for gathering community input were different and folks who were used to how the district has previously provided input were concerned about the change in routine. However, the district was responsive to these concerns, transparent about the new engagement model, and added additional engagement sessions. This engagement model does require additional staff time and energy so it will be necessary to build these activities into future calendars and planning schedules.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less) What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

The district needs to establish relationships with the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians. To prepare for establishing these relationships, the district needs to engage with some professional learning on Oregon's tribal history and tribal consultation with sovereign nations. ODE can provide this training and maybe facilitate a tribal engagement meeting with the districts that are located within the tribal lands.

Who was Engaged?

The following community members/groups were engaged for this process:

- ❏ **Students of color**
- ❏ **Students with disabilities**
- ❏ **Students who are emerging bilinguals**
- ❏ **Students navigating poverty, homelessness, and foster care**
- ❏ **Families of students of color**
- ❏ **Families of students with disabilities**
- ❏ **Families of students who are emerging bilinguals**
- ❏ **Families of students navigating poverty, homelessness, and foster care**
- ❏ **Licensed staff (administrators, teachers, counselors, etc.)**
- ❏ **Classified staff (paraprofessionals, bus drivers, office support, etc.)**
- ❏ **Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)**
- ❏ **School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)**
- ❏ **Business community**
- ❏ **Community leaders**
- ❏ **Other: LGBTQ students, students navigating the criminal justice system, students experiencing addiction**

How did you engage your community?

The following strategies / activities were deployed to engage our community:

- ❏ **Survey(s) or other engagement applications (i.e. Thought Exchange)**
- ❏ **In-person forum(s)**
- ❏ **Focus group(s)**
- ❏ **Roundtable discussion**
- ❏ **Community group meeting**
- ❏ **Website**
- ❏ **Email messages**
- ❏ **Newsletters**
- ❏ **Social media**
- ❏ **School board meeting**
- ❏ **Partnering with unions**
- ❏ **Partnering with community based partners**
- ❏ **Partnering with faith based organizations**
- ❏ **Partnering with business**

Evidence of Engagement

- ★ Upload top five artifacts of engagement.
1. [Community Engagement Summary Report](#)
2. [SSA Community Survey Report](#)
3. [NKNSD Staff Survey Report](#)
4. [NKN Middle School Family Survey Report](#)
5. [December Latino Parent Focus Group Feedback](#)

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community? (250 words)

> The district included our Community Engagement Summary Report to highlight the thoroughness of the engagement efforts since August. We included the results of our community, staff, and middle school family surveys to show how we included a variety of survey techniques to solicit input and report the results to our SIA planning committee and district leadership. Finally, we included the input sheet from our Latino family meeting to demonstrate our commitment to engaging families in their native language.

Strategies and Activities for Engaging Focal Student Populations and their Families

Strategies

> The district leadership team assessed the demographics of the entire PreK-12 enrollment to identify each of the SIA focal groups represented within the district. Additionally, the district identified additional student groups that may experience more educational barriers or academic disparities. These groups are: LGBTQ

students, students navigating the criminal justice system, and students experiencing addiction. The district leadership team made a master list of all student and family groups for each group represented in the district and assigned a leader to conduct focus groups, empathy interviews or input meetings.

To engage students, administrators scheduled school-level focus groups. Most student focus groups were conducted by the building-level administrator or the director of student services. LGBTQ students at the high school were engaged through a focus group led by the school's Queer/Gay Straight Alliance club staff sponsor. Students experiencing poverty were gathered during a lunch-time pizza session where students were invited to provide feedback on how the schools can better support student's mental and behavioral health as well as academic achievement. The school superintendent accessed high school student input with his Superintendent Advisory Council. Surveys were administered to all schools and collected demographic data to ensure input could be viewed by student focal groups.

Families were also invited to participate in surveys that captured demographic information. School leaders were encouraged to host focus groups when appropriate using a facilitator tool provided by the district's contractor. When focus groups were not possible, admin used input forms to capture interview responses with parents. The district scheduled focus groups with foster families, parents of students with disabilities and Latinx families. These targeted focus groups were in addition to school-specific parent surveys, the community-wide survey and traditional community forums like PTA, Site Councils, and board meetings.

The district used these targeted strategies because they were more personal, relational, and provided staff opportunities to hear directly from their students and families. Using focus groups and interviews with parents ensured the district didn't only hear from those families who typically speak up. By 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 ways that are more authentic than just an anonymous survey. Similarly, these strategies create a forum for student voices that may not have been heard before.

Activities

Neah-Kah-Nie School District leadership coordinated a variety of activities to ensure each focal group of students and families were provided an opportunity to provide input into the Student Investment Account plan. Focus groups, empathy interviews, round table meetings, surveys, and regular group meetings were leveraged for SIA engagement. The district collected a lot of information from surveys that allowed input to be disaggregated by demographic data. However, the most valuable and formative data came from focus groups and interviews.

For example, each school administrator, including the school superintendent, conducted a focus group or interviews with students experiencing poverty. Students were gathered and provided pizza or snacks during the focus groups or interviews and asked how they can be better supported by the school district. The feedback was collected using the input form to guide questions about what is working well, what challenges exist, and what can be improved around the two purposes of the SIA grant: improving student mental and behavioral health and increasing academic achievement.

Another key example is the Latinx family focus group facilitated by the superintendent and English Language Development (ELD) specialist. The meetings were hosted in Spanish and families were invited to provide feedback generally and specifically regarding the SIA purposes.

Strategies and Activities for Engaging Staff

Strategies

Strategies to engage staff primarily included:
1. Building staff meetings with administration
2. All staff meetings
3. Facilitated SIA meetings lead by district staff or the ESD SIA support team
4. Multiple survey opportunities

Activities

Neah-Kah-Nie School District provided staff with a variety of opportunities to learn about the SIA grant and provide input. First, the superintendent provided an overview of the SIA during the August back to school all staff meeting. Between September and February, staff were able to participate in two surveys. The first survey was to provide input on the current culture and climate of the school or department in which they primary work. Almost 100 staff participated in the school climate surveys. The second survey was specific to SIA and asked for staff feedback on initial SIA strategies and other input around the purposes of the SIA grants. Forty-two (42) staff participated in the community-wide SIA survey.

In the fall, some building administrators led instructional staff through facilitated feedback sessions seeking input on SIA strategies around purposes of SIA grants and allowable uses of funds. At least 43 staff (classified and licensed) participated in focus groups or interviews facilitated by administrators. In the winter, all staff were invited to participate in a district-wide information and input session facilitated by NWRESD.

Collecting and Using Input

The District collected input across many groups over multiple months. Below are the top themes that emerged:

1. Students and families are interested in more electives and out-of-school options, specifically soccer for elementary students.
2. Parents are interested in more after-school academic options and increased electronic communications from teachers and schools.
3. Classified staff want to see increases in security and mental/behavioral supports for students.
4. Instructional staff are looking for increased mathematics coaching, counselors at the middle and high schools, additional clubs and sports for elementary schools, and support for families struggling with food insecurity.

Input was summarized and presented to the SIA Planning Team. The team analyzed all input alongside the district's data and CIP. The SIA Planning Team identified top areas of input and defined strategies to move forward. Throughout the process, the district focused on high-leverage improvement activities from Hattie's research. When areas of input were evaluated for SIA funds, the SIA team made recommendations to fund some activities from the general budget or through other grants to better focus the SIA activities on the core purposes of the grant.

Part Four: Data Analysis

Data Sources

The district evaluated state assessment data, formative assessment data, attendance data, 9th grade on track, 4-year graduation rates, and 5-year complete rates. All data was disaggregated by focal group in SIA when possible. Staff discussed each group of students and the contextual challenges, successes, and overall outcomes represented. When the population was very small, staff discussed the specific context of each student and current efforts to support students who are struggling or not being served well.

Because the district evaluated the data for each focal group, in each school, and for each measure, the district was able to identify strategies and priorities that could be aligned to community engagement input to meet the needs of students. Throughout the process, staff were guided back to the purpose and focal groups to be targeted by SIA grant investments.

Part Five: SIA Plan

Outcomes

Neah-Kah-Nie School District has identified five outcomes related to SIA investments:

1. Increase 3rd Grade ELA Proficiency
2. Improve Regular Attendance Rates
3. Improve Rate of 9th Graders on Track to Graduate
4. Improve Graduation and Completion Rates
5. Improve Student Well-Being

Over the next three years, Neah-Kah-Nie School District expects to see an increase in all outcomes identified. The outcomes that we expect to see short term gains include student well-being and regular attendance. Specifically students with disabilities and students experiencing poverty are most likely to see immediate benefits from on-site counselors at the middle and high schools.

Our investments in literacy-based RtII, expanding the program with fidelity at both elementary schools and expanding through the middle school, will yield long-term results for our students. First, we expect to see growth in our 3rd grade ELA outcomes across all student groups and over time more of our students experiencing poverty and emerging bilingual students finishing 9th grade on track to graduate.

A key strategy for the district will be hiring a full-time bilingual family liaison and/or secondary Family Resource Coordinator to support students and families access more information in their native language and navigate school systems. This person will provide direct support to students identified for interventions and meet with families at school or in their homes to make meaningful connections for their students.

The district has maintained a strong graduation and completion rate over the years. However, we believe with these investments and focused supports for students experiencing poverty, students with disabilities, students of color, and emerging bilingual students, we will be better equipped to help each student graduate.

Strategies

To achieve the outcomes above, our district will prioritize six key strategies over the next three years. Our strategies are stated in order of priority based on community engagement, district continuous improvement, and multi-year activities:

Strategy 1: Implement mental health supports for secondary students (MS/HS) through on-site counselors at each campus who will provide preventative and crisis support to students and staff.

Strategy 2: Implement rigorous literacy instruction and intervention supports in elementary and middle level programs through targeted coaching and RtII program.

Strategy 3: Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.

Strategy 4: Implement school-based health center to support the well-being of all students and staff, opening fall, 2021

Strategy 5: Expand PreK options including full day.

Strategy 6: Increase student participation and expand extracurricular activities before and after school K-12.

Activities

See chart below for detail.

Timeline:

The **first** year of the grant will see the most significant financial expenditures, increase in staffing, and initiation of projects. Once key positions have been hired, staff will mobilize at each school, focused on RtII, literacy, early learning options, expansion of extracurricular, and student mental health supports. We will continue our community engagement and establish relationships with the two confederated tribes in the region. And finally, the school district will continue the needs assessment for the School Health Services Planning Grant, opening fall of 2021.

In year **two**, more focus on PBIS and social emotional learning (SEL) will be added. We will continue to implement RtII and evaluate our fidelity of implementation. Any feedback gathered from our tribal consultations will be integrated into our existing activities and help us better serve the focal groups of students identified by the SIA grant.

By year **three**, we expect to see results from all strategies but will continue to focus on operating all initiatives with fidelity and continuing to improve our cultural relevance for students and families represented in our schools.

There were a number of strategies and activities that were identified through our community engagement that did not become part of the SIA plan. However, the district has prioritized most of these things within our generally funded budget or through other funding streams, including additional elementary physical education/health education, and enhancing the district food service program. The District is exploring the Preschool Promise Grant as an option to expand early learning services. The district is moving forward to meet these needs through the general fund and community partnerships.

Priorities

Neah-Kah-Nie School District has listed all strategies at high level priorities for the first three years. That being said, allocating SIA funds and energy toward the school-based health center is not as high and would be the first activity to be reconsidered if funding levels shift.

OUTCOME 1: Increase 3rd Grade ELA Proficiency

Strategy 2: Implement rigorous literacy instruction and intervention supports in elementary and middle level programs through targeted coaching and RtII program.

Theory of Action:	**Activities:**	**Measure of Evidence:**
If we increase literacy coach capacity, evaluate K-3 reading core, engage staff in sustained and focused professional development, and implement RtII with fidelity, then reading proficiency rates for 3rd grade students will improve.	1.2.1 Hire 1.0 FTE elementary Response to Instruction & Intervention (RtII) literacy instructional coach [$125,000] 1.2.2 Evaluate K-3 reading instruction core to identify gaps and areas for improvement 1.2.3 Engage staff in ongoing, sustained, targeted literacy professional development 1.2.4 Implement RtII with fidelity at elementary level with alignment at middle school	1.2.1 Executed contract for elementary literacy specialist 1.2.2 K-3 reading instruction evaluation report with recommendations and action plan assigned 1.2.3 Calendar of literacy PD with all staff assigned and targeted needs addressed 1.2.4 RtII systems in place with all students accurately assessed and identified for appropriate level of support

Strategy 3: Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.

Theory of Action:	**Activities:**	**Measure of Evidence:**
If we provide targeted English Language Development support to emerging bilingual students and meet with Spanish-speaking families to provide parent education then our emerging bilingual students will achieve higher proficiency on ELA assessments.	1.3.1 Meet with students identified for English Language Development support and interventions 1.3.2 Meet with Latina/o/x and Spanish-speaking families to provide parent education on supporting literacy at home	1.3.1 Schedule of student groups and individuals for specialist to work with each quarter 1.3.2 Family feedback on literacy practices at home

Strategy 5: Expand Pre-k options to include full day

Theory of Action:	**Activities:**	**Measure of Evidence:**
If students are in preschool full day, they have increased exposure to language, social, cognitive, and emotional skill learning in preparation for	1.5.1 Hire 1.0 FTE early learning licensed teacher 1.5.2 Hire 1.0 FTE early learning assistant	1.5.1 Student scores will increase on kindergarten readiness assessment

kindergarten.	1.5.3 Purchase start up early learning supplies/materials	

OUTCOME 2: Improve Regular Attendance Rates		

Strategy 1: Implement mental health supports for secondary students (MS/HS) through on-site counselors at each campus who will provide preventative and crisis support to students and staff.		
Theory of Action: If we hire a middle school counselor, hire a high school counselor, and continue implementing strategies to address chronic absenteeism, then regular attendance rates for middle and secondary students will improve.	**Activities:** 2.1.1 Hire 1.0 FTE middle school counselor (general fund) 2.1.2 Hire 1.0 FTE high school counselor 2.1.3 Continue implementing strategies to address chronic absenteeism	**Measure of Evidence:** 2.1.1 Executed contract for middle school counselor 2.1.2 Executed contract for high school counselor 2.1.3 Review impact from Healthy Teen Survey results

Strategy 3: Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.		
Theory of Action: If we provide more culturally and linguistically inclusive communications, conduct home-visits, and meet with Latina/o/x and Spanish-speaking families of students who are absent, then regular attendance rates for Latina/o/x and emerging bilingual students will increase across the district.	**Activities:** 2.3.1 Increase number and quality of translated communications to families across the district 2.3.2 Conduct home-visits for students who are identified as needing support through chronic absenteeism strategies 2.3.3 Meet with Latina/o/x and Spanish-speaking families to provide support with school systems	**Measure of Evidence:** 2.3.1 Feedback from families about school-to-home communications 2.3.2 Home-visit schedule and meeting reports to instructional staff and building leadership 2.3.3 Feedback from families through school climate surveys

Strategy 4: Implement school-based health center to support the well-being of all students and staff.		
Theory of Action: If we make health services available to students on campus and educate students about healthy life practices, then students will be healthier and stay in school.	**Activities:** 2.4.1 Purchase equipment and supplies for health center 2.4.2 Begin construction to remodel space for health center 2.4.3 Write grants and secure additional funding to operate health center opening fall 2021	**Measure of Evidence:** 2.4.1 Equipment and supplies in place at new health center 2.4.2 Construction complete 2.4.3 Additional and sustained funding secured for full operation of health center opening fall 2021

OUTCOME 3: Improve Rate of 9th Graders on Track to Graduate		

Strategy 1: Implement mental health supports for secondary students (MS/HS) through on-site counselors at each campus who will provide preventative and crisis support to students and staff.		

Theory of Action:	Activities:	Measure of Evidence:
If we faithfully implement 9th grade on track committee and strengthen transitions between middle school to high school, then more students will be on track to graduate by the end of 9th grade.	3.1.1 Include counselors in 9th grade on track committee to identify students and provide targeted supports 3.1.2 Counselors will work with building leaders and key staff to strengthen transitions between middle and high school	3.1.1 List of students identified and assigned supports on calendar 3.1.2 Plan of actions with assigned staff and student/family feedback on school climate survey

Strategy 2: Implement rigorous literacy instruction and intervention supports in elementary and middle level programs through targeted coaching and RtII program.

Theory of Action:	Activities:	Measure of Evidence:
If we hire a secondary literacy coach, strengthen literacy core instruction and implement middle school RtII with three additional instructional assistants, then more students will enter 9th grade with literacy skills to be successful at grade-level.	3.2.1 Hire 1.0 FTE secondary Response to Instruction & Intervention (RtII) literacy instructional coach 3.2.2 Evaluate 6-8 literacy instruction core to identify gaps and areas for improvement 3.2.3 Extend RtII into middle school with fidelity 3.2.4 Hire 3.0 FTE secondary Response to Instruction & Intervention (RtII) literacy instructional assistants	3.2.1 Executed contract for secondary RtII literacy coach 3.2.2 6-8 literacy instruction evaluation report with action plan assigned 3.2.3 Middle school RtII systems in place with all students accurately assessed and identified for appropriate level of support 3.2.4 Executed contracts or offers made for 3 RtII IAs at middle school

Strategy 3: Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.

Theory of Action:	Activities:	Measure of Evidence:
If we hire a full time bilingual family liaison, provide support to conduct home-visits, and meet with Latina/o/x and Spanish-speaking families of students who are identified for support, then 9th grade on track rates for Latina/o/x and emerging bilingual students will increase across the district.	3.3.1 Hire 1.0 FTE bilingual family liaison 3.3.2 Conduct home-visits for middle school and 9th grade students who are identified as needing support 2.3.3 Meet with Latina/o/x and Spanish-speaking families to provide support with school systems	3.3.1 Executed contract for bilingual family liaison 3.3.2 Home-visit schedule and meeting reports to instructional staff and building leadership 3.3.3 Feedback from families through school climate surveys

OUTCOME 4: Improve Graduation and Completion Rates

Strategy 1: Implement mental health supports for secondary students (MS/HS) through on-site counselors at each campus who will provide preventative and crisis support to students and staff.

Theory of Action: If we have a counselor at the high school to support students' mental health, PBIS/SEL curriculum, and support for special education students with mental and behavioral health needs, then more students will graduate on time.	Activities: 4.1.1 Counselor positioned on high school campus and available to students with mental health needs 4.1.2 Counselors will work with building leaders and key staff to implement PBIS and SEL curriculum and systems of support 4.1.3 Counselors will work with special education team to support students with specific mental and behavioral health needs	Measure of Evidence: 4.1.1 List of students identified and office hours available to students 4.1.2 Plan of actions with assigned staff and student feedback on school climate survey 4.1.3 Student needs identified and assigned with plans of support in place

Strategy 3: Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.

Theory of Action: If we conduct home-visits, meet with Latina/o/x and Spanish-speaking families, and increase cultural relevance of high school curriculum, then more students will graduate by the end of 9th grade.	Activities: 4.3.1 Conduct home-visits for high school students who are identified as needing support 4.3.2 Meet with Latina/o/x and Spanish-speaking families to provide support with school systems 4.3.3 Increase cultural relevance across all content areas and identify areas	Measure of Evidence: 4.3.1 Home-visit schedule and meeting reports to instructional staff and building leadership 4.3.2 Feedback from families through school climate surveys

OUTCOME 5: Improve Student Well-Being

Strategy 1: Implement mental health supports for secondary students (MS/HS) through on-site counselors at each campus who will provide preventative and crisis support to students and staff.

Theory of Action: If we implement social emotional learning PK-12 and improve health instruction, then student well-being will improve.	Activities: 5.1.1 Counselors support district-wide PK-12 social emotional learning curriculum and instruction 5.1.2 Counselors consult with middle and high school teachers to improve health instruction	Measure of Evidence: 5.1.1 Curriculum purchased and staff trained 5.1.2 Curriculum updated and teachers trained

Strategy 3: Increase support for emerging bilingual students and their families through culturally and linguistically inclusive communications, outreach, and support.

Theory of Action: If we provide more culturally and linguistically inclusive communications and meet with Latina/o/x and Spanish-speaking	Activities: 5.3.1 Increase number and quality of translated communications to families across the district about extracurricular activities	Measure of Evidence: 5.3.1 Feedback from families about school-to-home communications

families to inform them of extracurricular activities available to their students, then participation rates for Latina/o/x and emerging bilingual students will increase across the district.	5.3.2 Meet with Latina/o/x and Spanish-speaking families to provide information about extracurricular activities	5.3.2 Feedback from families through school climate surveys

Strategy 4: Implement school-based health center to support the well-being of all students and staff.

Theory of Action: If we make health services available to students on campus and educate students about healthy life practices, then we will increase student well-being.	**Activities:** 5.4.1 Provide health services to students 5.4.2 Partner with Tillamook Family Counseling and Reinhart Clinic to increase access to mental health supports for high school students	**Measure of Evidence:** 5.4.1 Students across all grades and campuses accessing health services 5.4.2 Schedule of partner health service providers available to students, staff, and families

Strategy 6: Increase student participation and expand extracurricular activities before and after school K-12.

Theory of Action: If we increase student participation and expand extracurricular activities before and after school K-12, this will increase student engagement and well-being.	**Activities:** 5.6.1 Hire staff to support extracurricular activities	**Measure of Evidence:** 5.6.1 Participation rates of expanded extracurricular activities

The District only plans to use up to $10,000 of the grant toward administrative costs. All other administrative functions will be absorbed in the general fund.

SIA Integrated Planning Tool

★ Upload the SIA Integrated Planning Tool

https://docs.google.com/spreadsheets/d/173oJFfMo__NPezHnXC7g86Eo2-vOG0i4uIiI3MuRKfI/edit?usp=sharing

Budget

★ Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

https://docs.google.com/spreadsheets/d/1Vt-uEMUvlTu1iKYGyogDKgz0G-KA2k6gtWX5C1XvhC4/edit?usp=sharing

Equity Lens or Tool

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

https://drive.google.com/file/d/1c0tN-coPE2OQ8E_tGIBapIPDBod3VqEH/view?usp=sharing

Describe how you used the uploaded equity lens or tool. (250 words or less)

Neah-Kah-Nie School District has made an effort to use the OEIB Equity Lens and the Oregon Department of Education's Equity Impact Analysis Tool questions. From the first meeting with staff where SIA was introduced and district data was reviewed, our leaders have looked at each student group represented in the district. Sometimes, these were conversations about specific students and their families. Staff worked with a private consultant and the NWRESD SIA support team throughout their process. Both the consultant and ESD team helped the district ask critical questions about racial and ethnic disparities, resource allocation implications, and checked community engagement strategies to ensure full representation.

When the district hosted meetings or gathered to work on the plan, staff named each of the groups of students from the SIA grant we needed to discuss and which community groups needed to be engaged. This attention to who is actually in the community, who is actually in the classroom, and who that strategy is actually going to serve or not serve were the guiding principles for each discussion.

Draft Longitudinal Performance Growth Targets

Neah-Kah-Nie School District will co-develop targets with the Department of Education after grant submission.

Part Six: Use of Funds

Allowable Uses

Which of the following allowable use categories is your plan designed to fund within? The following **bolded** categories were selected:
- ❏ Increasing instructional time
- ❏ **Addressing students' health and safety needs**
- ❏ Evidence-based strategies for reducing class size and caseloads
- ❏ **Expanding availability of and student participation in well-rounded learning experiences**

Meeting Students Mental and Behavioral Health Needs

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.
- ❏ Increasing instructional time
- ❏ **Addressing students' health and safety needs**
- ❏ Evidence-based strategies for reducing class size and caseloads
- ❏ **Expanding availability of and student participation in well-rounded learning experiences**

Describe how you will utilize SIA funds to: (500 words or less)
- Meet students' mental and health needs; and
- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Neah-Kah-Nie School District will meet students' mental and health needs by hiring two secondary level counselors (one general funded). This team of mental health specialists will support middle and high school students as they transition from one school to the next and prepare for graduation. Both counselors will support the districts PK-12 Positive Behavioral Interventions and Supports (PBIS) continuum and expanded Social Emotional Learning (SEL). Counselors will be available to all students in the school and will support students who are also identified for additional mental health support by staff. Students experiencing poverty and students with special education needs are expected to benefit from these supports early.

Our SIA plan prioritizes literacy proficiency and 9th grade on track indicators. The strategies and activities are designed to support our students experiencing poverty, students with disabilities, emerging bilingual students, and students of color. Across multiple indicators, we see our students experiencing poverty and students with disabilities having the largest disparities. In some areas our emerging bilingual or Latina/o/x students have greater disparities. Woven throughout the plan are strategic support for each group of students, specifically our Latina/o/x and emerging bilingual students who will benefit from the full-time bilingual family liaison position. We will also be hiring two literacy RtII coaches and three literacy RtII instructional assistants to support middle school learning groups at each grade level. Additional resources will be used to expand early learning and extracurricular opportunities.

Addressing the Needs and Impact on Focal Student Groups

The most significant areas where Neah-Kah-Nie School District plans to invest funds is in staffing for secondary counselors (one general funded) and literacy RtII spanning elementary and middle school. First, counseling support will initially be targeted to students with disabilities and students experiencing poverty. These student groups within our middle and high schools are more likely to miss school because of mental health or general health issues. Providing counseling support to these students on campus will help them in staying at school and be ready to learn. Each counselor will maintain availability for all students with mental health support needs. And all students will benefit from the counselors collaborative and support role in PK-12 implementation of PBIS and SEL curriculum.

The second significant investment is in the literacy RtII supports available to each elementary school and expanding to fully support the middle school. Each campus will have a dedicated literacy coach and the middle school will have a literacy RtII instructional assistant for each grade. The RtII system will be used to identify any students needing additional support and intervention. Each team will mobilize to meet the student's needs based on multiple data points. This model, with this level of staffing, will create an environment where no student can fall through the cracks. Combining this system with the Bilingual Family Liaison and ELD support will help the district engage families and create partnerships to support emerging bilingual student literacy development as well. Increasing instructional time for pre-kindergarten will increase focal student group social/emotional, language, and cognitive skills.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

The district has made the decision to target funds primarily on literacy, mental health, extracurricular, and

early learning. There are multiple areas where the district data and community engagement could have justified focus. It may pose a risk for the district's mathematics achievement with so much emphasis placed on literacy. However, the systems in place for RtII may be easily transferred to the other content areas, and this is a plan for future investments.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.