

Aligned for Student Success

The NKNSD Integrated Strategic Plan for 2023-27



Draft
February 8, 2023

To provide feedback to the district, please use the [NKNSD Strategic Plan & 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.

Mission // Values



Neah-Kah-Nie School District prepares students to become productive and responsible citizens for an ever-changing world through diverse educational opportunities in partnership with the community

Excellence - we prepare student for their future

Learning - we are all learning, every day

Rigor - we individualize our teaching and learning

Community - we build partnerships

Respect - we treat each other with respect and dignity

Diversity - we seek to understand and celebrate our differences

Collaboration - we work together and communicate effectively

Responsibility - we take responsibility for our work

Relevance - we are aware and responsive to those around us

Strategic Plan Process

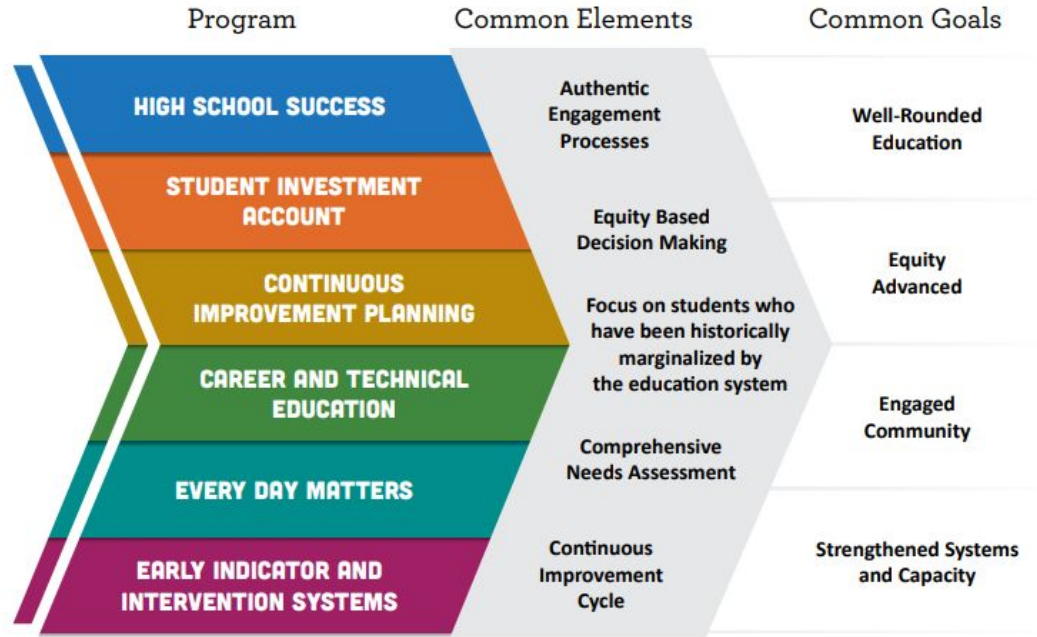


The 2022-27 Integrated Strategic Plan was created through collaboration with students, parents, administrators, staff, the board, and community members. The plan includes the school district's mission, values, and seven (7) goals with aligned strategies. The goals and strategies will guide the resource allocation and activities in the district integrated application for funding and district budget. Each goal includes performance metrics for measuring growth.

Integrated Programs



Beginning in 2023, ODE is integrating six programs into one application. NKNSD is meeting the requirements of the application by aligning the district strategic plan with the application timelines, strategies, and metrics.



[Integrated Guidance for Six ODE Initiatives](#)

Integrated Application



Goals 1-5 include strategies aligned to the Integrated Application for the following grant funds:

- Student Investment Account (SIA)
- Career and Technical Education (CTE)
- High School Success (HSS also known as Measure 98)
- Early Indicator and Intervention Systems (EIS)

Strategies are highlighted according to their aligned funding.

Other strategies will be supported through other funding and district initiatives.

Goal 1: Improve 3rd Grade Reading and Literacy For All Student Groups



Strategies:

- Maintain full-time pre-kindergarten at both elementary schools
- Adopt new ELA curriculum and implement with fidelity using District's equity lens
- Sustain PD for Core ELA curriculum
- Increase PD for elementary summer academy, dyslexia, and LETRS
- Strengthen data team meetings (100%, 20%, and CARE)

Metrics:

- 3rd grade ELA outcomes on state assessment by student group
- DIBELS by student group
- Instructional Coach staffing
- # of PD offerings
- Satisfaction with PD offerings
- Data team meeting participation
- # of students meeting goals
- ELA curriculum purchased

Goal 2: Increase the Percent of Students Attending School Regularly at Each School



Strategies:

- Increase support for focal students and families at each school (FRC)
- Establish positive attendance program with incentives across district
- Continue district attendance committee with support from NWRESD
- Increase hands-on learning opportunities and content relevancy
- Increased opportunities for student clubs and activities for all students at all schools

Metrics:

- % of students attending regularly at each campus
- Family Resource Coordinator staffing and responsibilities
- # of attendance incentives offered
- Attendance committee participation
- Students report higher level of satisfaction with hands-on learning and relevancy
- Student participation in clubs and activities
- # of clubs and activities offered at each school

Goal 3: Improve 9th Grade On-Track Supports for Incoming and Current Students



Strategies:

- Strengthen RtII implementation and coaching (Middle School)
- Sustain MS-HS summer transition programs
- Targeted interventions and increased support for math, reading and speech
- Ensure all 9th grade students are connected to “mentor” staff
- Provide tutoring to students who need credits
- Increase opportunities for career exploration, work-based learning, and hands-on learning
- Adopt new ELA curriculum at HS and implement with fidelity using District’s equity lens

Metrics:

- % of 9th grade students on track
- % of students who participate in MS-HS summer transition program
- Tier 2 or 3 students receiving appropriate interventions and tutoring, by student group
- % of 9th graders paired with mentor
- % of 9th graders report connection with mentor
- # of career exploration opportunities

Goal 4: Increase the Number of Students who Graduate and Complete High School



Strategies:

- Targeted tutoring for students who need intervention and credits
- Robust CTE programs with clear career pathways and opportunities for work-based learning
- Increase career exploration and worksite experience (Tillamook WORKS Coordinator, Youth Transition Program)
- Increase students passing dual credit classes with purpose (working toward program, degree, or goal)
- Stronger articulation between high school programs and post-secondary programs
- Make transportation available for Tillamook Works and Youth Transition Program

Metrics:

- 4-year graduation rate by student group
- 5-year completion rate by student group
- # of students with college credit by student group
- % of HS students receiving tutoring or other intervention to earn credits by student group
- # of students accessing CTE courses
- # of students enrolled in CTE program of study

Goal 5: Improve Student Well-Being



Strategies:

- Maintain student health and wellness center
- Increase behavior specialist support
- Sustain/increase counseling support
- Sustain PE at elementary (150 min) and middle (225 min) schools
- Increase PE opportunities for high school
- Increase music opportunities for all MS students
- Sustain summer enrichment, focal students
- Maintain small class sizes
- Provide food and SEL with intervention and tutoring support
- Strengthen PBIS and SWISS training and support

Metrics:

- Decrease in # of behavior referrals by student group
- FTE of counselors available to students
- % of students participating in MS music
- # of students participating in summer enrichment
- Elementary class size
- # of students participating in extracurricular activities by student group and activity

Goal 6: Increase Community and Family Engagement



Strategies:

- Improve school-to-home communication
- Increase family-school connections over meals, culturally inclusive
- Increase student voice and participation in improvement activities
- Strengthen community and business partnerships including businesses owned/operated by focal populations
- Cultivate relationship with the Confederated Tribes of Grand Ronde (PD, cultural awareness, and student/family supports)

Metrics:

- Families report higher level of satisfaction with communication
- # of families participating in school gatherings
- # of students participating in school- and district-level meetings
- # of community partnerships

Goal 7: Enhance Support for Staff



Strategies:

- Increase mentoring for teachers (new to profession, new to district, and new to role)
- Include IAs with in-service and PD (Supporting special programs and behavior supports)
- Increased recruitment for the Grow Your Own Teacher Program
- Support staff use of trauma informed practices, build confidence with strategies
- Improve perception of District in our community to attract substitute teachers
- Increase staff diversity to reflect student population including other-abled individuals

Metrics:

- % of “new” teachers paired with mentors
- % of IAs participating in PD
- # of staff utilizing GYO Teacher Program
- Staff satisfaction with PD opportunities
- Teachers report high level of morale
- # of substitutes available
- Staff demographics