

## Integrated Application Template (Optional)

Applicant Official Name: Knappa SD 4

Link to plan on applicant website:

<https://content.myconnectsuite.com/api/documents/6ff4d4ef4e234ea88df78721eb47b601.pdf>

Application Set: District Independent with CTE program

### Needs Assessment Summary

*Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.*

The School District used multiple sources of information to plan. We looked at student performance data (summative (SBAC) and formative (including MAPS and classroom based assessments). We looked at CTE participation data. We conducted a survey specific to SIA with our staff/parent/student populations in spring of 2022. We conducted another survey that was broader in scope during fall of 2022. We held a community chat using a Story Circle protocol. We implemented a climate survey (Cognia). We surveyed community members at a local church-hosted community dinner. We conducted empathy interviews, ensuring that students in targeted groups (race, ethnicity, LGBTQ+, gender, economically impacted and special needs) were affirmatively involved. For CTE analysis, we looked at labor market data, including “top growing industries”, “workplace characteristics”, and “top growing occupations.” From an equity perspective, the performance data were disaggregated by race, gender, and socioeconomic indicators to look for trends. Diverse students were included in multiple student surveys, and empathy interviews were designed to hear diverse student voice. The plan specifically addresses gender inequity in career and technical education as well as disparate performance of Latina/Latino identified students in mathematics and language arts performance. The Needs Assessment team made up of instructional council members met twice to discuss all the student data points previously discussed and the community engagement information collected. As a result of the information review and robust conversation among the team, the investments listed in our plan were developed.

### Plan Summary

*Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you’ll put in place to monitor progress toward addressing those needs.*

Knappa School District used the integrated guidance process to develop a 4-year strategic plan for

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improvement. The plan is centered in four key areas that are known to impact student performance: curriculum, instruction, assessment, and relationships. Specific descriptors for each area follow:

1. Curriculum - Knappa School District will utilize curriculum materials that are engaging to students, align with the standards, provide ease of use for teachers, and support best practices.
2. Instruction – Teachers will utilize the best, research-supported instructional methods.
3. Assessment – Summative assessment data will be used to create improvement plans and formative assessment will be used to measure growth. Students and parents will be key partners in progress monitoring.
4. Relationships & Safety – Our schools will maintain and build quality relationships with students and families. School will be fun and engaging. Students and employees will look forward to coming to school each day.

The specific plan, including a detailed list of initiatives, budget, and a table denoting the six different grant programs is attached.

The plan includes specific, time bound, measurable goals which will be used to monitor progress. Our district leadership team will monitor formative implementation and measurable benchmark progress quarterly during the term of the plan. This information will be shared as part of state-required periodic reporting and will be shared with the public in publications and with the school board in public session. The community input and review of disaggregated data led to the identification of the following needs: continued improvement in mathematics and literacy across all grade levels, a need to address equity in CTE participation by gender and SBAC performance by race, continued needs pertaining to music, a need to further address bullying, improved playground structuring, a need for health and safety (counseling and health care), and a need to support early literacy.

### Equity Advanced

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

Students of color are not performing significantly different from white students on MAPS assessments. (Mathematics - Mann Whitney U,  $p = .513$ ; Means:  $w=187$   $d=195$ ; Medians:  $w=194$ ,  $d=191$ )

(Literacy: Mann Whitney U  $p = .640$ ; Means:  $w=185$   $d=193$ ; Medians:  $w=197$ ,  $d=197$ . Our teaching staff is more racially/ethnically diverse than our student population. 18.5% of our teachers are individuals of color while about 6% of our students are individuals of color. Additionally, many of our employees have diverse life experiences, for example extended time in other countries or extensive bilingual study. Knappa also has one exchange teacher from the Philippines. This background and life experience helps our students learn about diversity from authentic sources and experiences.

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

Males perform significantly worse in literacy than females in literacy. Female participation in career and technical education courses is low. Latina/Latino identified students performed disproportionately and significantly lower on SBAC (both literacy and mathematics) than white

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students. Students in focus groups report a need for more educational delivery options as well as a need to improve bullying prevention initiatives. There are members of our community who expressed that we should not make decisions based on race, asserting that a mindset that is affirmative is in itself racist. Promoting equity in that kind of environment is challenging.

### **1.3 Describe how you used your equity lens or tool in your planning.**

We intentionally sought out focus student voices using empathy interviews in preparation of the District's plan to make sure they didn't get lost in the "noise" of the overall data. The plan specifically addresses (and therefore impacts) inequities in CTE and academic performance of Latina/Latino students. The plan also addressed literacy inequities in gender. We also heard that bullying is a lingering concern and have set aside resources to address this. The equity tool was used in each stage of plan development to ensure we were promoting targeted universalism.

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

The plan is designed to improve instruction and student performance in mathematics as well as literacy. Additionally, all students, including those in focal groups, will benefit from the music, drama, and theater elements of our efforts to provide a well-rounded education. Our specific focus on performance with our Latino/Latina students as well as females in CTE and males in literacy will help close opportunity gaps.

### **1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?**

We noticed discrepancies in performance on SBAC for Latina/Latino students. Our focal students also shared concerns about bullying. We are planning to invest in engagement opportunities for Latina/Latino families and students, we have included resources for culturally responsive teaching training, we have assigned resources to reduce gender inequities in CTE, and we have invested in interpreter services. Although we currently have no Spanish-speaking students in our ESOL program, we know that language differences remain as a barrier; interpreters are needed for improved parent connections.

### **1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?**

The school district is fully compliant with McKinney Vento requirements. We have a full time counselor at each school who meets with students navigating homelessness on a regular basis and we have a full time nurse that provides support to students in need. Additionally, the district

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operates a food backpack program in cooperation with the Clatsop County Food bank.

### Equity Advanced CTE Focus

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

The greatest strengths we see in our CTE programs are the partnerships with education and business and industry which allow all students, including focal group students to learn the skills needed for these trades. We have begun partnerships with Astoria School District, Tongue Point Training Center, and Clatsop Community College to expand offerings beyond traditional “shop, welding, and forestry” options with a goal of having more female students participate in our CTE program.

#### **1.8 CTE 1.2 What needs were identified in your CTE Programs of Study in terms of equity and access?**

Although we have good overall participation in CTE programs school wide, it is clear that our greatest obstacle in CTE is that there are very few females currently participating in CTE classes.

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

Our middle school involves students in multiple elective classes, including courses connected to career pathways. In ninth grade, students participate in CSI career inventories to identify interests tied to potential careers. Due to our small school size, each student is able to meet individually with the counselor and ninth grade success coordinator to map out their CTE coursework. We include options within our own school, nearby districts, Tongue Point Job Corps, and Clatsop Community College to maximize options for students as they plan for high school and beyond.

#### **1.10 How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**

Our concern now is the lack of gender equity in our CTE coursework. Due to our size, we are challenged with the inability to launch further complete pathways that may be of more interest to female students. Accordingly, our approach involves two strategies. First, we need to get feedback from female students regarding their course choices. Within year one, we plan to meet with multiple female high school students to determine their reasons for their classroom choices. During spring of 2024 (after the feedback has been gathered), we will create a plan that is focused on what we have learned are barriers to females in CTE classes. The second strategy is to identify further options that may be more interesting to female students through partnerships with Clatsop Community College, Astoria School District, and Tongue Point Job Corps. This has

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proven promising for a couple of female students who have piloted courses with Clatsop CC and Astoria High School, so expansion of these options may help.

### Well-Rounded Education

#### **2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**

Continued music instruction is included as part of our plan, and was not being offered in our district prior to the first round of SIA funding. In this round, we have added extracurricular resources for dance and drama, with hopes that these can be weaved into course schedules in the future. Expansion of CTE offerings is included in our plan. We are supporting early literacy with SIA resources and alternative education programs for those who need it. Students at the Elementary receive daily SEL instruction, 90 minutes of literacy, 60 minutes of math instruction, science, health, and social studies integrated into the curriculum. Students also receive targeted intervention and enrichment to meet the needs of all students.

Students at our Middle School take 7 classes daily: Math, English Language Arts, Science, Social Studies, PE, and two elective classes. All core courses utilize approved curriculum aligned to state standards. These courses build core academic skills as well as physical and academic success skills (such as time management, technology use, study skills, organization, communication, and test preparation.)

At our High School we provide multiple sections and levels of core classes in English, Math, Science and Social Studies. In each of these content areas there are general classes and AP or honors courses to challenge all students at their current levels. We have continued to add electives that are relevant to student interests. Our students receiving special services are enrolled in Tutorial class(es) to help support their accommodations or modifications on their 504 and IEPs. Our courses follow ODE approved state standards. Students are assessed on these standards in each course using a variety of assessment techniques. The district provides SEL through use of the Character Strong curriculum.

#### **2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?**

Knappa School District plans to continue utilizing SIA resources for music instruction. This has been very successful and has strong community support. In the upcoming grant period, the district plans to expand into dance and theater. These programs will start as club activities, allowing equitable access by avoiding schedule conflicts. As programs continue to grow, the district will plan on adding classes.

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

The school district properly supports purchase of library materials for both schools and we have a full time library position. We also have a partnership with the Astoria Library which allows Knappa students access to electronic materials as well as a “book vending machine” located on the elementary school campus that can be used by students and parents. Students at the Elementary level have access to the Library at least 30 minutes per week as part of their regular classes. Middle and High School students have open access to the library before and after school and during lunch time, as well as making use of the library on a regular basis as part of class research and resource collection.

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

Knappa participates in the National School Lunch and Breakfast Programs. In the morning, all students are given time to eat breakfast at school and are also permitted to be somewhat late to class if they are still eating breakfast. All Elementary students are given at least 20 minutes to eat lunch and an additional 20 minutes for recess activities each day either before or after lunch time. Secondary students are given 30 minutes each day for eating lunch and socializing. Our SIA plan includes resources to continue our PlayWorks program.

All of our schools comply with the state PE minute requirements.

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

Our plan to reduce inequity in CTE participation includes introduction of STEAM instruction at the middle school level (where students don't choose classes) where girls are guaranteed to get exposure to CTE work. Our new middle school facility (opening fall of 2025) will include a maker space, and the teachers are planning integrated curricula that will utilize core content to drive project-based learning.

### **2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.**

Knappa School District maintains curriculum maps that list all standards. It includes both basal and supplemental materials that meet state requirements for each standard as well as timeframes for instruction. These are located on a shared drive so all teachers can reference them. Staff at each level conduct annual curriculum mapping activities to ensure updates to the standards are addressed in the materials and planning. Each grade level or content area team has developed 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.

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

Teachers have completed training and will continue on-going professional development related to Universal Design. Additionally, they have been trained, and will continue on-going professional development in how to create engaging work for students (Schlechty, 2017). Resources are assigned for updating our teacher evaluation system (Danielson) to the current version, including professional development for teachers and administrators. We are also investing in instructional coaching.

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

The district runs a pre-K program through Preschool Promise and tuition. Some students also come to us through ECSE programs provided by NWRESA. Resources are included in our IG plan to support early literacy, which includes the preschool. We also have resources set aside to provide leadership for facilitating the Pre to K transition. The district's special education team works closely with ECSE staff, participating in IFSP meetings, and hosting transition meetings for incoming kindergartners. We also have a positive working relationship with the Head Start program in Astoria and our only local private preschool provider.

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

Middle school students begin their high school transition the minute they enter middle school. Their elective classes (in CTE, art and music) take place at Knappa High School (they walk across the parking lot). Students are involved in meeting with the high school counselor in early spring to plan courses and to learn about high school and post high school matters. The students get to spend a day in the spring at the high school. Incoming ninth graders come to school prior to the students in grades 10-12. This day is a fun day where they meet with mentor students, get to know the faculty, do teamwork activities, build class culture, get to know our freshman success coordinator, and there is a family BBQ at the end of the event. Throughout the freshman year, students meet with junior and senior mentors and work in collaboration with our high school success coordinator (funded by HSS). Our freshman success team (partially facilitated by NWRESA), meets on a bi-weekly basis to track progress, plan interventions, and do formal and informal formative review of success.

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

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

Our CIP uses ESSA funds to provide professional development for teachers in the areas of conceptual understanding for mathematics through a partnership with Boise State University. We began this training in 2020 and our district is in the top 10% in Oregon in K-5 mathematics growth. We recently purchased a new literacy curriculum that is better aligned with standards and are providing quality professional development in literacy, including Orton Gillingham training as a supplement. We work with Oregon RTI to identify literacy strategies and general strategies to support our most vulnerable students. We are adding an alternative program to reach students who are not responding to our regular curriculum and who have chronic attendance problems. Our community connector position (SIA funded) works closely with our most marginalized students and families using a restorative approach. Knappa High School has established equity goals and strategies to increase CTE participation for focal groups, and female students in particular.

### **2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

At the elementary level, we are piloting an “honors” option for students/families where they can choose more frequent work options that are higher on Bloom’s Taxonomy. At the high school, our HSS plan allows tuition for college attendance, and we have AP offerings at Knappa High School. Middle school students who are ready can attend classes at Knappa High School. On occasion, some elementary students do math with the next grade level. Because Knappa is small and the education of students is provided in an individualized manner, students in focal groups have just as much access to each of these programs as any student in the District.

### **2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?**

We have an advisory class period to go into career exploration and do career interest surveys through Oregon CIS. We also have site visits to different industries and have speakers come in to talk about different career fields and their path to those careers. For academic counseling we meet with students one on one. We also have opportunities through MERTS to get them in advanced classes. We also have opportunities for middle schoolers to take CTE classes.



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

Students are able to take work-based study classes at Knappa High School, in addition to student attendance at job fairs for Clatsop County employers and participation in the Clatsop Works summer internship program. We also thoughtfully put together the master schedule to ensure CTE classes are available to all students. We also offer trips to all students to MERTS and other places to all students. We also have talks with students from underserved populations to ensure CTE is accessible to them.

### **2.14 Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.**

Our CTE instruction meets with an advisory board to ensure our courses meet industry standards. We currently have partnerships with Clatsop Community College's MERTS and regular campuses where students can enroll in advanced classes to earn post secondary credits. We also provide funding for that. Our high school provides College in the High School classes through partnership with Southern Oregon University.

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

We have visits to industry partners and post secondary programs. We also bring in speakers to talk about their path to careers. We also ensure all students have access to information and classes that show paths to different careers.

## Well-Rounded Education CTE Focus

### **2.16 How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?**

Because of our small size, students meet with counseling staff one on one. We also have a course catalog and publicize CTE opportunities through various communication means. We also thoughtfully put together the master schedule to ensure CTE classes are available to all students.

### **2.17 How will you prepare CTE participants for non-traditional fields?**

We offer a wide variety of courses that align with state and industry standards. We also do many site visits to places to ensure students are getting acquainted with many different

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fields. Students have opportunities for internships via Clatsop Works and we conduct career interest inventories early in students' high school careers to identify interests that may lie in non-traditional fields.

### **2.18 Describe any new CTE Programs of Study to be developed**

We survey students, parents, and community members frequently to ensure our offerings are representative of community wants. We plan to reach out to female students to glean their interests each year, affirmatively including options in nearby districts that Knappa does not offer. This includes possible programs at Tongue Point Job Corps and at Clatsop Community College. We also have a female para-educator at Knappa High School who may pursue her CTE credential; she has experience in the trades.

## Engaged Community

### **3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**

Our community trusts the schools and engage with us on their own terms. This can be evidenced by our recent passage of a bond with 67.4% support. Some members of our community disagree with some of the state standards, particularly in health education. Vaccine mandates are also a barrier to outreach with some community members who might volunteer if those mandates were not in place. If we want authentic engagement from ALL community members we can't alienate their belief structures. Lack of participation in engagement events remains a concern. Although, we do get good survey participation.

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

Although the Knappa School District has good relations with our community, we could do more outreach with local churches and the two grange halls in our community. We also need to make a better connection with the senior citizens in our community as they are a valued voice and an important potential resource for our schools.

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

Some members of our community disagree with some of the state standards, particularly in health education. Vaccine mandates are also a barrier to outreach with some community members who might volunteer if those mandates were not in place. If we want authentic engagement from ALL community members we can't alienate their belief structures by proposing standards that are considered extremely

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liberal and far too progressive by some. Many of these families have opted out of public school, which may be their last chance at an interaction within a pluralistic setting. Lack of participation in engagement events remains a concern.

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

Our school is the hub of the Knappa community. We are the only public building in the area and our facility is a community gathering place where church services, youth sports, adult educational activities, recreation, community events, and memorial services occur. People feel safe and connected to the school. Our office managers know all of our students, their parents, and many of the people who wish to visit our schools. We were open for in-person instruction during most of the pandemic which built trust with the community. Many families in Knappa have multiple generations who attended Knappa schools. We have ample parent volunteers and events (i.e. sports, recognition assemblies, etc.) have full participation. Youth athletics is also active and the building (especially in the winter) is used almost nightly. The only barrier to volunteers is the vaccine mandate, because some community members have a strong belief in individual liberty.

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

Knappa does not sponsor a public charter school.

### **3.6 Who was engaged in any aspect of your planning processes under this guidance**

CTE Regional Coordinators

Classified staff (paraprofessionals, bus drivers, office support, etc.)

Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

Community leaders

Families of students navigating poverty, homelessness, and foster care

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Families of students of color

Families of students who are emerging bilinguals

Families of students who identify as LGBTQ2SIA+

Families of students with disabilities

Justice Involved Youth

Licensed staff (administrators, teachers, counselors, etc.)

Local Community College Deans and Instructors; Local university deans and instructors

Local Workforce Development and / or Chambers of Commerce

Migrant Education and McKinney-Vento Coordinators

Regional STEM / Early learning Hubs

School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

Students navigating poverty, homelessness, and foster care

Students of color

Students who are emerging bilinguals

Students who identify as LGBTQ2SIA+

Students with disabilities

Tribal members (adults and youth)

### 3.7 How were they engaged?

CTE Consortia meeting

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

### **3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?**

Artifact 1: Student Investment Act Survey. This survey was distributed broadly, had a strong community response rate, and the results capture a wide swath of community perspectives.

Artifact 2: Climate and Culture Survey. This survey is provided by Cognia and has been vetted for validity and reliability. The nature of the survey is designed to have participants give descriptors of their school experience, so it provides a different lens on people's perspectives. Students, parents, and staff responded, so it allows for comparison amongst the different stakeholder groups.

Artifact 3: Community Chat. While this was a small group, the conversation was rich and revealed new insights on interests, in particular special education, early childhood, and playgrounds.

Artifact 4: As a means of outreach beyond our internal community and parents, we distributed a survey at a community dinner hosted by one of our local churches. This artifact demonstrates the diversity of opinions we see in our community at-large.

Artifact 5: Empathy Interview Summary. In order to ensure we heard voices of focal student groups, we chose to interview students, ensuring inclusion of students of color, bilingual students, LGBTQ+ students, and students with IEP's. Their voices illuminated issues we did not hear about in our other outreach approaches, including the need for alternative programs and further anti-bullying work.

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### **3.9 Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

All students, including focal student groups, were able to participate in our climate survey. This survey gleaned perspective on what actually happens in our classrooms and how students feel about our approaches. This falls under the “consult” part of the spectrum.

We then chose students and ensured that we captured a wide variety of perspectives from focal groups (individuals with disabilities, genders, diverse racial groups, and known members of the LGBTQ+ community, as well as some students who are not identified in these groups). We engaged this group of students in empathy interviews with counselors, the principal, and the freshman success coordinator. They did deep listening to learn how these students experience school. This fits with the “consult” part of the spectrum, although some of the ideas could be defined as “collaborative.”

### **3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

The district has a representative team called the Knappa Instructional Council that helped review and edit the plan. Additionally, teachers and support staff were surveyed regarding the general strategies, and also participated in the climate survey to provide feedback. Several teachers are involved with the Administrative Team who meets weekly and reviewed the plan weekly as it developed. Several teachers also attended the story circle forum in October. These strategies were used to ensure all people had an equitable opportunity for input.

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

Our community and staff like what we are doing. They support the music program (SIA funded), they like the professional development we have provided (which has led to true growth in performance at Level 5 despite the pandemic), they generally support our investment in pre-K programs, they like small class sizes, and they wish to expand elective and CTE offerings. One surprise that we learned about during our story circle dialogue was that we need to do a better job of programming the playground. That is why we have invested in SEL through the PlayWorks playground program as part of the integrated guidance plan.

### **3.12 How will you intentionally develop partnerships with employers to expand work-based learning**

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### opportunities for students?

Knappa School District is part of the Clatsop Works program that provides internships for our students in career related areas. Local businesses also participate in the CTE advisory committee. A majority of our partnerships with businesses in the future will be based on the fact that most business owners have kids in our schools and therefore are bought into what we are doing in the Knappa School District. These relationships will help develop partnerships which will continue to grow work based learning opportunities for our kids.

**3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.**

### Strengthened Systems and Capacity

**4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

The largest barrier to becoming a teacher is financial. Schooling at a university is expensive. Knappa has an additional struggle in that we are two hours away from any degree granting institution and it is impossible for a local individual to attend an in-person program. No EPP in Oregon provides a virtual program. Clatsop Community College has talked about developing a pathway relationship with Western Oregon University, but it has not materialized to date. The only way our prospective educators (including diverse ones) can get to school is to avail themselves of a virtual program in other states and transfer a license back through reciprocity. This is an inefficient system. We have difficulty recruiting anybody, including diverse candidates. Nonetheless, 18.5% of our teaching team members represent identified focal groups. (Note that focal groups comprise less than 5% of our student population). We have used our recruitment/retention grant to address the financial barrier to becoming a teacher, providing conditional scholarships for teachers on a preliminary or emergency license. This approach helps build quality teachers who live in the community (and are likely to stay). We also have been able to hire exchange teachers through Cultural Vistas, which helps with diversity. Another barrier is our proximity to the state of Washington where they pay better and have no income tax; there is no obvious solution to this challenge.

**4.2 What processes are in place to identify and address any disparities that result in students of color,**

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**students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?**

Class assignments are conducted “blindly” and without teacher names on the classes so the students are assigned equitably between the two class lists at each grade level. The principal assigns the names afterward. The district also does not accept teacher requests from families, which might advantage parents who are more connected to the school. At the K-8 level, we only have two new teachers this year (out of 18) so experience is very likely for all students. At the high school level, we have four new teachers out of nine, so likelihood is high that students will get an inexperienced teacher, but they are in different subject areas so the likelihood is equal across the board. Additionally, our experienced teachers work with students of all grade levels and teach both regular and advanced courses, so this practice is more equitable than a system where senior teachers teach advanced classes and inexperienced ones teach the freshmen. Knappa High School has only one English language learner, so there is not a possibility of tracking EL students by group.

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

Our SIA plan includes funding for a position called the “Community Connector”. This is an individual who provides differentiated support for students’ behavioral health. This individual focuses on relationships, trauma informed practices, and restorative practices. Hilda Lahti Elementary is a PBIS school and uses a MTSS process to help address student needs. Accordingly, suspension rates in both of our schools are low.

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

The primary emphases of our professional development plan involve training in how to develop student conceptual understanding in mathematics and improved literacy skills. Knappa School District partners with the Developing Mathematical Thinking Institute (DMTI) out of Boise State University for this work. We also are engaged with Signature Literacy to provide professional development tied to our literacy curriculum. We have three instructional coaches, and we will be updating the Danielson evaluation model (with training), given how many new personnel we have.

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

Three of Knappa’s teachers serve as instructional coaches. The district participates in NWRESD’s



## Integrated Application Template (Optional)

coaching collaborative where they get resources, ideas, and PLC-type collaboration. The principals use the Danielson evaluation protocols in their observation and feedback sessions. We plan to use ESSA resources to update to the latest version of the Danielson model, including training for personnel on the research-based strategies it contains. All new teachers are assigned a mentor.

### **4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?**

Knappa School District is part of a collaborative with NWRESA which supports our early warning indicator system. These data inform school leaders and teachers regarding students that may need assistance (and those who should be celebrated). Students who need assistance are a focus of our MTSS team. Some of the members of this team are supported with M98 and SIA resources. Due to our small district size, we individualize plans for students who need help, including assigning specific personnel to serve as advocates for each individual student. If a student is in jeopardy of failing, they are provided with individualized support, including tutoring, daily monitoring, and mentors.

### **4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?**

Knappa School District runs a Preschool Promise site. The teacher and team are part of our elementary school staff. They collaborate regularly with our kindergarten teachers. The district hosts a spring kindergarten orientation, hosts a summer Kindercamp program, and collaborates with the preschool and NWRESA to provide ECSE services. All ECSE students' families participate in a kindergarten transition meeting when their IEP is established.

Students entering middle school and high school have their own orientation days that are designed to help them acclimate socially and educationally. Our M98 plan includes resources for freshman orientation, link crew, and events that allow them to connect with both students and staff.

Our High School provides assistance with college readiness using the AVID program, which is supported by M98. Our ninth grade success team and coordinator know every student well and monitor their progress. The district provides internships through the Clatsop Works program and our Knappa Schools Foundation provides scholarships for most college bound students. Our FAFSA night is well attended each year and the 1:250 counselor ratio in our district helps with personalization.

## Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)

## Integrated Application Template (Optional)

- o The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
  - Equity Lens Utilized - True
  - Community Engagement Artifacts - True
  - Board meeting minutes - True
  - Affirmation of Tribal Consultation - True
  - District Charter Program Agreement (If applicable) - True
  - MOU detailing aligned program consortia agreements (If applicable) - True

### Assurances

**By checking this box, you provide assurance that 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.**

True

**By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)**

True

**By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)**

True

**Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process**

True

**HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.**

True

**Any additional links provided by the applicant**



## Integrated Application Template (Optional)

<https://docs.google.com/document/d/1-LqoEuBASziOF1p36aXaEs9Njy8wmn35po-G5muOg1M/edit?usp=sharing> ,  
<https://www.nwresd.org/home/showpublisheddocument/1216/637806922549130000> ,  
[https://drive.google.com/drive/folders/17JNZ79hZ\\_ZDMrxdiMCxR4mxi6Sspxaok?usp=sharing](https://drive.google.com/drive/folders/17JNZ79hZ_ZDMrxdiMCxR4mxi6Sspxaok?usp=sharing) ,  
<https://drive.google.com/file/d/1HTp5fqkDiiOXHYJjAmADzulXvbgH77r-/view?usp=sharing> ,,  
[https://docs.google.com/spreadsheets/d/1x95VGkSiak0\\_xO92qrRF8rGIQoCzm1hm/edit?usp=sharing&oid=105993160064063587087&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/1x95VGkSiak0_xO92qrRF8rGIQoCzm1hm/edit?usp=sharing&oid=105993160064063587087&rtpof=true&sd=true)

### After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Application submitted by: William Fritz

Submitter email: [fritzw@knappak12.org](mailto:fritzw@knappak12.org)