

## Knappa SD 4 25-27 Integrated Programs Application

### Needs Assessment Summary

**Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)**

Our needs assessment team included administrative and certificated personnel from the district with iterative feedback from personnel and students as it was created. This team met weekly throughout fall of 2024 to refine the plan. The School District used multiple sources of information to plan. We looked at student performance data (summative (SBAC) and formative (including iReady and classroom based assessments). We looked at CTE participation data. We conducted a survey specific to integrated guidance priorities with our staff/parent/student populations in fall of 2024. We conducted another similar survey at a basketball game in January 2025 aimed at getting at-large community input. We held two community chats to get verbal input on IG programming. We implemented a climate survey (Cognia). We conducted empathy interviews, ensuring that students in targeted groups (race, ethnicity, LGBTQ+, gender, economically impacted and special needs) were affirmatively involved. These students shared that they encounter a level of bullying from their peers, which led to assignment of counseling time, the community connector, PlayWorks, Yondr pouches (as a tiered approach) and SEL strategies. For CTE analysis, we looked at labor market data, including “top growing industries”, “workplace characteristics”, and “top growing occupations.” We included a tiered strategy related to our current natural resources pathway, which is to add an agriculture program. This has strong student interest, albeit it is not listed as a high growth area. We still want to add it, because our students seem to be able to work locally, either with family or connections made through 4H. 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.

***Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)***

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

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

Knappa used the NWRESD equity lens tool to inform planning and decision making. This can be found at <https://www.nwresd.org/home/showpublisheddocument/1216/637806922549130000>. Students of color are not showing growth significantly different from white students on iReady assessments for mathematics, but they are significantly different in literacy. (Mathematics - Mann Whitney U,  $p = .988$ ; Means:  $w=84.6$   $d=84.9$ ; Medians:  $w=72$ ,  $d=71$ ) (Literacy: Mann Whitney U  $p = .011$ ; Means:  $w=112$   $d=49.6$ ; Medians:  $w=63$ ,  $d=15$ ). Our teaching staff is more racially/ethnically diverse than our student population. 13% 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. Outreach to focal groups provided feedback regarding a need to continue to invest in an inclusive community that addresses bullying behavior. Strategies that address this in our plan include strategies E5 (bullying prevention) E6 (PlayWorks). This background and life experience helps our students learn about diversity from authentic sources and experiences. We plan to continue our Latino/a/x affinity club (Strategy I1), translation services for families (Strategy I2), and an emphasis on affirmative recruitment of females for CTE classes (a strategy that does not require funding), and introducing new CTE options that may be more interesting for female students (Tiered Strategy 1).

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

Knappa School District will continue to offer high quality training in the areas of written communication for students, mathematics instruction, and reading instruction, aimed at reaching ALL students, including those who are members of all focal groups. Several teachers are taking SIOP training to help with success of speakers of multiple languages. Our Community Connector (funded by SIA) will provide training in trauma informed practices, MTSS strategies for behavior

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intervention, and will provide specific services to those in our alternative education program. Our administrators will continue to participate in embedded professional development aimed at literacy instruction, math instruction, and supervision of personnel aimed at improving achievement of all students, including those in focal groups.

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

The school district is fully compliant with McKinney Vento requirements. We have a full time a 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 operates a food backpack program in cooperation with the Clatsop County Food bank.

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

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 (Clatsop Community College) and other local employers to all students. We also encourage students from underserved populations to participate in CTE to ensure equitable accessibility. Our 4th through 8th grade SMILE Club, in partnership with Oregon State University which is aimed at developing STEM interest and participation is well represented by females who are underrepresented in STEM careers. We will be using a new online platform for career and post high school tracking in 2025 which will allow our counselor and principal to advise and recruit non-traditional CTE participation.

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

**1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.**

There are no changes proposed at this time, except for an increased professional development focus on writing in addition to reading. The program review tool has evidenced that our core curriculum is well aligned with the Science of Reading, but that our data review cycles need to be more robust and Tier 2 strategies (high dose tutoring) needs to be enhanced.

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**2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.**

**3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒**

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.

**4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒**

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 the second round of SIA funding, we added extracurricular resources for dance and drama, weaving these into course schedules. 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 curricula 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.

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

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**violence? ☒**

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. Gang and violence issues are almost non-existent in our community, as evidenced by our discipline data.

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

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

Our community connector position (funded with SIA funds) assists students and families to navigate school supports and community supports that help in these areas. Clatsop County Behavioral Health provides on-site services to our students and Clatsop County also is looking to provide further resilience resources. Our MTSS process includes reviews of data and individual students' needs while working to provide solutions and supports to families. This group meets weekly.

**8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒**

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

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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. For students who are meeting standard, we provide a curriculum that aligns with state standards and instruction that meets student interests and is engaging, using Schechty's Working on the Work framework.

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

We are too small to provide an additional program of study due to limited staffing. However, we plan to add Agriculture as a new offering under our existing Natural Resources Program of Study. An initial course will be offered fall of 2026.

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

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.

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

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.

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

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

We have continued annual dialogue with community members regarding civil discourse. We made an extra effort to reach out to at-large community members by surveying at a basketball game where we tend to have a large number of non-parent community members. A barrier is that

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participation tends to be low at in-person and virtual events relate to IG topics. This is indicative of community trust , but limited feedback can also be a barrier to gleaning authentic insights. We used empathy interviews to enhance student voice from students of focal groups.

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

Student surveys that verified feedback from focal students, Empathy Interviews with focal students. Community surveys that verified demographic participation of focal families and community members.

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

Staff survey (spring of 2024), and Participation in fall IG survey. These included certificated, administrative, and classified personnel.

***Outcome of Engagement***

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

Most of the initiatives used during the 2023-25 cycle continue to enjoy strong support across stakeholder groups. The one exception was interpretation services (the community did not show much support for this), but we believe it should be continued to support focal students and families. The empathy interviews verified a continued need for anti-bullying programs. Alternative education has been invaluable to supporting graduation rates and attendance. The community at-large knows very little about our CTE offerings, which means we need to communicate better.

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

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

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

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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, 13% of our teaching team members represent identified focal groups. (Note that focal groups comprise 6% of our student population). When we had the recruitment/retention grant, we provided conditional scholarships for teachers on a preliminary or emergency license. This approach helped build quality teachers who live in the community (and ones who have stayed). 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.

**3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal 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. Staff review referral, suspension, and expulsion reports as part of the MDT process to ensure the number of focal students is not disproportionate.

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

We have an advisory class period to go into career exploration and do career interest surveys through SchoolLinks. 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 (Clatsop Community College) to get them in advanced classes. We also have opportunities for middle schoolers to take CTE classes. Families learn about CTE opportunities through their required participation in the registration process and through community publications that highlight CTE coursework.

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

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NA

## Early Literacy Inventory and Prioritization

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

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Title I

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

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

High Dosage Tutoring

5. If you answered “Other” on #4, then please describe below:

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

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

Not applicable if you only have one elementary school

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**7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)**

NA

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

**How can ODE support your continuous improvement process?**

The state of Idaho and the state of Florida provide tailored supports to schools and districts to address problems of practice, especially in instruction, mathematics, and literacy. ODE does not provide these types of support. It would be nice if ODE provided more logistical support for learning. When the Legislature allocated resources for summer learning in 2024, ODE arbitrarily prevented many districts from accessing the resources, even though the Legislative intent did not require these limits. Any district should be able to get access to extended learning resources, even if the amount is diminished by a pro-rata amount from the 2022 and 2023 numbers. Additionally, the targeted areas of allowable expenses in SIA do not lend themselves to spending in high-leverage improvement efforts like professional development and instructional coaching. The ONLY source to support professional development, staff supervision, and instructional coaching of the seven Integrated Programs is the Literacy Grant. The most substantial grant (SIA) has no allowable uses that really align with improved instruction. The only way to get more resources to train teacher is to become a comprehensive or targeted intervention school, which is antithetical to our purposes and goals for students.

### **Plan Summary**

**Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)**

Plan elements are as follows: A. Provide a music programs, drama programs, and dance programs for students WRE (Rationale: community surveying showed STRONG support for these areas and we know that they help students remain engaged in school, which is

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motivating.) B. Provide New Career and Technical Education Offerings and dual credit offerings that Align with Student Interests CTE WRE. (Rationale: As a rural district, these areas are in high demand and the community is interested in CTE expansion.)

C1 Certificated salaries to implement college readiness programs C. Certificated personnel to lead alternative education delivery models for students DOP WRE (the alternative education program has been highly successful. Attendance data shows a 40% increase once students get into the program and several students have graduated as a result of the program. It enjoys strong support among the staff and sufficient community support. E. Provide support for affective needs in the school. Feedback from empathy interviews (equity focused) and community surveys demonstrate a need for SEL and mental health supports. This includes counselor funding, the community connector, the nurse, PBIS programs, PlayWorks, and character strong. (Rationale: students, staff, and families report that these are working and that needs continue to increase.) F. The students and community report that maintaining low class sizes for personalization is a high priority (Rationale: this is valued by the community and benefits our elementary students so that we can avoid multiple split-grade classrooms and to offer sufficient elective offerings at the high school). G. 9th grade success program should continue as it has been successful (Rationale: This program has helped us maintain our graduation rate and supports a strong academic culture at our high school). H. Early literacy should be supported in our pre-school. (Rationale, This is a community priority and we have data that show that our kindergarten students who had preschool outperform non-preK students academically (in literacy) and behaviorally) I. The Latino/a/x support network is evolving into an academic support network and translation services are necessary to bridge quality communications. (Rationale: The translation services are especially necessary due to our Arabic speaking community, for which our ESD provides no translation services)

***Additional requirement if applying with a sponsored charter: Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)***

## Assurances

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

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