Not an ODE provided template*

SIA Grant Application Response Template
for recording district information prior to uploading into ODE Portal

*Created from Section Two (p. 12-21) of the ODE Guidance for Eligible Applicants by Madi Koenig, InterMountain ESD, revised by SOESD

Part One: General Information

Applicant
School District or Eligible Charter School Name: Knappa School District
Institution ID: 2262
Webpage where SIA Plan is posted: http://www.knappa.k12.or.us

Contact Person
First Name: Paulette
Last Name: Johnson
Email: johnsonp@knappak12.org
Phone Number: 503-458-5993 Ext. 303

Part Two: Narrative

Your plan summary will help reviewers get quick context for your plan and work ahead. 3-6 paragraphs. This is section may be used to quickly explain investments to community, local legislators, media, and other partners.

A brief description of your school district or eligible charter school (enrollment, demographics, strengths, challenges, etc.)

Knappa School District is a small rural district on the North Coast of Oregon. The community is comprised of Knappa, Brownsmead, Svensen and Burnside serving 496 students at two schools. Our local population is 98% white with 1% Latino and 1% multi-racial.   The local economy is dependent on logging and fishing with two manufacturing companies in the area. Our community experiences poverty with a 51% free and reduced number. Our high school graduation is 86.5%. Ninth grade on track is 87%. Our attendance rate is 79% with Kindergarten and 12th grade experiencing the highest absences.   Third Grade ELA is 28.1%. Our teaching staff includes 30 teachers and 21 para-educators.

The strengths of the district include the smallness of the district. Many of our families grew up here. The support of the extended families for our children is incredible. Through the Knappa Schools Foundation, the community supports our schools and wants them to be the best in the county. We have a long history of athletic success. Students who attend Knappa feel they can trust the adults in the school and realize the adults are there to help them be successful.

The need of our school population include access for our students to courses that emphasize the trades along with accelerated learning courses. Student access to the performing arts in particular music courses can provide opportunities for our students to experience the arts. Preschool access is also a priority along with quality after school activities and programs that aren't athletically focused. Based on third grade data, a need of our staff is more professional development in K-3 Literacy instruction. Staff struggle with students who have had trauma in their lives so having professional development in that area is a continuing need. Our community would like to see a professional available to deal with the mental and behavioral welfare of our students.

The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

The three-year plan proposes to address the following, in the area of meeting students mental and behavioral health needs include:

- Exploring, planning and implementing a preschool housed at the elementary school to prepare our PK students for school.
- Providing professional development to all staff around trauma informed education and how best to serve our students impacted by behavioral and mental issues.
- Hiring a facilitator for expansion of after school programs, summer school and credit retrieval.
- Hiring a classroom connector to work with staff and students on behavioral, social and emotional needs.
- Hiring more adults in the K-3 grades to assist students to develop appropriate self – regulation, social and early literacy skills.

To reduce disparities and increase academic achievement Knappa's three-year plan will address the following needs by:

- Developing a partnership with Clatsop Community College to provide access to CTE courses not currently offered in the district.
- Expanding our CTE program by hiring another teacher focused on other CTE classes such as business, agriculture, health etc.
- Offering advanced training for our core teachers at the high school to teach accelerated classes in Math, Spanish, History and Language Arts.
- Hiring a music teacher K-12 to increase access to the arts for our students.
- Exploring, planning and implementing a preschool housed at the elementary school to prepare our PK students for school

- Hiring more adults in the K-3 grades to assist students to develop appropriate self – regulation, social and early literacy skills.

Part Three: Community Engagement and Input

OVERVIEW OF COMMUNITY ENGAGEMENT

Describe your approach to community engagement (250 words or less). Ensure your response includes:
- Who you engaged
- Frequency/ occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

The district engaged community members, parents, staff, administration and students. A county wide group of providers including the juvenile justice system, behavioral counselors, local hospital, sheriff's department, Port of Astoria, Gay alliance, community college and others was also held.

The district held two engagements with 100% of teachers and para-educators participating. Community members were invited to two separate sit down meetings and had the opportunity to fill out an online survey. Students were engaged once during their regular classroom day.

The focal groups included bilingual families, marginalized students and parents experiencing poverty and parents of special education students.

The district held two outreach events providing dinner and facilitators for each group of people. We provided babysitting and translators. The community at large was also engaged through a community survey on line. The survey was open for two weeks. Input was also gathered at a Title I parent meeting which specifically targeted families in poverty and special education students.

Staff was involved with two separate staff meetings, one for classified and one for certified. Students were engaged over two periods of class during their regular school day. Certificated staff was able to provide feedback through their PLC groups. A needs assessment in compliance with the CIP grant was also conducted. That information was partially used to drive this application because the same issues appeared to crop up in both.

The key information gathered was focused on four key areas:
1. Well-rounded education: emphasis on Career and Technical Education, expanded course offerings in music, and advanced placement classes offerings
2. Instructional Time: Expansion of after school programs and credit retrieval
3. Class size: Addition of more adult help in the younger grades
4. Health and Safety: Mental and behavioral supports with trauma informed training

We had three partners in our engagement process:
- The county in particular Astoria School District who spearheaded the county wide meeting.
- The ESD who helped facilitate the community meetings, gathered and disseminated the data.

- The community at large who helped by participating in the focus groups and the online survey.

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

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)

We did the following for our community at large: robo calls, letters home with students, Facebook posts, some personal calls, but yet we had only 40 people show up.
We did the following for our marginalized groups: robo calls, personal invitations, phone calls to the family, and we had 12 families show up.
We did the following for our students: went to classrooms and had a conversation with all students present.
Our biggest barrier was getting the people there. We continue to invite them, offer dinner and babysitting but yet they don't come. Everyone who attended said the conversations and questions asked were good. The biggest barrier is just getting people to attend. We believe to continue to engage and get more people involved we will need to look at different times, different venues and create a sense of urgency around future engagement. We want to hear their voices; we believe we have to go to them in order to hear the voices. That will take some planning, and thinking about different venues and what makes sense for our community. In the future we will consider, going to activities not connected to the school, going door to door to share information and inviting community during the day to come to activities such as athletic or cultural events at the school.

What relationships and/or partnerships will you cultivate to improve future engagement (150 words or less).

The biggest barrier to engaging our community has been our senior population. Knappa area has about 3000 people served by the school; however, over 2000 of them are seniors who don't have students in the school. We are beginning to outreach to this population by going to senior activities, such as luncheons, going door to door to share information and inviting them during the day to come to activities such as athletic or cultural events at the school.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less).

The most valuable resource ODE could do to support our engagement efforts would be to provide a list of engagement strategies for districts to use. The resource would be useful because it could include engagement strategies that work for all ages of community members, marginalized groups, etc. It would also be helpful if grant monies could be used for engagement. The district appreciates the willingness of ODE to be there to answer questions, but it would be really helpful if they could provide on-site help or resources we can tap into.

WHO WAS ENGAGED?

Select all of the community members/ groups you engaged for this process:

This is for reference only. We anticipate check boxes on the actual application document or submission platform.

- X   Students of color
- X   Students with disabilities
- X   Students who are emerging bilingual
- X   Students navigating poverty, homelessness, and foster care
- X   Families of students of color
- X   Families of students with disabilities
- X   Families of students who are emerging bilinguals
- X   Families of students navigating poverty, homelessness, and foster care
- X   Licensed staff (administrators, teachers, counselors, etc.)
- X   Classified staff (paraprofessionals, bus drivers, office support, etc.)

- X   Community based organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ❏   Tribal members (adults and youth)
- X   School volunteers (school board members, budget committee members, PTA/PTO, booster clubs, parent advisory group members, classroom volunteers, etc.)
- X   Business community
- X   Community leaders
- ❏   Other _____

HOW DID YOU ENGAGE YOUR COMMUNITY?

Select all of the strategies/activities you deployed to engage your community:

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- X Survey(s) or other engagement applications (i.e. Thought Exchange)
- X In-person forums
- X Focus group(s)
- X Roundtable discussion
- X Community group meeting

- X   School board meeting
- X   Partnering with unions
- X   Partnering with community based organizations
- ❏   Partnering with faith based organizations
- ❏   Partnering with business

X Website ❑ Email messages X Newsletters X Social media	❑ Other_____

EVIDENCE OF ENGAGEMENT
You will upload your top five artifacts of engagement. Artifacts may include, though are not limited to: survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.

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

The five artifacts chosen include:
1. Information from the county wide meeting which articulated some of the needs of the county resources.
2. The survey on line which was used by community members who couldn't attend
3. A survey from a classified staff member to show their input
4. A survey from a certified PLC to share their information
5. A group sheet from community outreach gathering to show that community was involved and their input was heard.

All of these artifacts show that staff, community, were engaged in a common survey that asked the same questions. They also show that all of the input they gave was written down or recorded in some way for future use.

STRATEGIES AND ACTIVITIES FOR
ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Describe the STRATEGIES (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).

Strategies may include, though not limited to: leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.

The strategies we used to engage our focal student populations and their families was to first look at the networks of communication we had set up in the past to engage them. Those included providing: an interpreter, communication in both English and Spanish, written invitations, personal phones in their language, and having babysitting and dinner available for them. We used many of these strategies with our focal groups as we engaged them in conversation.

The other strategy we used was to talk with our ELL teachers and intervention and special education teachers and learn how they engaged the families. They shared an effective strategy of one to one or small group interaction in a safe environment. They also shared that if families could bring their children they were more likely to engage with us. And above all it was important for us to make our families feel safe that no one in the group was there to hurt them or deport them. That was a real fear for one of our families.

Describe the ACTIVITIES (at least two) that you executed to engage <u>each of the focal student groups</u> and their families present within your district and community. Your response should include why the activities were used. (500 words).

Activities may include, though not limited to: social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.

Strategies to reach our marginalized groups included:
1. Numerous phone calls to our Latinx families to invite them to the gatherings. Providing babysitting and dinner for these families. Many of our families work late so calling them in off hours and providing food and babysitting allowed them to come.
2. A focus group with our Latinx family with an interpreter (we only have 3 families)
3. Formal written invitations to our Title I and special education families. At the meeting, babysitting and dinner were provided.
4. Surveys in both English and Spanish

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Describe the STRATEGIES (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words). *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

The district did an initial engagement with teachers and para-educators to write the CIP grant and then did a second engagement specific to the SIA grant. Staff was initially engaged with a needs assessment that met the needs of the CIP grant requirement which brought out many of the needs of the district. Para-educators were asked to fill out a survey with the superintendent. These activities were done separately so both groups would have a voice and not feel that their input was not valued. Teachers were also asked to engage in their PLC's with the survey as well. This actually provided a group voice to the input gathered.

Describe the ACTIVITIES (at least two) that you employed to engage staff. Your response should include why the activities were used (500 words). *Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*

Staff engagement included:
1. A staff meeting with classified staff only to hear their input because sometimes their voices are shut down by certificated staff.
2. PLC groups for certificated staff because they could be free and open to say what they wanted when asked the questions without administration present.

Our activities for staff were different because of our size and staff had a better idea of what the district was and wasn't doing. The groups were still small and staff was free to say what they wanted because they facilitated the activity by themselves with administration only on the

side. During the PLC's, the teachers had no one in the room so their input was very open and honest.

Describe and distill what you learned from your community and staff. Ensure your response includes: (250-500 words)

- What you learned or are actively learning
- How you applied the input to inform your planning

We learned the following from all of the focus groups as complied in a document when the data was analyzed.

- Develop and understand which types of CTE are most relevant to expand and ensure that any CTE opportunities are available to historically underserved students.
- Art and music are clear priorities when considering expanded courses offerings to improve well-rounded education.
- Additional instructional time via afterschool activities and programs is a priority for parents of students experiencing poverty.
- Class size was a priority for parents experiencing poverty, considering additional adults in the room for classrooms that have students experiencing social/emotional challenges
- More mental health supports for staff and students experiencing disabilities.
- Sharing the SIA plan and final decisions with the community to support ongoing feedback.

Our SIA plan is written with each of the six bullets above incorporated into it. We plan on hiring a music teacher, provide and expand our current after school program, add additional adults in the K-3 to assist students to develop appropriate social and early literacy skills, and provide professional development in the area of social and emotional learning for our staff. It is important to note we have developed a partnership with our community and we want to be good stewards of our work, so the dialogue will continue and the work is just getting started.

Part Four: Data Analysis

Describe the data sources used and how the data informs equity-based decision making (150 words or less).

The data we used came from 8 different sources. All students were captured in the data and it pointed to areas we needed to focus on. All populations were described in the data. We were able to focus in on populations who may have been marginalized or not have the same opportunities as other students. It was difficult because our "n" size in many areas were small

but we were also able to drill down to find out which students on an individual basis were the most affected so we are able to help those students in particular. Data used:

1. Four Year Cohort Graduation Rate 2014- Present
2. Five Year Completer Graduation Rate 2014- Present
3. Third Grade Reading Assessment 2014- Present
4. Ninth Grade on Track 2014- Present
5. Regular Attenders 2014- Present
6. Empathy surveys from ninth graders
7. MAPS scores from the past three years
8. Surveys completed on line, in focus groups and from staff

Part Five: SIA Plan
The SIA plan must be for three years. ***In this section, you'll be required to upload and share how you applied an*** [***equity lens***] ***or tool in your engagement, planning and decision making.***
There is not a firm limit on plan page size or word count. It is suggested the written plan be between five and 20 pages. Along with your written plan, a complete [SIA Integrated Planning Tool] and [SIA Budget] (template to be released in Jan. 2020) need to be submitted.

KEY ELEMENTS OF YOUR SIA PLAN:
OUTCOMES, STRATEGIES, ACTIVITIES, AND PRIORITIES

OUTCOMES *(the changes you are trying to cause)***: What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?**

Outcome 1: At the end of the school year 2020-21 Knappa School District will have a music program accessible to all marginalized students. Students will have access to dual credit and/or accelerated courses with a plan in place to help marginalized students access the courses.
Outcome 2: Underserved and Latinx students will be participating in the planned CTE partnership with Clatsop Community College. A new CTE course of study will be in place for implementation in the 2022-23 school year.
Outcome 3: All staff will have a deep understanding of trauma informed care. The .5 FTE Classroom/Campus Connector will facilitate the well-being, social and emotional needs of our marginalized, students in poverty and all students in the district.
Outcome 4: At the end of the 2020-21 school year, all students; marginalized, Latinx, and students in poverty will have access to a quality after school program, summer school and credit retrieval opportunities.
Outcome 5: At the end of three years, a plan for and the implementation of a preschool contained within the district will be in place.

STRATEGIES *(inform long-term goals have a theory of action or impact, and consider resources, context, people and timeline.):* **What means (strategies) will be used to create change in your district or eligible charter school?**

- If we build a music program to improve well-rounded education for all students, then our students will have opportunities they have not had in the past and will have access to other opportunities not currently offered.
- If we increase access to dual credit and accelerated courses then our marginalized students will have opportunities for college credit, accelerated learning and then will be better prepared to be college and or career ready.
- If we develop a partnership with Clatsop Community College to allow our marginalized students to participate in the CTE course offerings by paying their tuition, then our students will have more opportunities to access the world of work and be better prepared to enter the work force.
- If we develop a new CTE course of study using students' voices to provide marginalized students with essential skills they will need, then not only are we better preparing our students for the world of work but offering them more opportunities to expand their horizons.
- If we hire a .5 classroom connector to work one on one with our marginalized students of poverty then those students will feel safer at school, have the ability to connect to an adult and have better attendance.
- If we provide our staff with in-depth professional development around trauma informed care then they will be better prepared to meet the needs of our poverty stricken, special education and marginalized students on a daily basis.
- If we increase our after school programs to include K-12 students of poverty and other marginalized students, then our students will have access to extended instructional time to increase their success in school.
- If we develop a program for summer school along with credit retrieval, then our marginalized students will have a "second chance" at being successful in school and be better prepared to begin their next year of schooling.
- If the district develops and implements a plan for preschool, then our early learners will be prepared to enter school have success in early literacy and be likely to graduate high school on time.
- If we provide more adult instruction and decrease class size at the K-3 grades, then our students will have had the opportunity to learn to read and then in fourth grade begin their journey to read to learn.

STRATEGIES: What spending priorities have you decided to focus on for the next three years?

Our spending highest priorities for the first three years are:
1. **Hiring a music teacher**
2. **Hiring a .5 classroom connector**
3. **Hiring 4 paraprofessionals**
4. **Paying tuition for CTE courses at Clatsop Community College**
5. **Hiring a .2 after school coordinator**

Other spending priorities include:
1. **Ongoing professional development in SEL learning**
2. **Develop a plan for preschool implementation**
3. **Staff training in dual credit and accelerated courses**

STRATEGIES: What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?
To make a systematic change in a program it is important to look at the research John Hattie has conducted around programs or actions that people make around change that will make an impact. Developing teacher efficacy is the highest priority and we have included a professional development component throughout the plan. Reducing class size makes an impact according to Hattie as does some type of preschool or early learning. We are beginning this process and will keep data in all areas to ensure it is making the effected changes we are trying to implement.
ACTIVITIES *(more concrete and are oriented to smaller steps or shorter-time frames…specific actions, activities and investments.): (This is considered your budget narrative)* **What activities and investments are you planning to make to advance your priorities?**
These are activities that will put our outcomes and strategies into actionable items: Music teacher hired and program implemented and growing 20-23 More marginalized students accessing the program 20-23 Dual and/or accelerated classes in core subjects in place 20-23 Plan to increase participation by marginalized students 20-21 Attendance and test scores from marginalized students evaluated and improving 20-23 Partnership with CCC in place for the 20-21 and then continuing into 21-23 Marginalized students accessing program based on number participating 20-23 Written plan in place for new CTE course of study 20-21 Hire teacher for new course of study 20-21 New CTE course of student implemented 21-23 Provide to staff training in Conscious Discipline 20-21 Provide to staff training in Social Emotional Learning 20-23 Provide ongoing support and refresher courses to staff 21-23 Attendance records at staff training 20-23 Hire a .5 classroom/ campus connector 20-23 Classroom /campus connector works with marginalized students and keeps records on what he/she is doing to ensure those students are successful in school and attend on a regular basis 20-23 District hires a .2 after school coordinator – 20-21 Coordinator has program in place 20-21 Marginalized students along with all students 20-23 access program Credit Retrieval in place 20-21 Success measured by credit retrieval data 20-23 Success of summer school measured by students being prepared for their next year of school 20-23 Develop, write and implement a plan for sustainable preschool in the district 20-22 Hire a teacher and begin preschool 22-23 Adults in the classroom to help more intensely with early literacy K-3 20-23

Improvement in reading scores each year by 10% as measured at the end of third grade 20-23

ACTIVITIES: *(This is considered your budget narrative)* **What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?**

We want to utilize the SIA investment braided with some district funds to hire staff to teach music, work on an after school program, reduce class size in the K-3 area and provide opportunities for our high students to have a well-rounded education and opportunities to access it.

ACTIVITIES: *(This is considered your budget narrative)* **Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?**

The team responsibility for implementing the activities and investments are the superintendent, high school principal, elementary principal and the special education director. The timelines are designated after each activity for clarity.

ACTIVITIES: *(This is considered your budget narrative)* **What is your model for continuous evaluation of the return on investment or impact of this investment?**

We will look at data on a rotating four-month cycle. It will be important to look at 9th grade on track, attendance, map scores, OAKS scores and qualitative data such as empathy surveys with our nine graders, our Latinx, poverty and special education students.

ACTIVITIES: *(This is considered your budget narrative)* **How are the resources allocations in your budget reflective of the changes your planning is intended to cause?**

The allocations not only match up with the outcomes we are planning but more importantly they are what the community views as priorities for this district.

We expect that our focus resources and energy the first year will be putting people and programs in place to create the most conducive learning environment for our students.

PRIORITIES: *(For tiered planning)* **Using "high/medium/low" or "A/B/C" please provide a narrative description of your priorities over the first three years.**

High – Finding and hiring a quality music teacher who will build a program that is inclusive of all students.

High – Hiring a .5 classroom connector to help meet the social, emotional needs and well-being of our marginalized students

High – Finding and hiring excellent para-professionals to support our work in the early literacy classrooms. This priority connects to our CIP goals of increasing 3rd grade literacy

High – Contract and connect with Clatsop Community College to provide CTE courses our students don't currently have access to

High – Hire a .2 after school coordinator to build a world class after school program, along with summer school and credit retrieval opportunities for our marginalized students in poverty.

Medium – On going professional development for staff in SEL so they are prepared to meet the social, emotional needs and well being of their students.

Medium – Develop and implement a plan for preschool in the next three years

Medium – Train current high school staff in dual credit and accelerated course offerings so they can offer those classes in the school arena.

PRIORITIES: *(For tiered planning)* **In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?**

Our priorities may have to shift because of the available of trained personnel who would be willing and able to fulfill the needs of the district. Such as are there enough music teachers that we would have an available pool Professional development for teachers

may have to be adjusted because of the lack of consultants in the SEL realm. Our area is isolated and we are short on resources in the area so anyone that comes to the area to teach or do professional development must be committed to doing the task they were hired for. That is problem our biggest challenge. Another challenge might be to shift our priorities around K-3 literacy. We know now we have to restructure our intervention and purchase materials, so ensuring those happen first before hiring could pose opportutnities for us to rethink our structure.

SIA INTEGRATED PLANNING TOOL

ODE has developed an optional SIA Integrated Planning Tool as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition to the narrative information called for in the application.

BUDGET

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

EQUITY LENS OR TOOL

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

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

The committee used the Equity Impact Analysis Tool provided by ODE. The final committee looked at each of the five priorities, answering the questions for each priority. As we went through each question we soon found that the activities we had identified for the plan would help our regular student population, but at the same time the activities would focus in our marginalized groups of low poverty, special education and Latinx students. The plan has sustainability and growth built into it and we can measure how and what students are accessing the opportunities provided by the plan.

DRAFT LONGITUDINAL PERFORMANCE GROWTH TARGETS
ODE has asked for drafts of Longitudinal Performance Growth Targets and the ODE Worksheet (p. 57 in Guidance) at the time of submission, but ODE will co-development growth targets once the application has been determined to meet all requirements.

While asked for at the time of submission, ODE will not consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met. ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.
Include in this section:
- **Drafts of Longitudinal Performance Growth Targets**
- **ODE Worksheet**

Knappa School District Longitudinal Goals

1. By the end of the school year 2023-24, Knappa School District's Third Grade ELA Scores will increase from 28 % of students reaching standard to 44% of students reaching standard. The district will increase scores 4% each year.

2. By the end of the school year 2023-24 Knappa School District will increase ninth grade on track students from 91% to 95%.   The district will improve 1% per year ensuring students are on track to graduate.

3. By the end of the school year 2023-24 Knappa School District will increase four-year graduation rate by 2% each year. The district will improve from 88% to 95% of students graduating on time.

4. By the end of the school year 2023-24 Knappa School District will increase 5- year completion rate 1% each year. The district will improve from 94% to 98% of students completing high school in five years.

5. By the end of the school year 2023-24 Knappa School District will increase their daily attendance from 81% to 85%. The district will improve 1% per year ensuring that students are attending school on a regular basis.

Part Six: Use of Funds

ALLOWABLE USES

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- Increasing instruction 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.

This is for reference only. We anticipate check boxes on the actual application document or submission platform ▪ Increasing instruction time ▪ Addressing students' health and safety needs ▪ <u>Evidence-based strategies</u> 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.

Increasing Instructional Time

The expansion of the after school program, addition of summer school and credit retrieval increase instructional time for students. We will be hiring a coordinator to work on these items and records of attendance, who is attending and what impact the expanded programs have on increased 3rd reading literacy, high school graduation rate and attendance will be reviewed annually. Changes in the program will be made to better serve students if we are not hitting our targeted population of students.

Addressing students' health and safety needs

Hiring a .5 "classroom/campus connector" to work directly with and counsel students will impact our low poverty special education and Latinx population. Relationships are extremely important to build with students who have experienced trauma. Having a person work directly with these students and having all staff trained in trauma informed care will increase the likely hood that students will have increased regular attendance, graduate on time and increase test scores in all areas.

Reducing class sizes

Although our class sizes are small our community felt it was important to provide more support at the K-3. Research shows that students who are literate and able to read and comprehend by the end of third grade are more successful in life, reduce the strain on the juvenile justice system and graduate on time from high school. Our goal is to increase 3rd literacy and one way to do that is concentrate reading in the early years. This is also a direct connection to our CIP plan which is creating reading pacing guides, extra training for staff, re-vamping how we do intervention and implementing "Walk to Read".

Well-rounded educational experiences

We are a small district in a rural area. Community members felt strongly that we needed to connect our students to vital skills they would need in the world of work. We are partnering with Clatsop Community College to provide more opportunities for our high school students in the CTE area. We are planning on adding a course of study in the CTE area at the high school within two years, but we will involve our student population's voice of wants and needs.

Hiring a music teacher will not only provide other opportunities for all of our students but it will provide access to another area of study that students have not had access to in at least 10 years.   We plan on keeping records on attendance in the classes, who and what students are accessing the partnership with CTE classes at the college and making sure our marginalized students are accessing these programs.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL GROUPS

The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less).

Increasing Instructional Time
The expansion of the after school program, addition of summer school and credit retrieval increases instructional time for all students. In particular, this targets our students living with poverty. Not only we will provide instructional time but we will also provide a safe nurturing environment for students who currently do not have access to day care in the area or are latch key students. This would also provide a time for our marginalized students to receive one on one tutoring or work with a group on a common problem.
Addressing students' health and safety needs
Relationships are extremely important to build with all students who have experienced trauma. Having a person work directly with our marginalized students and having all staff trained in trauma informed care will increase the likely hood these targeted and all students will have increased regular attendance, graduate on time and increase test scores in all areas. Data will be kept to monitor their attendance, if they are on track to graduate and if they graduate in four years.
Reducing class sizes
Research shows that students who are literate and able to read and comprehend by the end of third grade are more successful in life, reduce the strain on the juvenile justice system and graduate on time from high school. To make that connection between success and on time graduation it will be important for us to decrease class size, focus more on early reading literacy and provide a safe environment for students to learn. This is also a direct connection to our CIP plan which is creating reading pacing guides, extra training for staff, re-vamping how we do intervention and implementing "Walk to Read".
Well-rounded educational experiences
Community members felt strongly that we needed to connect all of our students to vital skills they would need in the world of work. Our Latinx families were particularly interested in having this done for their students because typically they are not afforded the same opportunities. We plan on keeping records on attendance in the classes, who and what students are accessing the partnership with CTE classes at the college and making sure our marginalized students are accessing these programs.

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)

One of the barriers our students might experience is the availability of classes at Clatsop Community College. Another might be our inability to hire key adults to work with our students and families with the after school program. This person needs to be able to connect with those families and work on their needs in order for the program to be successful. Finally, we may not be able to hire para-educators who are qualified to help teach in the area of early literacy. All of these barriers might prevent our marginalized students from being successful.

Part Seven: Documentation and Board Approval

EVIDENCE OF BOARD APPROVAL
1. *Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.)*
2. *Share the link where the plan exists on a public website.*

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ❏ Yes
- X No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ❏ Yes
- ❏ No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

This is for reference only. We anticipate check boxes on the actual application document or submission platform

- ❏ Yes
- ❏ No

COLLABORATION

Describe the process you took to collaborate with the public charter(s) schools in doing community engagement. (150 words or less)

AGREEMENT(S)
If applicable, upload charter school SIA specific agreement(s). Upload multiple relevant.
APPLICANT ASSURANCES
This is for reference only. We anticipate check boxes on the actual application document or submission platform. By checking the boxes below, the school district or charter school assures: (check each box) ☐ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning. ☐ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used). ☐ Disaggregated data by focal student group was examined during the SIA planning process. ☐ [The recommendations from the Quality Education Commission](#) (QEC) were reviewed and considered. ☐ The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools] ☐ Agreement to provide requested reports and information to the Oregon Department of Education.