



Integrated Application Template (Optional)

Applicant Official Name: Nestucca Valley SD 101J

Link to plan on applicant website:

https://www.nestucca.k12.or.us/content/do/Nestucca_Valley_SD_Proposed_Integrated_Guidance_Draft_2023.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.

Nestucca organized a district community engagement team that was comprised of the Superintendent, SPED Director, building administrators and community leaders. Beyond this leadership team, at the community engagement and feedback level, we engaged voices of students, certified and classified staff, parents, community members and school board.

Participants were engaged in multiple formats and structures, including in-person and virtual meetings, listening sessions, and staff and community survey, empathy interviews with focal groups and empathy interview with a wide-representation of staff. The district also increased its presence at community functions and festivals with booths dedicated to the Nestucca School District.

This level of engagement allowed us to gain a clear understanding of what our staff, students, families and community want from our schools.

We analyzed the information we collected from our community engagement and disaggregated student outcome data targeting focal student groups (i.e. OSAT results, attendance rates, graduation rates) to drive our decision making.

These data sets tell us the community desires that we focus on social emotional health, and our outcomes indicate we need to improve with early academic success for students and high school programming that engages students in planning for post high school outcomes. The community expressed that until we have addressed the strong need for social and emotion support for all students, behavior will continue to be challenging and academics will struggle.

The needs assessment reinforced that spending should occur in the areas identified in the budget.

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.

Integrated Application Template (Optional)

Like many school districts across the United States, NVSD has identified student's social/emotional health as an issue that needs to be addressed. At recently as 2020, we had one counselor that served all students K-12, including our one private school (Neskowin Valley School). Based on data collected from families, staff and students, having one counselor is not meeting the current needs of our students. We plan to use funds to continue to employ a school counselor at each of our buildings. This will allow counselors to provide better services to our focal groups (for example: IEP service minutes, 504 plans), as well as allow time to work with our general education population more frequently by engaging in small social groups and providing social-emotional lessons (Character Strong) in all classrooms. Having a counselor at both the K-8 and high school will allow for "drop-in" time, providing students the ability to access support through the school day and is critical to the social-emotional development of our students.

On top of having a full-time counselor at our K-8 and high school, we also plan to continue to employ a secondary Career/Collage Counselor. Being a small, rural community, we often are faced with limited resources. This position allows us to provide support, advice and provide resources as our high school student prepare to transition out of high school. This individual works closely with our YTP Coordinator, Special Education Case Managers and McKinney-Vento to create equitable support and access for all students in our district.

Monitoring student outcomes and progress is a very important aspect of this plan moving forward. We will assure that the way we have addressed the identified needs is effective via empathy interviews, graduation rates, attendance rates, academic monitoring systems (MAP), discipline trackers (SWISS), IEP/504 data collection/progress towards individualized goals, state testing (SBAC,ELPA), parent teacher conferences, parent and student input (surveys, for example).

Equity Advanced

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

Being a small, rural community, our ability to engage with our families and community has always been successful and a strength of our district. We engage each individual family including those who are in our focal groups, while making sure that we are also reaching out to staff, students and community member without school age children.

Our staff have done a great deal to provide new supports and resources for our students, creating an individualized education for each of them. They have worked tirelessly, despite the complications related to COVID, to create/launch their programs and reach as many students/families as possible.

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

With only one counselor (and no college/career counselor) serving all of our students district wide, including students at our private school, we feel like at times are short of staff for meeting the needs of all of our students. Similar to many districts in the state, we have become very aware of the importance of our student's mental and emotional health, as well as the impact it

Integrated Application Template (Optional)

has on student success as a whole. With the addition of a second general counselor and career/college counselor through generous support from the state, we expect to see a decrease in behavioral incidents, expulsions and drop out, with an increase in students on track to graduate with a plan in place.

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

The Nestucca Valley School District is committed to academic excellence and personal success for all students. We commit to a comprehensive, rigorous, equitable, and inclusive education to ensure high levels of learning for all. We actively build relationships with students and families to be responsive to the needs of our community. Our commitment to equity supports fostering an inclusive and barrier-free environment. This equity lens is designed to ensure equitable decisions are made that provide for each student's needs. The following are the equity questions that are considered for planning and decision making, including the integrated guidance process, at the district level:

1. Does this decision/action align with the district mission and equity belief?
2. Are those being affected by the decision, policy, or program included in the process?
 - a. How have those being affected been intentionally involved in the process?
3. Does the proposed action address barriers to equitable outcomes or create new barriers?
 - a. If new barriers are created, how does the proposal address these barriers?
4. What information/data are you basing your decision or action upon?
5. How will the impact or outcome be measured?
6. Is this decision/outcome sustainable?
7. Did the action produce the desired outcome?

This equity lens was used throughout the IG Planning process in several different ways, including: Administrative meetings, One-on-one meetings (staff, students, community stakeholders), empathy interviews, Board meetings, online surveys, parent teacher conferences to name a few.

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

By adding two full time counseling positions, we are striving to better prepare our students, especially those in focal groups, for their lives after high schooling (career and college counselor) and creating more accessibility for our K-8 students.

We want to make sure that we are able to provide our students with as many options as possible when making important decisions regarding their post high school plans. Our career and college counselor will have the knowledge and resources to communicate this important information and support all students and families to make the best decision for themselves. This person will also be positioned to help encourage and facilitate first-generation college attenders as they transition into college.

At the K-8 level, students are given regular exposure to social-emotional curriculum, lessons and small group/individual support with a licensed counselor. It is our belief that by providing this important resource to our students, they will be able to address some lagging skills, as well as be

Integrated Application Template (Optional)

given strategies that promote personal and academic success

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?

Many of the students in the Nestucca School District face the challenge of generational poverty and lack of priority being placed on school. It takes time to change the mentality of the value of education for some families. If we can get all families to buy into the value and importance of education, then we feel like with their help we'll be able to meet the stated objectives with each and every student.

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 confidentiality of students that qualify for support services under the McKinney-Vento program is obviously very important. As a district with well over 70% of student living at, or below, the poverty level, one of our biggest priorities is to make sure that our students have everything they may need to be successful at school. Our office staff and district Homeless Liaison are trained to identify and provide support to families that may need help, with the understanding that all information is to remain confidential.

Staff working with students on the McKinney-Vento list attend trainings (through ODE and ESD) to ensure that the policies and procedures are adhered to, while also regularly reaching out to families that have been identified or that have self-identified. Because we have relationships with our families, it is more common for families to ask for help, as there is a level of comfort and familiarity. Our families view the district as a place to come to access resources.

It should also be mentioned that the Nestucca Valley School District has qualified for Community Eligibility Provision (CET), so all students are provided with free breakfast, lunch, supper and snack. Programs like this allow students to be able to access services, while not standing out amongst their peers.

Equity Advanced CTE Focus

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

Nestucca high school does not require prerequisites to access CTE courses; students are only required to be currently enrolled in the high school. Students have choices in which classes they can take and may enter the CTE programs based on personal interests. Additionally, students with IEPs or who need English Language development may be enrolled in CTE courses and are provided with appropriate support to access instruction.

The district is part of the regional Tillamook Education Consortium and this connection supports student access to more programs of study and course offerings. Participating in the consortium

Integrated Application Template (Optional)

also ensures staff have opportunities to collaborate and learn from other educators and industry leaders in the area. These collaborations support critical review of programs and instruction to ensure equitable access. Further, all CTE teachers have access to and are required to participate in progressive professional development that supports industry-relevant, equity-focused, instructional practices.

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

The district and Consortium continually analyze student and system data to understand how the CTE Programs of Study address equity and access. Students reported they learn about options through their teachers, counselors, announcements, and school emails. There is an opportunity for teachers and counselors to do targeted and intentional outreach to students who do not currently participate in CTE. Staff should consider the underrepresented groups of students by gender, race/ethnicity, and disability when approaching this strategy. Currently, the enrollment in CTE programs is fairly representative of the focal group population, but not entirely, so there is still work to do.

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

Nestucca recruits most of the CTE students through classroom connections with teachers and through students' knowledge of CTE programs through experience. Teachers also seek out and recruit students who want to pursue their industry cluster for future job prospects. Staff work with community partners to help recruit students as well. Some outreach takes place at career events where all students participate in the career-related activities. The dual credit opportunities provided by the district are desirable to students and all CTE teachers offer dual credit courses. The Tillamook Education Consortium is currently paying for a Juntos Coordinator (in partnership with OSU, Tillamook School District, Neah-Kah-Nie School District, and Tillamook Bay Community College) to make sure families know they have access to the CTE options. The Juntos Coordinator helps provide opportunities for Latino/a/x families to see and experience what CTE courses and programs of study have to offer.

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?

Staff will conduct an empathy interview with each 8th grade and 9th grade student, which includes all focal group students. During this process, staff will gain a better understanding of the student's interest. From there, staff will be able to explain offerings available to that student, in their area of interest and what supports can be put into place based on their individual needs. Through the interview process, staff will also try to engage the student in seeking out new

Integrated Application Template (Optional)

experiences in CTE. The district is currently working to develop a five-year strategic plan specifically targeting CTE pathway from Prek-14th grade. This will mean early exposure to CTE offering in the district for all students. The plan will be to develop an individualized pathway for every student in the district, tied to CTE and career college readiness.

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).

Students at the K-8 building receive daily/weekly Math, Language Arts, Science, Social Studies, Health and Homeroom (depending on grade level.) All core courses utilize approved curriculum aligned to state standards with additional supplemental programs to better support subgroups (for example: IXL, Imagine Learning).

Additionally, K-5 students participate in music, library, and PE, while middle school students are offered a wider variety of electives such as Greek Mythology, Oceanography and surfing on top of the basic offerings.

At our High School, we provide multiple sections and levels of core classes in English, Math, Science, health Social Studies. The district uses the Accellus program to supplement and offer credit recovery. College courses are also made available to our high school students via Tillamook Bay Community College. TBCC has a building on our high school campus.

Our courses follow ODE approved state standards. Students are assessed on these standards in each course using a variety of assessment techniques. High school students are offered a range of electives from band/music to computer-based application courses. Upon completion of our new CTE facility, students will be able to engage in more course offerings that align with their individual needs and interests.

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?

We do our very best to offer our students options that would appeal to a wide variety of interests that our students may have, while maintaining a focus on “whole child” instruction. The district supports the idea that all students should have the opportunity to grow in every area, making for a well-rounded educational experience. At our K-8, students have access to music class, band, art literacy and summer school camps that focus on the arts.

At the high school level, we offer Choir, band and art (which beyond drawing and painting also provides students exposure to media arts, sculpting, pottery, technology and much more). The district puts on a fall play, as well as a Spring musical (which often has parts available to our K-8 students).

The district also supports a diverse selection of clubs from Anime club to computer-based arts. At the K-8, we offer an after-school program that supports academics, while also providing students creative

Integrated Application Template (Optional)

opportunities (art projects).

We are fortunate to have a partnership with Sitka Center for Art and Ecology, which helps students and our community expand their understanding of the relationship between art, ecology and humanity. Sitka supports our art programs, provides art instructors (art literacy), guest artists presentations for school while also playing a big role with the creation and planning of our summer school.

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

Our libraries (one at K-8 and one at the high school) are staffed with individuals that are knowledgeable and support all student learning. They are able to provide a variety of resources and tools to promote learning and literacy. We make an effort to make sure that high interest resources found in the library meet the needs of all student populations while maintaining cultural relevancy. Students in the K-8 building have access to the library each morning, during lunch and at least 30 minutes per week. Students at the high school access the library before and after school, at lunch and in many of their classes for both research and to enhance the joy of reading.

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

Administration works closely with teams of classifieds and certified staff to create student schedules that ensure student's school days provide required academic minutes, time to eat (breakfast, snack, lunch and supper), while still allowing for access to recess (on recently updated playground and fields), PE, music and time on our nature trail/school garden (K-8). All K-8 students receive a minimum of 20 minutes for breakfast, plus additional time in class as needed. These students also receive 20 minutes to each lunch, along with time to exercise and play immediately before or after. PE is also built into the regular schedule of each K-8 student. At the high school level, students receive much of the same opportunities, with lunch periods lasting at least 30 minutes daily. As an additional resource, the district is currently in the process of building a pump track for bikes. The district will also be providing bikes in order for all students to have access to this exciting new resource.

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.

NVSD recognizes the importance of this unique educational approach to learning that uses a wide variety of educational subjects in order to teach and guide students towards inquiry, creativity and critical thinking. We have been able to incorporate STEAM and encourage our students with more project-based learning. We are able to offer our students programs like art literacy (Sitka), K-5 science classroom, Nature trail on campus, 1-on-1 computer/tech for all students, after school robotics club, summer programs with a hands-on arts and science theme, exposure to professionals/experts within our community and a 12-week CTE exploration programs for our high school students. The district plans to

Integrated Application Template (Optional)

create, encourage and expand STEAM offerings for all students in the future.

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.

All District teachers in grades PRE K-12 have district approved instructional maps based on the stated adopted standards as well as the core curriculum that the District has adopted. The materials are studied to ensure that the curriculum we adopt has a stated scope and sequence of PREK-12 learning objectives and is aligned to Oregon and national standards. The District provides late start every Monday for staff to collaborate in PLT's and review instructional maps on a weekly, monthly, and annual basis. Administrators review the instructional maps and use an observational protocol to provide staff support.

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

The most important step to this process is hiring effective, highly qualified teachers. This can be a challenge due to our small size and rural community that sometimes lacks resources (like housing for example) that would draw people to our community.

The district takes the hiring process very seriously and looks to maintain teachers that have high expectations for all students, understand the importance of developing positive relationships and are intentional about their teaching (use varied instructional strategies, support their students with clear goals related to the what, how, when and why in each lesson they teach). These standards for teaching staff, paired with the curriculum maps, weekly lesson plans, an understanding of differentiation and relevant professional development allow our classroom teachers to support all students, including focal group students, in reaching their academic goals.

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

Our preschool program joined our school district for the '20-'21 school year and does an excellent job working with our youngest community members to make sure they are ready for kindergarten and beyond. Because all of our programs are now working together, communication has improved and families with students 3–21-years-old are able to get consistent information from one source.

We are also able to provide supports (academic, social-emotional, new equipment/materials) that our 3 and 4 years have not had access to in the past. They now have access to a free, public education that allows our school district to start our work with students at an earlier age. We strongly believe that students that attend The Nestucca Valley Early Learning Center are much better prepared to make to the transition to our K-8 program. Additionally, for students that come with ECSC plans and require school-age identifications/IEPs, we meet with staff from the

Integrated Application Template (Optional)

preschool programs and ESD to make sure that plans are in place and our school age program is able to meet the needs of our new Kindergarten students.

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?

The size of our district has both advantages and disadvantages. At this time, we transition 8th grade students to our High School (9-12). We are able to do this successfully, as the high school teachers already know many of the transitioning students via sports/extracurricular programs, summer school and our after-school program. In fact, an added bonus is that many of our high school students work in the K-8 after school program, allowing our middle school students to get to know the older students better, which works as an informal mentorship program.

Additionally, our middle school teachers and high school teachers have transition meetings at the end of each school year and we hold 8th grade transition night for parents and students wishing to learn more about what to expect when entering the high school.

The transition from high school to postsecondary education/work force is more challenging for a district of our size. We lack many of the transition programs and opportunities that are typical in larger school districts. In addition, there are limited employment opportunities in our community, which makes joining the workforce right out of high school, or attempting to save money for college, challenging. We do make sure that our high school students are informed of opportunities outside of our small community by participating in activities/programs such as 9th grade on track, transition planning with homeroom teachers/counselor, YTP for qualifying students, career interest surveys, Junior Career Exploration projects and job/college fair field trips. Additionally, the local community college (Tillamook Bay CC) has a campus (one building) on our high school campus and offers our high school students college level courses.

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?

Nestucca Valley runs a student data team process (K-8) that allows us to identify and support the academic needs of our students, including those who are part of focal groups. The district uses the Maps program to progress monitor all students K-8 at least three times per school year (Fall, Winter and Spring). For those students not yet meeting grade level standards, we provide individualized interventions, leveled grouping, differentiated instruction and small group instruction. From there, we progress monitor them on a bi-weekly schedule in order to determine if the interventions are effective or if we need to try something else. In some cases, the students will be referred to our special education team for a potential evaluation.

The process is similar for students that exceed grade level standards. When a student consistently demonstrates skills above their grade level, the classroom teacher refers the student for testing in order to determine if the student qualifies for our Talented and Gifted Program.

Integrated Application Template (Optional)

Whether they qualify for TAG or not, these students benefit from the individualized attention and focus that a small district like ours is able to provide.

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?

As stated previously, when a student consistently demonstrates skills above their grade level, the classroom teacher refers the student for testing in order to determine if the student qualifies for our Talented and Gifted Program. Whether they qualify for TAG or not, these students benefit from the individualized attention and focus that a small district like ours is able to provide. Many of the students who benefit from these services fall into identified focal groups.

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?

All Nestucca students are introduced to the CTE programs that are available at the high school level during one-on-one discussions both during their 8th grade and 9th grade years. Student are highly encouraged to participate in programs that are non-traditional, high wage and high demand. Girls are given the opportunity to attend the Women in trades events that are available as they enter high school. Nestucca has listened to our focal student groups and female students in our effort to re-work our CTE program to make the equitable work -based learning experiences.

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

As an active member of the Tillamook Education Consortium, Nestucca students benefit from regional support for work-based learning experiences. The Tillamook Works Coordinator meets with each high school in the consortium to support student placement in internships and job shadows. The Works Coordinator, has a systematic approach. They speak to entire classes, often during the advisory periods to ensure every student has exposure. Then they meet with each student to develop a career plan and help students with placements. There are no prerequisites to participate in this program. To increase awareness of different local careers and opportunities for work-based learning, students get to hear from regular career guest speakers who come in during the advisory period. Nestucca does not charge any fees for CTE courses, in order to break down barriers for focal groups and the district is actively recruiting more diverse students to explore internships and work-based learning experiences.

Integrated Application Template (Optional)

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.

At Nestucca, teachers are highly encouraged to work together in collaboration across content areas to create common lessons that bring together consistent learning objectives. The district uses state approved curriculum with supplemental materials to adjust for where every student is currently at. Teachers work toward effectively creating a learning environment that puts targeted universalism into action. Finally, Teachers and specialists help students to make connections between different subjects, activate curiosity and improve critical thinking and problem-solving skills.

A good example of this is the district's late start Mondays. This has been an effective way to prioritize PLTs, so that all staff have the opportunity to contribute ideas and expertise across grade levels in order to provide the best education possible for all students. It is so valuable for educators of all subjects and grade levels to meet and create unique, but streamlined learning opportunities. Collaboration is key to this process.

We do have additional opportunities at the high school level to earn post-secondary credit. Tillamook Bay Community College has a program on our high school campus, which allows our students to easily access college level courses while they are still in high school. It should also be mentioned that our YTP program (specifically aimed at subgroups) creates opportunities for work-based learning experiences that often can translate into postsecondary credit.

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

Our goal is that all students K-12 will engage in career and college ready activities with the thought being that the younger our students are when they are introduced to this concept, the more opportunities there will be for exploring, confidence building and creativity. Paired with the ability to access these types of activities and information, the more comfortable the students will feel when they reach transition age. A few ways we currently do this is participation in 5th-12th grade Group Trails, job fairs (locally and outside our community), interest surveys, one-on-one career/college counseling, 12-week CTE exploration and presentations/ work experience opportunities from exposure to current workforce and professions.

Well-Rounded Education CTE Focus

2.16 How will students from focal groups and their families learn about CTE course

Integrated Application Template (Optional) offerings and Programs of Study that are available?

NVSD staff has worked very hard to develop strong relationships and communication with all families in our community. As a result, when we invite families into our buildings, or we have a new program/opportunity we would like to introduce, our community really shows up. A few ways we communicate effectively with all students and their families is via Parent-Teacher Conferences (95-100 % attendance), Open houses, parent information nights, social media “blasts”, Friday folders and mailings. As we move forward with our new CTE programs, the district will also share our new CTE Pathways Handbook (currently being completed), showcase our new CTE facility at the high school and further establish norms for communication specifically targeting our focal groups.

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

The size of our student population allows us the luxury of being able to work with our students one-on-one and individualize their plan or experience. If the student expresses an interest in a non-traditional field/profession (and we have no related offering), we would establish an independent study opportunity for that student. The district would provide supports necessary (based on individual needs of the student) for that student to pursue all fields of interest that could lead future employment tailored to that student’s strengths.

2.18 Describe any new CTE Programs of Study to be developed

The district’s focus for CTE programs of study is currently focused on agriculture, as that naturally lends itself to the strengths and resources of Tillamook county. As we move towards the completion of our new CTE facility, we plan to expand our offerings in areas such as hospitality, culinary arts and business. Our current offerings are as followed:

- Intro to Agriculture A
- Intro to Agriculture B
- Ag Biology A
- Ag Biology B
- Horticulture
- Animal Science
- Agricultural Leadership
- Environmental Science
- Ag Mechanics A
- Ag Mechanics B
- Adv Ag Mechanics A
- Adv Ag Mechanics B
- Autocad A

Integrated Application Template (Optional)

Autocad B
Engineering A
Engineering B

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?

The small size of our district allows us to reach the majority of our stakeholders very quickly and easily. Our goal was to make sure our community was informed of this opportunity for their students and to gain insight on what they believe the district should prioritize while discussing how to spend funds in a way that meet the needs of all students, including our focal students. Much of this feedback was gained through face-to-face interaction with parents/community members. Also, because our parent-teacher conferences are highly attended, we felt this was the best opportunity to reach the majority of our school community. The small percentage that does not attend conferences are still informed via our other methods of communication (Friday folders, fliers, emails, phone calls, blackboard messages from administration etc.,). A community survey was also used as an effective way to gain insight to what is important to our parents, students and staff. The district's social media presence was also a key avenue for reaching parents and community members in both disseminating information and in receiving valuable feedback.

The greatest barrier we face at Nestucca is getting people to take the time to provide constructive feedback on a consistent basis. In many cases, we don't hear from the community until they have an issue with a decision. Opening up these lines of communication will help create better involvement at the community level, but also will help improve the district.

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

The district has strong relationships with our community and together we make sure our students are given every opportunity possible, despite being a small district without a lot of resources, that you would see in larger district. Our focus is maintaining our strong personal relationships and expand upon them.

In the future, we would like to further cultivate our relationships with individuals and businesses outside the South Tillamook County area. Although this represents a 30–40-minute drive to these outside towns, we have been fortunate to work with people in Lincoln County and Tillamook. The Sitka Center, for example, is in Lincoln County and we have strong partnership with them.

3.3 What resources would enhance your engagement efforts? How can ODE support your

Integrated Application Template (Optional)

continuous improvement process?

It would be helpful if ODE provided a bank of possible community engagement questions and discussion topics that could be used in surveys and community forums. If the state could develop a bank of survey questions that would then feed into a district specific data bank that a small district like Nestucca could access on a yearly basis, we would then have year-to-year data that would show trends around how our community feels about their schools.

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

The size of our district does give us some advantages in this area, as we really know our families and community members. The school district acts as a central hub for our community, so we always have a lot of parent and community presence in our buildings. We engage all families, while making sure that we are also reaching out to staff, students and community members without school age children. The following are the activities the district has engaged in to make sure that our community has been able to provide input that allows us to make important decisions regarding funding and priorities: Board Meetings (in person and zoom option), District wide open houses, flyers/info sent out via social media and district new letters, parents teacher conferences, surveys, parent/community member committees (site counsel, budget committee, empathy interviews.

Our goal in the recent and ongoing community engagement activities is to make sure our community is informed of the opportunity available for their students and to gain insight on what they believe the district should prioritize in spending that meet the needs of all students.

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

N/A

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

Business community

CTE Regional Coordinators

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

Community Based Organizations

Integrated Application Template (Optional)

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

Community leaders

Families of students navigating poverty, homelessness, and foster care

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 Educator Networks (RENs)

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

Integrated Application Template (Optional)

Students who identify as
LGBTQ2SIA+

Students with disabilities

Vocational Rehabilitation and pre
Employment Service Staff

3.7 How were they engaged?

CTE Consortia meeting

Collaborative design or strategy
session(s)

Community group meeting

Community-driven planning or
initiative(s)

Email messages

Focus group(s)

In-person forum(s)

Newsletters

Other

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?

Integrated Application Template (Optional)

We have found that listening sessions and empathy interviews have been the best way to receive candid and relevant information from our students, staff and community. This gives individuals the ability to express what is most important to them, thus creating data patterns that drive future decision making at the district level. Additionally, these types of interactions also provide administration and educators access to a different perspective that they may not have previously considered. Although being small is a detriment in many cases, it is a huge advantage when you have a District where you can actually talk to EVERY student, rather than a sampling of students.

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.

One of the most effective ways to engage our focal student groups was engaging in empathy interviews. At the high level, our counselor, with the assistance from an instructional assistant and/or our YTP Coordinator, interviewed students and documented their responses. Particular focus was placed upon our ninth-grade students (ninth grade on track program). This year, we also had some student interns engage with their peers by also leading several student empathy interviews. The district believes that talking with our students, as well as staff and community members, is effective because it is face-to-face in an environment that allows for the individuals to provide thoughtful feedback and follow up. Empathy interviews fall within the “consult” engagement method on the community engagement spectrum, but could fall under “involve” (fosters both a voice and power shift) and “collaborate” (working together and allow our educational community to be heard).

The district also engaged in Listening sessions. These sessions gave students, staff, families and community members the ability to both hear from and speak directly to district leadership. This process has been both in-person (in a community meeting format, but also in classrooms of students of all ages), as well as via zoom (continues to be an option for those that can’t make the sessions in person). On the community engagement spectrum, listening sessions are an example of “consult”, but it could be argued, they could also be included in “collaborate”.

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.

Similar to the strategies used to engage student focal groups and the greater community, we have found that simply asking and having reciprocal discussions are the best and most effective way to engage our staff. The strategies we have used have been staff surveys (can be done on their own time, allows for think time) and listening sessions. These processes are low stakes/pressure and allow for all staff to communicate with administration regarding what is working and what could be improved upon. In looking at the community engagement spectrum, these practices fall within the consult, involve and collaborate sections. These forms

Integrated Application Template (Optional)

of engagement fall under the “consult” and “involve” levels but also the “collaborate” and “defer to” as staff help guide thinking and decisions regarding this work.

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

When the district was determining our plan moving forward, administration spent time going over each interview and survey (as well as other feedback). Our goal was to identify data patterns and where staff, students and community priorities aligned. The obvious pattern that emerged was the need for more resources/support in the social emotional realm, especially for our students who are most in need.

We also found that developing and maintaining a district preschool program for our youngest community members was a top priority. Families needed an affordable and accessible program and our district wanted to start supporting future students at a younger age, which is beneficial on several levels (ie., streamlined community education program, easier transition to K-8, more resources, tech and equipment for all children in our community).

3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Nestucca School District is a long-time partner and active member of the Tillamook Education Consortium which has intentionally develop partnerships with employers in the region through multiple strategies. The Tillamook Works Coordinator is one of the primary relationship builders for the region, connecting employers with all of the participating district programs. The coordinator works with local businesses to identify internships and work-based opportunities. The high school guidance counselors partner with Tillamook Bay Community College to facilitate curriculum, assessments, and partnerships between high school and college teachers.

The district also participates in the consortium advisory committees focused mainly on the CTE programs that are offered. These advisor committees represent regional colleges, businesses, industry leaders, and workforce specialists.

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.

Integrated Application Template (Optional)

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?

Our district leadership team have been long time members of NVSD, as well as of the community. Several administrators graduated from the Nestucca Valley School District. A “grow your own” model has been utilized in identifying leaders, supporting them through licensure and offering mentorships from former retired school leaders. The same is true of our certified staff.

The district is continually looking for qualified staff who represent our current students, but especially those who are members of varied focal groups. We have attended job fairs, worked with colleges and advertised in various areas to try to attract minority staff. Unfortunately, we’ve found that unless they have a connection with the community, it’s hard to get diverse staff to Nestucca, and if we do, it’s even harder to keep them here.

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

Nestucca Valley uses several systems that allow us to monitor our identified focal group students for any disparities in areas such as attendance (Synergy), behavioral data (SWIS) and academics (MAPS). As a staff, we work together, as well as with the ESD and other community resources (local counseling center, medical clinics, interpreters etc.) to ensure we are addressing the needs of our subgroups and/or high-risk population. Because we are a Title 1 district, we have always made it a priority to hire teaching staff that are considered “highly qualified” in the area in which they teach. We also make sure that our specialists (Speech Language Pathologist, ESL Teacher, Special Education Teacher etc.) work collaboratively with our general education staff in order ensure that all students are getting their needs met. Because of our management of individual student schedules, we are able to ensure that the highest need students are receiving instruction from the most skilled and capable staff as much as is possible.

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?

Nestucca Valley continues to make improvements to our discipline practices in order to limit the amount of time students are out of their classrooms. We have made it a priority to train our staff on trauma informed practices, ACES, 321 Insight, PBIS, Character Strong, sensory room and professional book clubs (reading books related to working with students with challenging behaviors). Additionally, we track patterns of behavior via our SWIS data system and classroom

Integrated Application Template (Optional)

data provided by our classroom teachers. If a student is struggling with behavior, we ensure that the student is part of small social group, which is overseen by a counselor.

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

Our district often solicits online surveys (needs assessments) and uses that data to gain a better understanding of the needs of our teaching and administrative staff. Additionally, due to our small size, we are able to really individualize a lot of our professional development opportunities. This gives us an advantage, as it ensures that our teachers are receiving professional development that is really tailored to what they need or want to incorporate into their teaching practices.

Because the staff is small at each of our buildings, it is also easy to create and implement building level staff development, as well as a district-wide focus. Examples of the district-wide staff development we have done in the past are, trauma informed practices and ACE's.

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

The administration team ensures that all teachers have access to relevant professional development on a regular basis (ACES, Character Strong, Trauma Informed practices). We also provide half-day subs so that our teaching staff can observe their peers and receive peer feedback on their own teaching practices. Finally, we implemented a "late-start" Monday schedule, so that our certified and classified staff are able to meet in Professional Learning Teams (PLTs).

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?

Nestucca Valley runs a student data team process that allows us to identify and support the academic needs of our students. The district uses the MAP program as our primary Early Indicator and Intervention System to progress monitor all students K-8 at least three times per school year (Fall, Winter and Spring). Map, which stands for Measures of Academic Progress, allows us to measure a student's academic achievement and growth over time in reading, math, language usage and science. For students not yet meeting grade level standards, we provide individualized interventions, leveled grouping, differentiated instruction and small group instruction.

From there, we progress monitor them on a bi-weekly schedule in order to determine if these basic interventions are effective or if we need to try something else. If a student fails to make

Integrated Application Template (Optional)

progress despite supports and interventions, the students will be referred via our HEART team who will work with general education teachers, specialists (ELL for example), counselors and parents to determine areas of concerns and create a plan of action that may lead to the student being evaluated by a school psychologist for special education identification. The student may also qualify for a 504 plan.

The process is similar, although referrals are much less frequent at the high school level.

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?

In 2021, NVSD took over our preschool program. This has made the transition process to our K-8 program much smoother. We offer information nights to preschool parents including Kindergarten “fly up” night in which new Kinder students visit our K-8, register, meet staff, see classroom spaces and are able to ask questions. For students that come with ECSC plans and require school-age identifications/IEPs, we meet with staff from the preschool programs and ESD to make sure that plans are in place and our school age program is able to meet the needs of our new Kindergarten students.

We transition 8th grade students to our High School (9-12). We are able to do this successfully, as the high school teachers already know many of the transitioning students via sports/extracurricular programs, summer school and our after-school program. In fact, an added bonus is that many of our high school students work in the K-8 after school program, allowing our middle school students to get to know the older students better, which works as an informal mentorship program. Additionally, our middle school teachers and high school teachers have transition meetings at the end of each school year and we hold 8th grade transition night for parents and students wishing to learn more about what to expect when entering the high school. The transition from high school to postsecondary education/work force is more challenging for a district of our size. We lack many of the transition programs and opportunities that are typical in larger school districts. In addition, there are limited employment opportunities in our community, which makes joining the workforce right out of high school, or attempting to save money for college, challenging. We do make sure that our high school students are informed of opportunities outside of our small community by participating in activities/programs such as 9th grade on track, transition planning with homeroom teachers/counselor, YTP for qualifying students, career interest surveys, Junior Career Exploration projects and job/college fair field trips. The recent addition of a career and college counselor has also streamlined this process considerably and has provided a valued resource for our students. Additionally, the local community college (Tillamook Bay CC) has a campus (one building) on our high school campus and offers our high school students college level courses.

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 -
 - District Charter Program Agreement (If applicable) -
 - MOU detailing aligned program consortia agreements (If applicable) -

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)

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: Megan Kellow

Submitter email: megank@nestucca.k12.or.us