

## General Information

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**School District:** Tillamook School District 9

**Institution ID:** 2197

**Webpage:** <http://www.tillamook.k12.or.us/>

### Contact Person

First Name: Curt

Last Name: Shelley

Email: [shelleyc@tillamook.k12.or.us](mailto:shelleyc@tillamook.k12.or.us)

Phone Number: 503-842-4414

## Part Two: Narrative

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According to the 18-19 State Report Card, Tillamook School District 9 enrolled 2,206 students with the following demographics:

29% Latino Students	14% Students with Disabilities
64% White Students	11% Mobile Students 11%
5% MultiRacial Student	45% Free/ Reduced Price Lunch
15% Ever English Learners	

The district employs 10 administrators, 118 teachers, 70 educational assistants, 5 counselors, and 1 College/Career Readiness Coordinator.

The strengths of the district include an increased percentage of student achievement in 8th Grade Math (10%) and an increase for on Track to Graduate (4% Grade 9, 8% Grade 12). Additionally, we have created sustainable professional learning structures for Social Emotional Learning through Conscious Discipline and the Discovery Program, as well as instructional support for new staff through Monday Late Starts and mentoring opportunities.

Challenges for the district include a decrease in 3rd grade reading, as shown on the 18-19 OSAS (-10%). In addition to academic achievement consistency, there is weakness in the area of recruitment and retention of high quality staff. The 19-20 school year had 32+ certified hires and

+43 classified. In addition, the 18/19 school year brought in 20+ new certified staff and +71 new classified staff. Our district is currently on pace for similar data for the 19-20 school year. There has been a consistent increase in student behaviors as indicated by office referrals for defiance and physical aggression. The number of students qualifying for academic interventions has increased as identified by universal screening tools. With the allowance of development delay eligibility we have a significant increase of students receiving special education services at the lower elementary level in addition the overall number of students on IEPs has increased significantly. We do not currently have the staff to meet the students' needs, in addition to the rising number of students qualifying for EL support and needs language acquisition.

TSD9 staff do not adequately represent the ethnicity of the student population. Our school district is committed to diversifying staff moving forward, including Grow Your Own, college recruitment, and expanded college connections.

### **The exact need(s) or issue(s) funding will address as outline in your 3-year plan**

We intend to use the SIA funds to help us improve the issues we identified through the data collection and community engagement process in two areas: academic achievement and mental/behavioral health. With those funds we will address the following needs and issues.

- Increasing SPED numbers
- Increasing EL numbers
- Increased need for behavior interventions
- Strengthening of instructional practices
- Reducing class size
- Increasing Early Learning Opportunities

The issues listed above represent our three year plan focused on increasing staffing and support in the identified areas of need. Our plan will reduce disparities for focal populations through additional instructional and emotional support provided in K-12 through the addition of instructional equity coaches, behavior intervention specialists, targeted caseload reduction for special education and emerging bilingual students, and expanded counseling services. With increased staffing we anticipate the achievement gap to decline and ultimately close as students are supported in and out of the classroom throughout their educational career. Targeted caseload reduction in the above areas will allow for more individualized support and instructional delivery related to individual plans. Additionally, all students will experience a sense of belonging, identity, and safety at school as a result of increased social/emotional and counseling supports.

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## **Part Three: Community Engagement and Input**

### **Overview of Community Engagement - Describe your approach**

Our process has leveraged current engagement efforts and includes students navigating poverty, homelessness, foster care, and emerging bilinguals. A core team was assembled with staff, focal groups and their family members, and community partners. During September and October, the core team met three times to review achievement data and complete a needs assessment. The needs assessment tool (ORIS) was completed by both the core team and by building administrators collectively. Representatives from the core team presented the findings to the school board and received input from the TSD9 board of directors.

We conducted empathy interviews to collect feedback from parents/students from the focal groups listed above.

The core team crafted a survey for staff, community, and students. It was delivered in English and Spanish and elicited over 400 responses.

The core team was mindful to consider all groups of stakeholders and made significant efforts to meet and elicit their feedback and ideas. A representative from the team partnered with our local early learning division to host a parent night in a low-income housing center. Our superintendent continued his work of hosting a community input meeting, that included translation for Spanish speaking families. The superintendent elicited input from staff through town halls. As a district leadership team, we hosted a local Latinx business panel to ask how we could better prepare students for the workforce. We partnered with our Latinx parent night, in coordination with ongoing work in our EL department.

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### **Self Assessment of Community Engagement**

We were pleased with the overall amount of responses we received on our survey. Our reflection includes being intentional of asking demographics of all participants to better disaggregate the collected data. We received input/feedback from students/parents in each focal group population, but would like to see an increase in responses from our Spanish speaking community members. For future surveys, the questions may be worded in a way that elicits a more specific response or prioritization. Overall, our survey responses followed the same response curve, with most priorities ranking approximately 4 out of 5.

We will also look to strengthen the level of trust with our Latinx population and provide more opportunities to share their feedback in person. We have started to set the expectation of inclusive media and events through consistent translation into Spanish. Our barriers included limited funding to provide childcare or meals for evening input events, in addition to limited translation services.

In addition, we will make an intentional effort to connect with focal student/parent groups to identify weaknesses and or gaps with their services. We will also continue to evaluate our needs to serve students struggling to succeed in mainstream education at Grades 7-8. We have a significant number that are not having their needs met within the walls of the general education setting.

Our engagement with staff included email communication, survey response opportunities, newsletter updates, 1:1 meetings with the superintendent, staff prioritization activities facilitated by building administrators, and town hall meetings. In addition, staff representation was included in the core team focused community engagement.

In the future, we will continue to collect input from certified and classified staff. This will include regularly scheduled town hall meetings at each school in the 20-21 school year (2x each year), 1:1 meetings with the superintendent (annually, hosted at each building), community input nights (annually), survey (annually). Updates will be sent to stakeholders, 3x a year, via email, newsletter, Facebook, and district website. We will continue to expand our empathy interviews with both staff and families.

Community engagement efforts will continue to include community input nights (annually), survey (annually), and representation in core team meetings. Updates will be sent to stakeholders, 3x a year, via email, newsletter, Facebook, and district website.

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**What relationships/partnerships will you cultivate to improve future engagement?**

Our initial efforts brought in representation from DHS and Tillamook Family Counseling. Looking forward, we would like to continue and expand our efforts into community health (Tillamook County Community Health Center and Adventist Health). We are making steps to strengthen our partnerships with Early Learning by participating in shared recruitment and transition efforts. We will strive to engage with the Lower Columbia Hispanic Council as well as local community groups representing the Latinx population. Expanded relationships with

NWRESD staff could provide additional methods to supporting students with behaviors and special needs.

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

We received support and guidance from Jennifer Gillet Hooper (NWRESD Consultant) by providing empathy interview questions and reviewing data collected. In the future, as the interviews expand, it will require additional professional learning for our staff and leaders. We would like support in refining our survey questions to elicit specific feedback. Also, a common survey tool and questions, across districts, would allow for consistent measurement and increased collaboration amongst neighboring districts. Any additional support in the area of translation would also be helpful to create additional engagement opportunities, whether it is additional funding to hire translators or software/equipment to train our own.

ODE and NWRESD have provided support from Rob Saxton and other readers of the SIA application throughout the process. It is hoped that the support system will continue. Monitoring and report processes would be an area that we would request additional support along with examples of successful programs and communication efforts.

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### **Who was engaged?**

Students and Families of Color  
Students and Families with disabilities  
Students and Families of Emerging bilinguals  
Students and Families navigating poverty, homelessness, and foster care  
Staff, licenses, classified, administrative  
Community Based Organizations  
Tribal Members  
School Volunteers  
Business Community  
Community Leaders  
Other:

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### **How did you engage your community?**

- Community Input Meetings (3) (Spanish and English)
  - September and October
- Presentation at Board Meetings-Board Member Input
- Survey (available online and in person)
- On site Parent Meeting with local ESD at Champion Apartments
- Community Input Meeting
- Town Hall at each building in the district
- District Office Input Session
- Local Latinx business panel meeting
- Empathy interviews
- Superintendent has met with the following business leaders
  - PUD
  - Creamery
  - Law Enforcement
  - City Manager
  - Mayor
  - Kiwanis
  - Rotary
  - Elks
- Surveys
- In-person forum
- Focus Groups
- Roundtable Discussions
- Community Group Meetings
- Website
- Email Messages
- Newsletters
- Social Media
- School board meetings
- Partnering with unions
- Community Based Organizations

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### **Evidence of Engagement**

Artifact 1 - [Stakeholder Survey](#)

Artifact 2 - [SIA Planning Committee](#)

Artifact 3 - [Community Input Night](#)

Artifact 4 - [Meeting Sign In Sheets](#)

Artifact 5 - [Board Meeting Presentation](#)

Additional artifacts linked [here](#).

**Tell us why you selected the artifacts, how do they show evidence of engaging focal student populations, their families, and the community?**

We selected the stakeholder survey as it provides a comprehensive view of the data collected. We had 421 responses from the survey. We offered it in Spanish and were able to receive and evaluate responses from every focal population as a result. Parents, Students, Community members, and Staff demographically representative of our community responded, providing us with wonderful insight as we began our engagement process.

We included evidence of the planning committee meetings as it provides a look into the core team and representatives from focal groups. The core team was intentionally put together to represent students and families of color, students and families with disabilities, students and families of emerging bilinguals, students and families navigating poverty, homelessness and foster care, and community based organizations. The core team was responsible for completing the district-wide ORIS and provided input related to survey results.

Community Input Night was held in November as an opportunity for stakeholders to meet with the superintendent and provide feedback on the current strengths and weaknesses of the system. Parents of emerging bilingual students were personally invited to attend and translation services were provided. Interactive polling was utilized to elicit responses from participants. Invitations and flyers were provided in both english and spanish via social media, newsletter, and emails.

The inclusion of meeting sign in sheets are evidence of the diversity and input gathered, including diversity of populations and locations. Input was sought at spanish parent meetings, local apartment complexes, and school buildings.

The board meeting presentation is representative of the intentional promotion and teaching of the Student Success Act, to increase the system's level of awareness of the requirements and process. The presentation was developed by the core team, which included representation from all focal groups. The board is a significant connection to the community and has a responsibility to share information with constituents.

### **Strategies to engage each of the focal student groups and their families.**

As a district, we value the relationships that exist between our schools and the community at large. Being a small rural district, it was important that we gather meaningful genuine feedback from our entire community. Allowing the community to have a voice was integral to the needs assessment process. Multiple avenues of feedback was allowed to hear from a larger group of students, the survey was utilized. To hear more individual perspectives, students were invited to join the core team. Our strategies for focal group students and their families include leveraging partner organizations, approaching focal groups first, recruiting specific parents, students, and community members for input meetings, and the use of various media outlets: print and online. Our intention was to build upon existing community relationships. We knew it would be important to recruit and promote voices from all stakeholder groups to ensure depth of understanding and equitable planning. In addition to leveraging planned events, there are partnerships in place (DHS, Tillamook Family Counseling, Early Learning) that we sought to deepen through this process. Our methods of communication were mindful of the community's varying levels of access to technology.

A strategy that was used to gather parent/guardian feedback was to create a focus group of parents/guardians of focal group students. The focus group was made up of parents/guardians of foster children and students in special education. The district realizes that not all parents feel strongly connected to school. Those that do not may not choose to participate in an optional feedback opportunity such as an online survey. By creating a focus group specifically targeting parents/guardians of foster students and students with disabilities, we were able to hear directly from that important sector.

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### **Activities to engage each of the focal student groups and their families.**

#### **Community Input Meeting**

Community Input Night was held in November, at the District Office, as an opportunity for stakeholders to meet with the superintendent and provide feedback on the current strengths and weaknesses of the system. Parents of emerging bilingual students were personally invited to attend and translation services were provided. Interactive polling was utilized to elicit candid and anonymous responses from participants. Invitations and flyers were provided in both english and

spanish via social media, newsletter, and emails. We provided this opportunity to allow for confidential and specific family from parents and community members.

### **Survey**

The survey was taken through Google Forms and included questions in both spanish and english. The survey was promoted through emails to all staff, facebook, district website, word of mouth, and parent newsletters. To increase spanish involvement the survey was provided in paper form. The questions elicited anonymous responses that focused on current strengths, areas of growth, and allocation of SIA funds. The survey was available for a minimum of three weeks. We selected a survey as we needed to hear from as many stakeholders as possible in order to understand what overall themes emerged from their responses.

### **Empathy Interviews**

The Freshman on Track team completed empathy interviews with every incoming freshman. The leadership team completed empathy interviews with staff, and the superintendent scheduled individual empathy interviews with staff across the district. Empathy interview questions were provided by NWRESA consultant. Results were discussed by the core SIA team and stakeholder group. Empathy interviews were conducted as it allowed for specific information from historically underserved students and families. Questions were geared to address common themes gathered from the input survey.

### **Champion Apartments Outreach**

In partnership with NWRESA and Early Learning, we participated in a Parent Night at a local low-income apartment complex to gather parent input. A translator was on hand and dinner was provided as was childcare. This event was offered in an effort to ease transportation difficulties.

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### **Strategies to Engage Staff**

Strategy 1: Leverage current structures

Strategy 2: Provide dedicated time for staff to provide input

Strategy 3: Focus communication efforts from District Communication Director

These strategies were chosen because we wanted to be mindful of sustainability. Our staff is familiar with school Town Hall opportunities. Town Hall meetings occur 2x a year at every building. The superintendent meets with building staff during their Monday Late Start to answer any questions and provide updates. The approach to using dedicated time for face-to-face opportunities and survey responses is intended to be mindful and respectful of the limited time

our staff has to prepare for students. The hiring of a District Communication Director provides consistent updates via emails and newsletters, along with updating district social media accounts.

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## **Activities to Engage Staff**

### **Activity 1: Town Halls 1:1 with Superintendent**

Town Hall meetings occur 2x a year at every building. The superintendent meets with building staff during their Monday Late Start to answer any questions and provide updates. Questions can be submitted to the administration ahead of time or asked during the town hall. 1:1 meetings with staff take place in the spring. There are optional 15 minute time slots scheduled at each building, for staff to make connections with the superintendent. The superintendent prioritizes these opportunities with staff because it allows for relationship building and consistent feedback.

### **Activity 2: Survey**

The survey was taken through Google Forms and included questions in both Spanish and English. The survey was promoted through emails to all staff, facebook, district website, word of mouth, and parent newsletters. To increase Spanish involvement the survey was provided in paper form. The questions elicited anonymous responses that focused on current strengths, areas of growth, and allocation of SIA funds. The survey was available for a minimum of three weeks. We selected a survey as we needed to hear from as many stakeholders as possible in order to understand what overall themes emerged from their responses.

### **Activity 3: Core Team**

As initial SIA information became available, multiple staff members reached out to request participation in the input/planning process. Those staff members (certified - classroom and specialists, administrative - building and district level) participated on the core team to both provide input for planning and provide information to other members of the community regarding district efforts. This allowed for transparent communication between all stakeholders throughout the process to ensure a comprehensive understanding. The team met three times in Fall 2019 to complete the ORIS and help plan for community engagement.

## Collecting and Using Input

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### **What did you learn or actively learn from the engagement with the community and staff?**

Our families value all of the work that the school district does to meet the needs of students. There was not a desire to increase instructional time via lengthening the school year or days. The input did show a desire for increased support and services for mental health data. In addition to mental health, there was interest in instructional coaching, hiring additional counselors, and a school based health center. The data represented a desire for an increase in STEM opportunities and bilingual support. Our empathy interviews with focus groups provided specifics for each of the above categories.

### [Survey Responses](#)

### **How did you apply the input to inform your planning?**

We made decisions based on an equity lens and focused on our targeted growth goals, in the areas of attendance, graduation rates, and third grade reading. Having received this input, when we built our plan we felt it was important to be responsive. We will not be adding instructional time. We will however increase counseling and mental health support after such clear feedback about the need for increased services for mental health. In addition we will increase support for students with special needs and behavior concerns through the hiring of behavior coaches, behavior intervention specialists, and special education teachers and support staff. Funds will also be allocated to the expansion of alternative education options for students at grades 7-8 in an effort to better serve academic and behavioral needs.

After evaluating student learning data and community input we decided to allocate funds for increasing instructional support. Instructional equity coaches will be hired to work collaboratively with teachers to increase explicit equity work and academic achievement.

In an effort to provide increased early learning opportunities and in response to low third grade reading scores, we will be expanding preschool programs as well as hiring general education assistants to support reading interventions at Grades PreK-3.

The data and input collected identified a need for increased support for emerging bilingual students and their families. This led to the hiring of an ELD and Dual Language coordinator to ensure coherence and compliance across the district. In an effort to maintain consistent communication with emerging bilingual students and their families, the district will increase staff for translation of communications in Spanish. At the secondary level, instructional support will increase through the hiring of additional ELD teachers and support staff.

## **Part Four: Data Analysis**

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### **Describe the data sources used and how the data informs equity-based decision making.**

Attendance data, discipline data, OSAS data, and input from community engagement (students/parents/staff/community/focal populations) were all utilized to create the plan. All data was disaggregated to look for discrepant outcomes in each focal population. Specific areas were identified for improvement:

- Early Learning Opportunities
- Special Education Supports
- English Language Supports
- Behavior Intervention Supports
- Instructional Supports

The data from State Summative Assessment informed the decision to increase instructional support through the hiring of instructional coaches, specific to the elementary buildings. The behavior data indicated a need for additional support in creating systemic responses, in addition to counseling services. Graduation rates and intervention data informed the decision to increase alternative-ed to prevent high school dropouts. The increase of early learning opportunities is based off of local data - as evidenced by kindergarten assessments.

## **Part Five: SIA Plan**

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[\*SIA Integrated Planning Tool\*](#)

**Over the next three years of this plan our outcomes will be:**

All tested grade levels, and groups (Economically Disadvantaged, English Learners, and SWD), will improve as measured on state summative assessments, including the reduction of opportunity gaps so all students achieve excellence.
Every K-12 educator analyzes and uses and reviews student learning data and school climate information with an equity lens on a routine basis.
Students in Grades 4-6 at East Elementary will treat each other well and report a sense of belonging, identity, and safety at school.
Targeted case-load reductions for special education, in grades 4-12, will deliver for more individualized support and instruction related to individualized education plans.
Increase in teachers and support staff, including translators, will allow for more individualized support and instruction aligned to the needs of emerging bilingual students and families as evidenced by reduction in academic disparities.

**Strategies**

Strategy #1	<p>Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture, disability, race, gender, and language with equitable learning supports and opportunities.</p> <p>Year 1: Medium Priority Year 2: Low Priority Year 3: Low Priority</p> <p>Evidence Base: Hattie’s Effect Size Self-concept Development through Counseling .47 Social Skills Programs .39 Comprehensive Interventions for students who are learning disabled .77</p>
Strategy #2	<p>Create a culture of safety and respect for all students and adults that support the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.</p> <p>Year 1: High Priority Year 2: Medium Priority Year 3: Medium Priority</p>

	<p>Evidence Base:  Hattie’s Effect Size  Social Skills Programs .39  Comprehensive Interventions for students who are learning disabled .77</p>
<p>Strategy #3</p>	<p>Invest in professional development for culturally responsive instruction, in all content areas, utilizing the state recommended equity lens to ensure the use of evidence-based practices, to move the district’s equity work from implicit to explicit</p> <p>Year 1: High Priority  Year 2: High Priority  Year 3: High Priority</p> <p>Evidence Base:  Hattie’s Effect Size  Micro Teaching .88  Teacher Clarity .75  Vocabulary Programs .67  Professional Development .50</p>
<p>Strategy #4</p>	<p>Provide academic and career &amp; college readiness support for the historically underserved populations including students with special needs, second language learners, and students in alternative education settings.</p> <p>Year 1: High Priority  Year 2: High Priority  Year 3: High Priority</p> <p>Evidence Base:  Hattie’s Effect Size  Second/Third Chance Programs .5  Small Group Learning :.49  (Richards-Tutor et al., 2016)  (<i>What Research Says About Parent Involvement</i>   <i>Responsive Classroom</i>, 2011)</p>
<p>Strategy #5</p>	<p>Provide accessible and equitable early learning opportunities for historically underserved students to ensure the development and acquisition of school-ready skills.</p> <p>Year 1: Medium Priority  Year 2: Medium Priority  Year 3: Low Priority</p>

Evidence Base:  
Hattie's Effect Size  
Preschool Programs .45

[Additional Evidence](#)

**Activities**

	Person or Team Responsible	Measures of Evidence for Activity		
		2020-21	2021-22	2022-23
Hire 1 elementary counselor \$87,000	Karen Thenell	Student Survey and SWIS Data		
Hire 2 Instructional Equity Coaches for Grades K-8 \$174,000	Katie Moore	OSAS Data, Staff Survey, Evaluation Data		
Hire PE/Music teacher \$87,000	David Miller	WelNet Data		
Hire 1 Wellness and Mental Health Instructor for grades 7-8 \$87,000	Melissa Radcliffe	WelNet Data, Local Student Assessment Data, Referrals, Student Survey		
Hire 3 Special Education Teachers for grades 4-12 \$267,000	Jill Ingram	Caseload Data, Progress toward meeting IEP Goals, OSAS Data		
Hire 2 ELD Teachers Grades 4-12 \$174,000	Christy Hartford, Melissa Radcliffe, David Miller, Cassie Thiemens	OSAS Data, Empathy Interviews, Graduation Rates		
Hire 1 Alternative Ed Teacher for Grades 7-8 \$87,000	Jerry Dorland & Melissa Radcliffe	JH Behavior Data, Regular Attendees		
Hire 1 Alternative Ed Assistant for Grades 7-8 \$49,000				
Hire 1 Special Education Intervention Specialist \$95,000	Jill Ingram	Caseload Data, Progress toward meeting IEP Goals, OSAS Data		
Hire 1 ELD/Dual Language Coordinator \$107,000	Curt Shelley	District Surveys, Evaluation Data, Intervention Data, ELPA 21		
Hire 1 Translation Specialist \$23,000	Cassie Thiemens	Evidence of Communication such as empathy interviews		
Hire 1 Pre-K Teacher \$87,000				
Hire 1 Pre-K Educational Assistant	Katie Moore	Local kindergarten assessment baseline, evaluation, community input, ASQ		

\$49,000		
Hire 2 Behavior Intervention Specialists for Grades K-3 \$190,000	Karen Thenell & Rachel Williamson	Informal Observation Data, SWIS Data, SAT Team Reflection
Hire 1 Math Teacher for Grades 7-8 \$87,000	Melissa Radcliffe	OSAS Scores, Staff Survey, Class Size Report
Hire 1 ELD EA for the High School \$47,000	Christy Hartford	OSAS Data, Empathy Interviews, Graduation Rates
Hire 2 General EA for Grades 2-3 \$98,000	Karen Thenell	OSAS Data, MTSS Data
Pre-K Supplies/Expenses \$15,000	Katie Moore	Building Budget
Substitute Salaries \$12,700	Shannon Farrier	District Budget
Professional Development for special education staff \$20,000	Jill Ingram	Staff Evaluation, Staff Certifications, Staff Feedback Surveys

**Priorities**

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**Year 1**

After completing the engagement process, with schools and stakeholders, we have identified the priority areas:

- Increasing academic achievement
  - ORIS Indicators
    - 1.1 Guiding School Vision and Mission
    - 1.2 Using Data to Prioritize and Plan
    - 5.2 Identifying and Removing Barriers to Success
- Developing and supporting strong connections among schools, families, and community to broaden opportunities for student learning, development, and growth.
  - 4.1 Student Centered and Relational Principles for Learning
  - 4.5 Provide Multi-Tiered Systems of Support

If we are unable to hire then we have a plan B, as listed below.

<b>Activities</b>	<b>Aligned Primary Strategy</b>	<b>Year 1 Budgeted Cost</b>	<b>Priority Level YEAR 1</b>	<b>Person Responsible</b>	<b>Measures of Evidence</b>
Professional Development for School Safety	<b>S2</b>	\$ 50,000.00	<b>HIGH</b>	Katie Moore	Schedule of PD Offerings, Sign In Sheets, Staff Surveys
Technology Funds	<b>S4</b>	\$ 100,000.00	<b>HIGH</b>	Tyler Schild	Budget reports
Tutoring Services for Students with Dyslexia	<b>S1</b>	\$ 24,500.00	<b>LOW</b>	Jill Ingram	Schedules, Students goals and progress
Curriculum	<b>S1</b>	\$ 100,000.00	<b>HIGH</b>	Katie Moore	Budget Reports
Hire 4.0 EAs Classroom Support for K-2 Classrooms	<b>S4</b>	\$ 196,000.00	<b>MID</b>	Rachel Williamson & Karen Thenell	EA Schedules, Intervention Data
Art Teacher at Grades 4-6	<b>S2</b>	\$ 87,000.00	<b>LOW</b>	David Miller	Schedules and Staff/Student Survey
Hire 1 SPED EA for Grades 4-6	<b>S1</b>	\$ 49,000.00	<b>LOW</b>	Jill Ingram	Schedules, Students goals and progress
Hire additional 1.0 Title I-A Teachers	<b>S4</b>	\$ 87,000.00	<b>MID</b>	Katie Moore	Intervention Data
Hire .5 Heritage Spanish Teacher at the HS	<b>S3</b>	\$ 37,500.00	<b>LOW</b>	Christy Hartford	Schedules, Student Data/Surveys
Hire 1.0 Counselor for Alternative High School	<b>S2</b>	\$ 87,000.00	<b>MID</b>	Jerry Dorland	SWIS Data, Suspension/Expulsion Data, Attendance
Hire 1.0 Math Teacher at Alternative High School	<b>S2</b>	\$ 87,000.00	<b>MID</b>	Jerry Dorland	OSAS Data, Graduation Rates
Contract with Tillamook Family Counseling	<b>S2</b>	\$ 100,000.00	<b>MID</b>	Curt Shelley	Contract Hours

Hire 1.0 District Nurse	S2	\$ 112,000.00	HIGH	Curt Shelley	Contract Hours, Time Logs
Hire Art/Music Teacher for K-1 School	S2	\$ 87,000.00	LOW	Rachel Williamson	Schedules and Staff Survey
Hire Specialist Support (Art, Health, STEM)	S2	\$ 87,000.00	LOW	David Miller	Schedules and Staff/Student Survey
Hire 1.0 General EA for Grades 4-6	S4	\$ 49,000.00	LOW	David Miller	EA Schedules, Intervention Data
Hire 1.0 General EA for Medically Fragile Students	S2	\$ 49,000.00	HIGH	Melissa Radcliffe	Student Logs
Hire .5 Spanish Speaking Campus Connections	S2	\$ 15,000.00	LOW	Christy Hartford	Community Input
School Based Wellness Center	S2	\$ 100,000.00	HIGH	Curt Shelley	Student Logs and Community Input

We anticipate similar funding for Year 2 and 3. Any exceptions will be related to the inability to acquire adequate staffing for positions. If that is the case, we will allocate funds to fill in gaps per the chart above. Our intent is to have everything implemented in year one.

We will create a quarterly reporting system on all activities and measurable outcomes to be presented to the superintendent. Needed adjustments will be discussed and implemented. These reports will be aggregated and presented to the board in public session biannually.

Our spending priorities will remain the same over the 3 years of the plan.

[SIA Integrated Planning Tool](#)

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[SIA Budget](#)

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## Equity Lens

Throughout the SIA planning process the following underserved groups were kept at the forefront. It was imperative to the district planning team that the needs of these populations were met both academically and social emotionally through SIA funding. Groups included in the planning process were emerging bilingual students and families, students and families navigating poverty, including foster care and homelessness, students and families with special needs, and white males navigating poverty. These populations were prioritized based on a thorough assessment of current practices and educational research, including recommendations from the QEM.

Our hope is to support the prioritized groups socially and academically resulting in gains, as measured by longitudinal growth targets. Through increased opportunities for Career/College Pathways, increased instructional support (1:1 or Small Group) for language acquisition or IEP goals, access to high quality instruction, guaranteeing high caliber teachers, access to smaller class sizes and well-rounded educational opportunities we believe data will demonstrate a reduction of disparities.

At this time we do not anticipate increasing disparities. However, with the implementation of all new programs it is important for us to monitor them closely for the potential of unintended consequences. The impact of eliminating the opportunity gap is increasing opportunities, refining instructional support, and increasing services for students navigating poverty, Special Education, and emerging bilingual students..

We anticipate the following barriers in our implementation could include availability of quality staff, effective monitoring of procedures, adequate time for professional learning, and increased buy-in and trust from all stakeholders. With increased statewide funding we anticipate the demand of teachers could exceed the availability. It is also a challenge for rural school districts to recruit and retain high quality staff. As we have crafted our longitudinal growth targets, we have realized that our leadership team will need additional support in data collection for effective progress monitoring. There is also a need for local assessment tools and benchmarks to identify growth in academic areas. In addition, proper staffing to conduct assessments, input data, and time to discuss results are imperative for a successful improvement science model. The renewed focus on student achievement data will rely on a high level of trust amongst staff, students, and parents to have the greatest impact.

In the future we intend to strengthen the level of trust with our Latinx population and provide more opportunities to share their feedback in person. We have started to set the expectation of inclusive media and events through consistent translation into Spanish. Our barriers have included limited funding to provide childcare or meals for evening input events, in addition to limited translation services. In an effort to increase parental engagement, the district will reflect and refine our communication processes for families with regard to the educational opportunities and requirements for their students, along with highlighting current support systems.

We will make an intentional effort to connect with students with special needs and their families to identify weaknesses and or gaps with their services. The proposed plan includes a district level behavior intervention specialist to be proactive in supporting students with behavioral needs and increasing community engagement. We will also continue to evaluate our needs to serve students struggling to succeed in mainstream education at Grades 7-8. We have a significant number of students that are not having their needs met within the walls of the general education setting. Therefore, we have included a proposal to add alternative educational opportunities to meet individual academic, behavior, and social/emotional needs.

**Five Year Targets**

Regular Attenders

**District-Wide**

	<b>Year 1 20-21</b>	<b>Year 2 21-22</b>	<b>Year 3 22-23</b>	<b>Year 4 23-24</b>	<b>Year 5 24-25</b>
<b>Baseline Target</b>	<b>81%</b>	<b>82%</b>	<b>83%</b>	<b>85%</b>	<b>86%</b>
<b>Stretch Target</b>	<b>82%</b>	<b>83%</b>	<b>84%</b>	<b>86%</b>	<b>87%</b>

**Focal Student Groups**

	<b>Year 1 20-21</b>	<b>Year 2 21-22</b>	<b>Year 3 22-23</b>	<b>Year 4 23-24</b>	<b>Year 5 24-25</b>
<b>Gap Closing</b>	<b>78%</b>	<b>80%</b>	<b>82%</b>	<b>84%</b>	<b>85%</b>

Five Year Completion

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Baseline Target</b>	88%	90%	92%	94%	96%
<b>Stretch Target</b>	90%	92%	94%	96%	97%

**Focal Student Groups**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>	84%	86%	88%	90%	92%

**3rd Grade Reading (ELA)**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Baseline Target</b>	37%	39%	41%	44%	45%
<b>Stretch Target</b>	38%	41%	44%	47%	50%

**Focal Student Groups**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>	16%	20%	24%	28%	32%

**9th Grade On Track**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Baseline Target</b>	82%	84%	86%	88%	90%
<b>Stretch Target</b>	84%	88%	94%	97%	100%

**Focal Student Groups**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>	82%	84%	86%	88%	90%

**4 Year Grad Rate**

**District-Wide**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Baseline Target</b>	82%	84%	86%	88%	90%
<b>Stretch Target</b>	86%	88%	90%	92%	94%

**Focal Student Groups**

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>	78%	80%	82%	84%	86%

**Part Six: Use of Funds**

We have selected the following

- Student Health and Safety Needs
- Reducing Class Size/Case Loads
- Well Rounded Learning Opportunities

**Describe how you will utilize funds to meet students’ mental and health needs**

The following allocations are intended to meet students’ mental and health needs. The proposed plan includes increased counselor support and services (1.0 FTE to 2.0 FTE) to provide lessons from a social emotional curriculum as well as small group and individual interventions to students in grades K-3. Two behavior intervention specialists, K-3, will be hired to support general education students struggling to attend and succeed in the general education classroom setting. Currently, building level administrators are tasked with this and responses tend to be more reactive than proactive.

Across the district, there has been a significant increase in students accessing special education services. Currently special education teachers have caseloads that are too large to provide the individualized support necessary to promote academic and behavioral growth, as per their individualized education plan. Increased staffing will provide a targeted caseload reduction to support individualized plans.

In our rural community, early learning opportunities are limited and unaffordable. The Kindergarten Readiness Assessment data is evidence that students are entering kindergarten with

a lack of exposure and skills necessary for success. The proposed plan includes the addition of a free half-day program that will increase early learning opportunities by 40 seats.

After reviewing behavior and academic data, we realize we have a significant number of students whose needs are not being met within the walls of the general education setting at grades 7-8. Therefore, we have included a proposal to extend alternative educational opportunities to meet individual academic, behavior, and social/emotional needs.

All of the above additions are increased staffing and programs across the district. Our intent is to create a systematic program to serve all students grades PreK-12. Students navigating poverty will have access to early learning opportunities and increased emotional/behavior support within their educational setting. Students with special needs will have expanded opportunities and support in the general education and special education setting. Increased staffing will allow for individualized behavior and academic support for special education and general education students. Increased counseling services will provide consistent social-emotional support across the district.

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**Describe how you will utilize funds to increase academic achievement and reduce academic disparities for the focal groups**

The following allocations are intended to increase academic achievement and reduce academic disparities for the focal groups

Currently we have 1.0 certified FTE allocated to grades 7-12 for the support of emerging bilingual students and families. In the proposed plan, we will double the certified FTE support for grades 7-12. In addition, we are expanding classified services to support students in the EL classroom and general education classroom. At the district level, there will be a position dedicated to the alignment of practices for emerging bilingual students K-12, as well as oversight of the expanding dual language program. Additional translation services will also allow for increased communication between families and teachers. We are confident that increased staffing will

Instructional Equity Coaches for grades K-8 will provide professional learning to ensure high quality systems of data-informed instruction and culturally responsive practices.

In our rural community, early learning opportunities are limited and unaffordable. The Kindergarten Readiness Assessment data is evidence that students are entering kindergarten with

a lack of exposure and skills necessary for success. The proposed plan includes the addition of a free half-day program that will increase early learning opportunities by 40 seats.

Targeted instructional support, through Tier 2 interventions, will be expanded at the 2nd-3rd grade level to address current achievement gaps. Adding additional classified FTE will provide for a restructuring of the building and Title I-A schedules to accommodate classroom teachers in providing targeted support for students in the area of reading and math.

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**Describe the potential academic impact for all students and the focal student groups based on your plan.**

We believe the plan we created will have a positive impact on student achievement and student behavior/mental health for all students and specifically for the focal student populations. The increase of ELD instruction at the secondary level will support students with language acquisition. Our district has made the decision to follow a targeted universalism approach with common goals and focused strategies. The addition of teachers and support staff will allow for aligned instructional support across content areas to ensure individuals' success. This is particularly true for historically underserved populations including emerging bilingual and special education.

The increase in SPED staffing will support students in achieving their personal learning goals. It will allow staff the opportunity to observe behaviors, create intentional plans, and have the capacity to follow through with changes to ensure success. This would include Functional Behavior Assessment, Behavior Intervention Plans, and increase communication with families.

Early Learning opportunities will be evidenced by students arriving to kindergarten school-ready. School-ready as defined as being able to demonstrate success in approaches to learning as well as basic academic skills.

The instructional equity coaches, in coordination with the behavior intervention specialists, will provide building leadership and classroom teachers with instructional support and professional learning specific to utilizing data to inform decisions. The behavior intervention specialists will be integrated into lower grade levels to allow for early interventions and reduce premature identification into the Special Education program. It will allow staff to take the time needed to identify triggers, create plans over time, and monitor progress - prior to a referral to special education.

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**What barriers, risks, or choices are being made that could impact the potential for focal students to meet the growth targets you've drafted or experience the supports you hope your plan causes?**

At this time, we are uncertain if we will find the staffing to fill the additional positions. Overall, district capacity will be pushed to the limit in supervising staff and providing appropriate professional learning for all job capacities. The implementation of the increased support and monitoring of their effectiveness may impact student's growth as evidence by the selected targets. Some of these additions will need to be followed for more than one year to guarantee effectiveness, as growth takes time.

Focal students always face a risk of implicit bias. We plan on providing significant professional learning in regards to equity. However, implicit bias is a deeply rooted issue that is difficult to eradicate. We hope to take it on, make progress, but know focal students will likely face unintended barriers. We may also face push back in regards to funds dedicated to focal groups from parents, community groups, or school board.

## **Part Seven: Documentation and Board Approval**

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[Board Approval](#)

Link to Website: <http://www.tillamook.k12.or.us/>

## **Part Eight: Public Charter Schools**

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**Does Not Apply**