

Douglas County SD 4 (Roseburg Public Schools)

Student Investment Account Grant Application

Part One: General Information (Application)

School Year: 2020/2021

School District: Douglas County SD 4

Institution ID: 1991

Webpage (where SIA Plan will be posted): roseburg.k12.or.us

Contact Person

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Part Two: Narrative (Application)

Plan Summary

Douglas County SD 4 (Roseburg Public Schools) is a PK-12 district serving over 6000 students on 12 campuses: 1 high school, 1 alternative high school, 2 middle schools and 8 elementary schools. The student population demographics include: 78% White, 11% Hispanic/Latino, 7% Multiracial, 1% American Indian, 1% Asian, 1% Black/African American, 52% Free and Reduced Lunch, 13% Students with Disabilities and less than 5% Ever English Learners.

Douglas County SD 4 (Roseburg Public Schools) is dedicated to academic and personal success for every student. All decisions must align with our Strategic Plan. The components of our Strategic Plan include:

- Appropriate and Timely Instruction: Our teachers will have the tools needed to purposely support and scaffold student learning
- Systems Development: Establish data-informed systems
- Leadership Development: Ensure our leaders have the tools to be exceptional instructional leaders
- Safe and Inclusive: Our school environments will allow everyone to feel safe, seen, heard and respected
- Effective Operations: Align district resources to support exceptional learning environments

As a district we have many things to celebrate including a committed group of educators who work tirelessly to ensure success for all students. We pride ourselves on building relationships and providing support for our students, staff and parents. Some of our successes include: Freshman on track for graduation has climbed to 90%; CTE/AP/elective options at the high school continue to grow; full time PE in all elementary schools; implementation of an instructional framework to guide decision making and the ability to recruit and keep highly effective teachers, staff and leaders. The challenges we

continue to face as a district include closing the achievement gap for students experiencing poverty and students with disabilities; improving the graduation rate for students in alternative education environments addressing social-emotional and behavioral needs of all students.

In the area of providing a well-rounded education, our district SIA funding will address the need for broader curricular options at all grade levels including access to STEM education, engaging electives, dropout prevention programs and career and technical education opportunities. SIA funding will also provide support for implementing developmentally appropriate literacy practices and building of classroom libraries PK-12. In order to reduce disparities and increase achievement, the funding will be utilized to improve academic skills and decrease gaps for economically disadvantaged students and students with disabilities and increase time students are served in their least restrictive environment.

Well-Rounded Education activities include:

- Elementary STEAM teachers
- Materials to support STEAM
- PK-12 Classroom Libraries
- Special Education Teachers
- Elementary Music Teachers
- IRLA Formative Reading Assessment

Our district SIA plan addresses the need of supporting student mental and behavioral needs through social-emotional learning and supports embedded in core instruction. It also addresses the need to increase students' sense of belonging and safety and the need for increased instructional time by the reduction of classroom disruptions. The goal of the support will be to increase graduation rates for all students with an emphasis on our underserved populations of students including students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care. In addition, to support the need to reduce academic disparities, improve academic skills and decrease gaps, the plan will increase access to before and after school programs and extracurricular activities for all students.

Health and Safety and Increased Instructional Time activities:

- Social/Emotional Learning Coordinator
- School Psychologist
- Elementary Skills Trainers
- Juvenile Justice Diversion Online Program
- Before/After School Programs and Extracurricular activities

Reducing class size using evidence-based criteria to ensure appropriate student-teacher ratios and staff caseloads has been identified as a district need K-12. The SIA funds will be used for targeted reduction of class size in K-5; 6-8 core and elective classes and 9-12 core and electives with priority on reduced 9th grade classes and phase one implementation of the district alternative education framework. The outcome for students will be increased proficiency/growth across academic measures and a reduction of student discipline incidents and improved school climate for all students.

Reducing Class Size activities include:

- Additional Elementary Teachers
- Additional Middle School Teachers
- Additional High School Teachers

Part Three: Community Engagement and Input

Overview of Community Engagement

Describe your approach to community engagement.

Douglas County SD 4 engaged with our community, parents, staff and students to receive input on the strengths of our district as well as the challenges for students, schools and educators. In order to ensure engagement of staff as well as each of the focal student groups and their families, we facilitated seven community engagement listening sessions in locations throughout the district as well as surveys, focus groups and empathy interviews. A priority was placed on gathering information from our key focal groups including students of poverty and students with disabilities. The key information collected focused on the strengths and challenges in the areas of: reducing academic disparities, meeting students' mental and behavioral health needs, providing access to academic courses, allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate and establishing and strengthening partnerships.

During our engagement efforts Douglas County SD 4 partnered with staff, students and parents as well as community partners including The Ford Family Foundation, IRRE, Cow Creek Band of Umpqua Tribe of Indians, Boys & Girls Club of the Umpqua Valley, Latinos Unidos and Douglas ESD.

Self-Assessment of Community Engagement

The focus of our engagement with students was to target all students with surveys and to receive more specific feedback from focal student groups through focus groups and empathy interviews. We received survey feedback from over 90% of our students and focus groups and empathy interviews targeted historically underrepresented groups including: students with disabilities; students navigating poverty, homelessness and foster care; emerging bilingual students and students of color.

We used a similar approach with families with surveys and empathy interviews but also included community listening sessions in a variety of locations throughout the district. Food, transportation and childcare were offered in two of the community sessions to remove barriers for families to participate.

Staff, including certified, classified and administrative, were afforded the opportunity to participate in a survey to provide feedback on the strengths and challenges faced in our schools. In addition to the surveys, staff meetings were held in all buildings to share and collect information.

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

We want to pursue more opportunities to engage with the Cow Creek Band of Umpqua Tribe of Indians as well as our other focal groups, particularly those who are economically disadvantaged and those involved in our special education programs. We have just begun a partnership with the newly formed Latinos Unidos which is a parent advisory committee for Spanish-speaking/bicultural families and we will continue to listen to the needs of the group in order to better communicate with our families. We can also improve future engagement by focusing on reaching and connecting with families and community members who do not have access to digital resources or who do not utilize social media.

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

The Student Success Act Engagement Toolkit and Tools were helpful in guiding our district in our engagement efforts. ODE can support our continuous improvement in engagement efforts by continuing to update the resources and sharing best practices that have been successful in districts throughout Oregon.

Who was Engaged? Select all of the community members / groups you engaged for this process:

- ☒ X Students of color
- ☒ X Students with disabilities
- ☒ X Students who are emerging bilinguals
- ☒ X Students navigating poverty, homelessness, and foster care
- ☒ X Families of students of color
- ☒ X Families of students with disabilities
- ☒ X Families of students who are emerging bilinguals
- ☒ X Families of students navigating poverty, homelessness, and foster care
- ☒ X Licensed staff (administrators, teachers, counselors, etc.)
- ☒ X Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☒ X Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☒ X Tribal members (adults and youth)
- ☒ X School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☒ X Business community
- ☒ X Community leaders

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

- X Survey(s) or other engagement applications (i.e. Thought Exchange)
- X In-person forum(s)
- X Focus group(s)
- X Roundtable discussion
- X Community group meeting
- X Website
- X Email messages
- X Social media
- X School board meeting

Evidence of Engagement

Provide five artifacts of engagement.

Artifact #1: Video Link

Why selected: Example of invitation for families/community members to participate that was shared on multiple platforms (Facebook, Website, Media)

Artifact #2: Community Listening Session Flyer

Why selected: Flyer demonstrates transportation and food offered for families as well as multiple locations/dates to attend. Flyer is also translated into Spanish.

Artifact #3: Staff Survey Summary

Why selected: Demonstrates feedback was received from certified, classified and administrative staff and demonstrates synthesis of responses received.

Artifact #4: Summary of Student Survey Data

Why selected: Demonstrates 90% of students 3rd-12th grade participated in the survey which ensures students from multiple focal groups participated in the survey.

Artifact #5: Summary of Student Focus Group

Why selected: An example of student focus groups held at all secondary schools. Administrators selected students who represented identified focal groups.

Strategies and Activities for Engaging Focal Student Populations and their Families

Artifact #1: Video Link

<https://www.facebook.com/RoseburgPublicSchools/videos/1085451608325830/>



ROSEBURG PUBLIC SCHOOLS|COMMUNITY LISTENING SESSIONS



YOU'RE INVITED!

Please join us to talk about what student success looks like in our schools. What is going well in Roseburg schools? What areas/services/programs could we improve?

THURSDAY, OCT. 3

6 TO 8 PM

Boys & Girls Club of the Umpqua Valley
1144 NE Cedar St, Roseburg

- Enjoy free dinner courtesy of RPS Nutrition Services
- Free bus pickups and dropoffs for families and students

TUESDAY, OCT. 8

6 TO 8 PM

Rose School
948 SE Roberts Ave, Roseburg

- Enjoy free dinner courtesy of RPS Nutrition Services
- Free bus pickups and dropoffs for families and students



For pickup locations and a schedule of free busing for these events, please visit www.roseburg.k12.or.us or call 541-440-4014.

The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427). This is an historic and much needed investment in K-12 schools. School districts are required to apply for funds and must engage their community in a needs assessment process prior to the application for funds. Allowable investments include class size; well-rounded education; instructional time; health and safety.



**DISTRITO ESCOLAR
DE ROSEBURG
CONVERSACIONES
COMUNITARIAS**



ESTÁS INVITADO!

Por favor, únase con nosotros para hablar acerca de como se ve el éxito estudiantil en nuestras escuelas ¿Qué va bien en las escuelas de Roseburg? ¿Qué áreas, servicios o programas podríamos mejorar?

JUEVES, OCT. 3

6 TO 8 PM

Boys & Girls Club of the Umpqua Valley
1144 NE Cedar St, Roseburg

- Enjoy free dinner courtesy of RPS Nutrition Services
- Free bus pickups and dropoffs for families and students

MARTES, OCT. 8

6 TO 8 PM

Rose School
948 SE Roberts Ave, Roseburg

- Enjoy free dinner courtesy of RPS Nutrition Services
- Free bus pickups and dropoffs for families and students

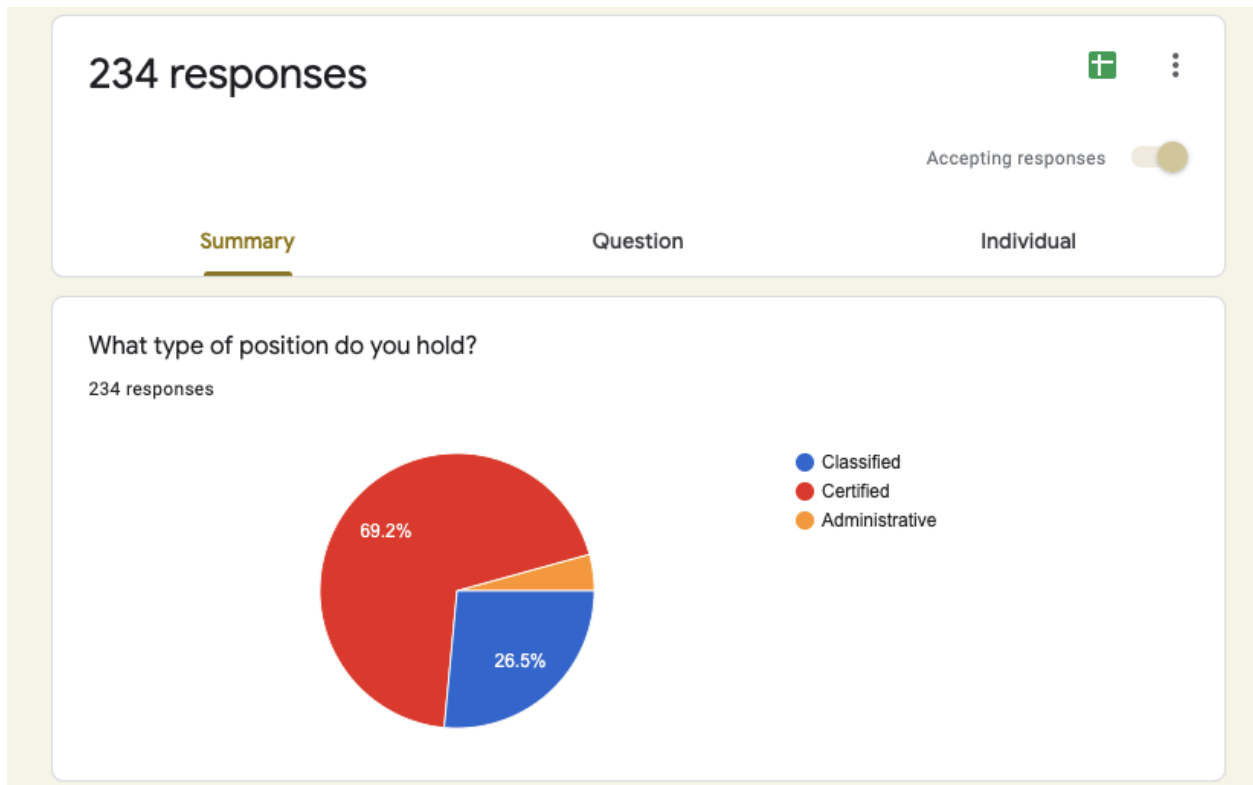


For pickup locations and a schedule of free busing for these events, please visit www.roseburg.k12.or.us or call 541-440-4014.

La legislatura de Oregon aprobó y la gobernadora firmó la Ley del Éxito Estudiantil de \$2 mil millones (HB3427). Esta ha sido una inversión necesaria e histórica en las escuelas de K-12. Se requiere que cada distrito escolar en Oregon involucre a su comunidad en un proceso de evaluación de necesidades antes de solicitar fondos. Inversiones permitidas: Tamaño de la clase; educación integral; tiempo de instrucción académica; salud y seguridad.

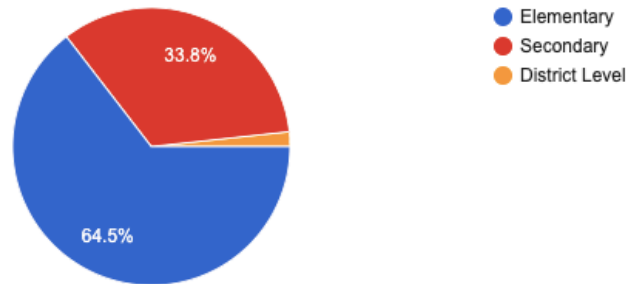
Artifact #3:

SSA Staff Input 2019-2020



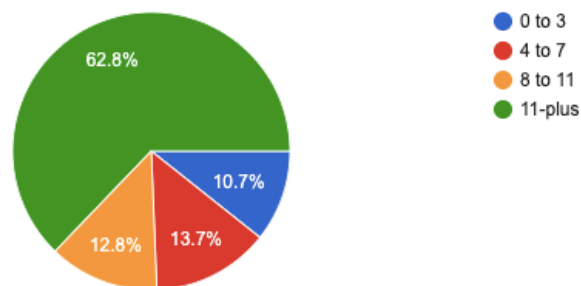
What level do you work?

234 responses



How many years experience in education?

234 responses



Douglas County SD 4 (Roseburg Public Schools)

SSA Staff Input Summary

1. Challenges for students, schools and educators in the area of reducing academic disparities.
 - Poverty
 - Emotional/Mental Health/Behavior Challenges
 - Large class sizes, Overcrowded classrooms
 - Parent connection and involvement
 - Time for collaboration and purposeful planning
 - Inadequate staffing to meet the individual needs of students
2. What are challenges for students, schools and educators in the area of Meeting Students' Mental & Behavioral Needs?
 - Increasing number of students with mental and health challenges.
 - Large class sizes
 - Lack of training

- Not enough openings in TAP/TLC/DLC/SRC, Need more programs for students who cannot adapt to the regular classroom
 - Inadequate staffing to meet the individual needs of students (CDS, Counselors, School Psychologists, I/As, skills trainers, behavior specialists, full time TOSAS), More people to help with behavioral needs
 - Lack of mental health support
 - Time for training, collaboration, and to address individual student needs
 - Parent connection and involvement
 - Funding, lack of resources
3. What are challenges for students, schools and educators in the area of Providing Access to Academic Courses?
- Large class sizes
 - Elective options for middle school students
 - More variety and increased electives, more academic electives
 - Time for training, planning, collaboration
 - Lack of training/resources
4. What opportunities could the district provide to give you the freedom to try innovative methods for learning?
- Provide subs to observe each other teach.
 - STEAM/STEM training
 - Funding to purchase resources
 - Time for training, planning, collaboration
 - Smaller class sizes
 - Technology and training to use technology
 - Trust in teachers to do their job and help develop their own PD.

Artifact #4:

Student Survey Results

Total # of Responses 3rd-12th Grade: 3820

Total # of Students: 4229

Percent Participating: 90%

How safe do you feel in your classrooms?	Very safe	36%
	Mostly safe	39%
	Somewhat safe	19%
	Not safe	6%
How safe do you feel in the hallways in your school?	Very safe	24%
	Mostly safe	41%
	Somewhat safe	25%
	Not safe	10%
How safe do you feel in the bathrooms at your school?	Very safe	23%
	Mostly safe	38%
	Somewhat safe	25%
	Not safe	15%
It is important to me to do the best I can do in school.	Very true	70%
	Sort of true	24%
	Not very true	4%
	Not at all true	2%
I pay attention in class.	Very true	36%
	Sort of true	55%
	Not very true	7%
	Not at all true	2%
I work very hard on my school work.	Very true	45%
	Sort of true	43%
	Not very true	10%
	Not at all true	3%
A lot of the time I am bored in class.	Very true	39%
	Sort of true	34%
	Not very true	20%
	Not at all true	7%

Artifact #5:

FREMONT FOCUS GROUP 2020

13 of 16 students attended the Focus Group - 7 Girls & 6 Boys

What is working well at our school?

- Attendance Parties – 6
- Technology in the classroom – 12
- Teachers – 10
- Peers – 13
- Lunch Ladies – 13
- Library – 7
- Cribbage
- Dances – 5
- Schedules – 9
- Elective Options – 12

What needs to improve at our school?

- Attendance Parties – 12
 - Would like to see more parties like the first one of the year
- Lockers – 12
 - Would like to see new single and wider ones
- Food Options – 11
 - Would like to see more options
- Better Play Area – 12
 - Volleyball Nets
 - More Space
 - Use of the track and a new track
- Bus Signs Updated
- Better Communication between students and teachers
- More Clubs – 8
- Social Skills Classes – 5
- New Track – 13
- Larger Hallways – 9
- Heating and Cooling – 13
- Fix School Clocks
- Better Gym Bleachers
- Fix Leaking Roof, students identified all the water stains in the ceiling
- More Art Classes
 - Specifically Drawing
- Natural Resources
 - Would like to have more tools and resources for the class
- Even more electives
- PE – Expand Outside options
- Improve the bathrooms and add paper towels
- Longer passing periods – 13
 - All said 5 min.
- No more desks, move to table and chairs – 13
- Allow Hats and Hoods – 7

Describe the strategies that you executed to engage each of the focal student groups and their families present within your district and community.

Our district designed and implemented a communications and engagement plan that included training for administrators on engagement strategies to utilize with families and students with an emphasis on our student focal groups including students experiencing poverty, homelessness, and foster care; students with disabilities; emerging bilingual students and historically marginalized populations. The plan also included strategically scheduled community listening sessions throughout the district. The sessions included food and transportation for families. This strategy was used in order to reach a variety of students and families as well as to ensure families felt welcome and included.

Approaching focal student populations and their families was our first priority. This process began with identifying our historically underserved populations and educating district administrators on the populations present in each of our schools. Our building administrators have developed close relationships with our families and were the greatest resource to utilize to reach out to families. Administrators made personal phone calls and held focus group meetings with families to identify strengths and concerns regarding our school district. This strategy was used in order to reach a variety of students and families as well as to ensure families felt welcome and included.

Describe the activities that you executed to engage each of the focal student groups and their families present within your district and community.

Our student focal groups include students experiencing poverty, homelessness, and foster care; students with disabilities; emerging bilingual students and historically marginalized populations. The activities we utilized included: surveys, community listening sessions, empathy interviews and student focal groups.

We conducted two parent surveys to engage our families and collect information. The IRRE survey was sent via email to our district families. We had 1506 individual surveys completed by parents of district students. In addition, we provided a link on our website and through social media for another survey for the community and parents to provide specific feedback on the strengths of our district as well as the challenges our parents and community feel our district is facing. We chose surveys in order to reach a large number of families and community members.

A student survey was provided to all 3rd through 12th grade students in the district. 3820 students (90%) completed the survey. A student survey was selected as the most efficient way to gather information from a large number of our students. The 90% of students participating included students from all of our focal populations.

Our superintendent facilitated seven community listening sessions in Fall 2019. The listening sessions were held at various locations including schools, local coffee houses and the Boys & Girls Club. Listening sessions were selected as an activity in order to give families and community members an opportunity to sit down and have a conversation with the superintendent regarding the strengths and challenges of our district. In order to encourage participation in the listening sessions, food and transportation were provided.

Building administrators conducted empathy interviews with students and parents. Empathy interviews were selected in order to target focal groups populations as well as provide an opportunity for students and parents to share ideas and thoughts with a familiar staff member in which a relationship had already been built.

At the middle and high school levels, administrators conducted student focus groups for roundtable discussions about the students' likes and dislikes about school. Administrators selected representatives from all student groups to participate including students from focal group populations. Focus groups were selected in order to provide an opportunity for students to share their thoughts and concerns about our schools in a small group setting with familiar staff members.

Strategies and Activities for Engaging Staff

Describe the strategies that you executed to engage staff.

Our district designed and implemented a communications and engagement plan that included training for administrators on engagement strategies to utilize with staff as well as a plan for the superintendent to engage in conversations with staff throughout the district.

Approaching all staff was our first priority with an intentional focus on gathering information from certified, classified and administrative staff. This strategy was used specifically to ensure our classified staff had a voice in the process.

Describe the activities that you employed to engage staff.

Two staff surveys were utilized to gather input. The first survey was sent to all of our teachers via email. A total of 302 teachers (91%) participated in the survey. The second survey was shared with all district staff including teachers, classified employees and administrators. The survey consisted of short answer questions asking for feedback on the strengths of our district as well as the challenges in regard to student emotional and behavioral needs along with academic disparities. Surveys were utilized in order to provide all of our employees the opportunity to provide input.

All school buildings conducted staff meetings to share the purposes of the Student Success Act as well as to collect information from staff members. Staff meetings were utilized in order to provide a consistent message in all buildings regarding the purposes of the funding as well as to give our staff the opportunity to provide input on the needs of individual buildings as well as the district as a whole.

Collecting and Using Input

Describe and distill what you learned from your community and staff.

Community/Parents:

Challenges for students, schools and educators in the areas of reducing academic disparities and meeting students' mental and behavioral needs:

- funding
- large class sizes
- lack of student support
- safety, bullying/discrimination
- communication

Students:

Improvements needed:

- reduction in student discipline incidents in classrooms and improved student climate
- classes that are interesting and engaging
- more recess/time to be active

Staff:

Challenges for students, schools and educators in the areas of reducing academic disparities and meeting students' mental and behavioral needs:

- large class sizes
- emotional/mental health/behavior challenges
- equity
- time for collaboration and purposeful planning
- inadequate staffing to meet the individual needs of students
- parent connection and involvement

Part Four: Data Analysis (Application)

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

The following data sources were used to inform decisions: IRRE Teacher, Student, Parent Survey; IRRE Student Outcome Data; District Attendance and Discipline Data; District Summative and Formative Assessment Data; ORIS Needs Assessment; AdvancedED Accreditation Data; ODE ESSA Team Focus Groups; District Community SSA Listening Sessions; SSA Staff Survey; Student Empathy Interviews and Focus Groups and ODE provided Student Investment Account Data.

Data was reviewed for all student groups including our district focal groups. Examining data on all students promotes shared responsibility which is a key component of data use for equity. The goal of our data analysis was to bring evidence to light to help our district make informed decisions for all of our students.

Part Five: SIA Plan

Outcomes:

Outcome #1: Increased graduation rates and attendance rates for all students with the largest percentage of growth in our underserved populations of students.

Outcome #2: A comprehensive system to support social-emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: Reduction of student discipline incidents and improved school climate.

Douglas County SD 4 has identified 13 activities/investments to advance our district priorities of safe and inclusive school environments, systems development and appropriate and timely instruction for all students. Each activity/investment is tied to one of the four identified strategies to support generating the changes our district would like to see.

Strategy #1: Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical well-being of students and adults that is critical to academic and professional success

Which outcomes will Strategy #1 address and how?

Outcome #1: Increased graduation rates and attendance rates for all students with the largest percentage of growth in our underserved populations of students.

Outcome #2: A comprehensive system to support social-emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: Reduction of student discipline incidents and improved school climate.

Specific Activities that will support Strategy #1

Activity #1: Social Emotional Learning Coordinator

Person or Team Responsible for Activity 1: Director of Teaching & Learning and Teaching & Learning Dept.

Measures of Evidence for Activity 1: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders

We will invest \$148,000 in the hiring of a Social Emotional Learning Coordinator. The SEL Coordinator will be an administrative position under the direction of the Director of Teaching and Learning. The position will support the district priority of providing safe and inclusive school environments as well as the Student Investment Account purpose of meeting students' mental and behavioral health needs. The essential functions of the position during year one of implementation will include providing direction and coordination for the effective implementation of the district's social and emotional learning initiatives by which students and adults develop fundamental emotional and social competencies and experiences and building the capacity of staff and schools to implement social emotional learning programs and approaches. In order to support the district priority of systems development the SEL Coordinator in conjunction with the Teaching and Learning and Student Services Departments design and implement school improvement systems to meet students' and educators' social and emotional needs; increase investment and achievement of all students; and increase educator investment and collaboration. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #2: Additional School Psychologists

Person or Team Responsible for Activity #2: Director of Student Services and Student Services Dept.

Measures of Evidence for Activity #2: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, Third Grade Reading

We will invest \$214,000 to hire two additional school psychologists. This addition will bring the total number of school psychologists for the district to seven. School psychologists deal with the prevention or management of problems in the learning, development, or adaptive social behavior of students and are expected to provide recommendations to parents and staff to improve the educational progress and mental health of students. In addition, the school psychologist assists classroom teachers with behavior management and instructional programming to provide the least restrictive educational setting for students. This investment supports the district priorities of safe and inclusive school environments and appropriate and timely instruction as well as the Student Investment Account purposes of meeting students' mental and behavioral health needs and reducing academic disparities. Return on investment

and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #3: Elementary Skills Trainers

Person or Team Responsible for Activity #3: Social Emotional Learning Coordinator, Director of Teaching & Learning and Teaching & Learning Department

Measures of Evidence for Activity #3: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, Third Grade Reading

In order to support at-risk students with academic, social emotional and behavioral needs in our elementary schools, we will invest \$371,500 in 8 skills trainers. One skills trainer will be assigned to each of our 8 elementary schools. Five of the positions will be new classified positions. The other three positions are current positions in which the funding for the positions will be changed from ESD Menu B funds to SIA funds. The skills trainers will provide supports including working with students individually, in small groups, and within the classroom as well as work in collaboration with teachers and other building staff to plan and implement supports for identified at-risk students. The skill trainers will work under the direction of the newly hired Social Emotional Learning Coordinator. This investment supports the district priorities of safe and inclusive school environments and systems development as well as the Student Investment Act purpose of meeting students' mental and behavioral health needs. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Strategy #2: Ensure instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with content area standards and are culturally and academically relevant

Which outcomes will Strategy #2 address and how?

Outcome #1: Increased graduation rates and attendance rates for all students with the largest percentage of growth in our underserved populations of students.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: Reduction of student discipline incidents and improved school climate.

Specific Activities that will support Strategy #2

Activity #4 & Activity #4A: Elementary STEAM Teachers and STEAM materials:

Person or Team Responsible for Activity #4 & #4A: Director of Teaching & Learning and Teaching & Learning Department

Measures of Evidence for Activity #4 & #4A: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, Third Grade Reading

We will invest \$428,000 in four elementary STEAM (Science, Technology, Engineering, Art, Math) teachers to support our 8 elementary schools. The STEAM teachers will work as a team to develop, organize and promote interdisciplinary STEAM activities through authentic, problem-based curriculum experiences. This investment supports a well-rounded education for all students by providing access to all elementary students to NGSS science standards through hands-on and highly engaging activities. The investment also supports the district priorities of appropriate and timely instruction and systems development. The premise for the positions is to prepare our elementary students to better access the NGSS science standards at the middle school and high school levels as well as support our shift as a district to the Physics first model at the high school. The STEAM teachers will work under the direction of the Director of Teaching & Learning and rotate through all of the elementary schools on a set schedule to provide instruction to all students K-5. In addition to the 4 teachers, the district will invest \$12,000 for materials and supplies to support the implementation of STEAM classes at the elementary schools. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #5: K-12 Classroom Libraries

Person or Team Responsible for Activity #5: Director of Teaching & Learning and Teaching & Learning Department

Measures of Evidence for Activity #5: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, Third Grade Reading

In order to support literacy and promote a love of reading for all students we are investing \$154,000 to purchase books for classroom libraries PK-12. The goal will be at the end of three years to have 1000 books in every PK-5 classroom as well as all ELA classrooms at the middle schools and high school. Research suggests that increasing access to books can mitigate the effects of poverty on school achievement and literacy development. This investment supports the district priorities of appropriate and timely instruction as well as reducing barriers to graduation. In addition, this investment supports the strategy of providing instructional materials that are supportive of all students. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Strategy #3: Establish systems and interventions to identify and remove barriers to graduation for all students

Which outcomes will Strategy #3 address and how?

Outcome #1: Increased graduation rates and attendance rates for all students with the largest percentage of growth in our underserved populations of students.

Outcome #2: A comprehensive system to support social-emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: Reduction of student discipline incidents and improved school climate.

Specific Activities that will support Strategy #3

Activity #6: Additional Special Education Teachers and Instructional Assistants

Person or Team Responsible for Activity #6: Student Services Department and Human Resources Department

Measures of Evidence for Activity #6: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, Third Grade Reading

In order to increase access for all students to a well-rounded education as well as support the district priority of appropriate and timely instruction, we will invest \$974,000 to hire 7 additional special education teachers and 5 additional special education assistants to serve our students K-12. This investment also supports the purpose of increasing academic achievement and reducing academic disparities for students with disabilities. The newly hired teachers will be assigned to school buildings based on caseloads and the specific needs of students. All students must have access to high-quality, evidence-based instruction that maximizes his/her potential in the Least Restrictive Environment (LRE). This investment will support that access and ensure the needs of our students are met in a collaborative and inclusive environment. The timeline for this investment is to hire the additional special education teachers and assistants to begin serving students in classrooms at the beginning of the 2020/2021 school year. Return on investment and effectiveness of the positions will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #7: Additional Elementary Music Teachers

Person or Team Responsible for Activity #7: Teaching & Learning Department and Human Resources Department

Measures of Evidence for Activity #7: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders

In order to allow teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate, we will invest \$214,000 to hire two additional elementary music teachers. These teachers will be in addition to the six music teachers currently funded by general funds. This investment will provide a full-time music teacher at all 8 of our elementary schools which will support a well-rounded education for all students K-5. While the students are attending music class, the general education teachers will be provided time for collaboration and planning in order to differentiate instruction based on the needs of all students. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #8: Additional Elementary Teachers to Reduce Class Sizes

Person or Team Responsible for Activity #8: Human Resources Department

Measures of Evidence for Activity #8: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, 3rd Grade Literacy

In order to reduce class sizes and support our students who have historically experienced disparities in schools, we will invest \$642,000 to hire six additional elementary teachers. Research shows the positive effects of class size reduction are twice as large for students of color and those navigating poverty (Mathis 2016) as well as smaller class sizes significantly increase the probability of a student attending college, earning a diploma and earning a STEM degree (Dynarski et al 2013). This investment supports the district's strategy of establishing systems and interventions to identify and remove barriers to graduation for all students. The placement of the six additional teachers will be determined based on class size numbers. Professional development to support teacher efficacy, including ensuring teachers are prepared to use techniques that are particularly suited to small class environments as well as techniques for differentiated instruction will be provided using funds from Title I, Title II, Title IV, ESSA Partnerships and ESD Menu B budgets. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #9: Additional Middle School Teachers

Person or Team Responsible for Activity #9: Human Resources Department and Building Level Administrators

Measures of Evidence for Activity #9: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders

In order to reduce class sizes, promote engagement and lower drop-out rates, we will invest \$656,799 in 6 teaching positions at the middle school level. The positions will be divided up between our two middle schools. Four of the positions will be new certified positions. The additional positions will be used to reduce the size of elective classes and provide CTE opportunities for our middle school students. CTE opportunities at the middle schools are currently being funded at the middle schools using High School

Success funds. SIA funds will be used to expand the opportunities for our middle school students. This investment will support the district priorities of systems development by aligning the courses with the current CTE offerings at the high school. In addition, this investment focuses on providing a well-rounded education and increased access to opportunities for all students. The additional two positions are current Teaching and Learning Support Specialists (TOSAs) assigned to the two middle schools in which the funding for the positions will be changed from general fund to SIA funds. The Teaching and Learning Support Specialists support the district priority of safe and inclusive school environments by providing behavior supports for students as well as professional development for teachers on best practices to support the social emotional learning of all students. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #10: Additional High School Teachers

Person or Team Responsible for Activity #10: Human Resources Department and Building Level Administrators

Measures of Evidence for Activity #10: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders

We will invest \$535,000 to hire five additional teachers at the high school. The investment will hire three core teachers: Wellness, English and Science to support smaller learning communities for our 9th graders. The teachers will teach 3 periods. The other two periods will help offset other class sizes in order to support access to academic courses and reducing academic disparities for students. One additional math teacher will be hired to reduce the size of core classes as well as continue to provide support classes in order to reduce the gaps between outcomes for different student groups. The fifth position will be a newly created position of a GED teacher at the high school. This position supports our district initiative to develop an alternative education framework to provide multiple pathways for our students to successfully complete high school. The GED option will be a Tier 3 support for students who are at least one full year behind. The model will include students attending GED classes in person with a teacher for half of the school day and attending electives at the high school for the remainder of the day. Students will be able to earn credits towards graduation for passing the GED test. All five of the additional positions support the district priority of providing appropriate and timely instruction as well as meeting the educational needs of all students. Additional supports for increasing 9th grade on-track and graduation rates are being provided at the high school using High School Success funding. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #11: Juvenile Justice Online Program

Person or Team Responsible for Activity #11: School Resource Officers, High School and Middle School Administrators, Student Support Services Department

Measures of Evidence for Activity #11: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders

In order to support safe and inclusive school environments and to remove barriers to graduation, we will invest \$10,000 in the Juvenile Justice Online Program. Juvenile Justice Online is a diversion program for truancy, sexting, cyber-bullying and vaping, as an alternative to suspension, arrest, court or adjudication. It provides online education for school resource officers, school administrators, teachers, parents and students and a comprehensive online diversion program that includes a timed set of consequences that a student must satisfy in lieu of arrest, suspension or school expulsion. This investment supports our district initiative to develop an alternative education framework to provide multiple pathways for our students to successfully complete high school. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Strategy #4: Ensure educators and families have the tools to support academic success for every student

Which outcomes will Strategy #4 address and how?

Outcome #1: Increased graduation rates and attendance rates for all students with the largest percentage of growth in our underserved populations of students.

Outcome #2: A comprehensive system to support social-emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: Reduction of student discipline incidents and improved school climate.

Specific Activities that will support Strategy #4

Activity #12: IRLA Formative Reading Assessment

Person or Team Responsible for Activity #12: Director of Teaching & Learning and Teaching & Learning Department

Measures of Evidence for Activity #12: Regular Attenders, 3rd Grade Reading

We will invest \$15,000 for the first phase of a three year roll out to implement the use of the IRLA (Independent Reading Level Assessment Framework) in our elementary schools. The IRLA formative assessment allows a teacher to match readers with appropriate texts; identify which skills/standards and in what order are the most crucial for each student; design individual, small-group, and whole-group instruction targeted to the development of specific skills as well as monitor the progress of each student. The IRLA also includes a parent component which informs a parent of a student's reading level and what the parent can do to support the student at home. This investment supports the district priority of appropriate and timely instruction as well as the Student Investment Account purpose of increasing academic achievement and reducing academic disparities. During the first year, the IRLA will

be by learning specialist at each of our 8 elementary goals with the goal of every elementary teacher utilizing the IRLA assessment by the end of three years. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Activity #13: Before/After School and Extracurricular Activities

Person or Team Responsible for Activity #13: Director of Teaching and Teaching & Learning Department, Building Administrators

Measures of Evidence for Activity #13: Four-year Graduation, Five-year Completion, Ninth Grade On Track, Regular Attenders, Third Grade Reading

We will invest \$262,251 to ensure access to extra-curricular activities with an emphasis on access for students of color, students with disabilities, emerging bilingual students and students navigating poverty, homelessness, and foster care. The purpose of this investment is to remove the barrier of cost for students PK-12 to access after school programs and activities such as robotics, coding, STEAM, visual arts, etc. This investment supports the district strategy to ensure families have the tools to support academic success for every student as well as providing engaging activities to keep students connected to school. Return on investment and effectiveness of the position will be determined based on metrics identified by district leadership prior to the beginning of the 2020/2021 school year. The district is evaluating the effectiveness of all investments using the continuous improvement model of plan, do, study, adjust.

Priorities:

High Priority Activities

- Social Emotional Learning Coordinator
- Special Education Teachers
- School Psychologist
- Skills Trainers
- Elementary Teachers
- Middle School Teachers
- High School Teachers

Mid Priority Activities

- STEAM Teachers
- Materials for STEAM
- Music Teachers
- Juvenile Justice Online Diversion Program
- Books for Classroom Libraries
- IRLA Formative Reading Assessment

- Before/After School Programs and Extracurricular Activities

In what ways might your priorities shift within a given year based on resource availability (including human resources you are planning for)?

If we are unable to fill all of the staff positions, our priorities will shift and more financial resources will be moved to purchase books for classroom libraries, additional IRLA Formative Reading Assessments and to support before/after school programs and extracurricular activities. In addition, we will use funds to provide professional development for staff in order to support social emotional learning for all students along with purchasing and implementing a learning management system (LMS).

Equity Lens

Roseburg Public Schools Equity Lens

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Does this decision **close** or **widen** the access, opportunity and expectation gaps?
- How will you modify or enhance your strategies to **ensure** each learner and communities' individual and cultural needs are met?

Each planned activity or investment was filtered through the Roseburg Public Schools Equity Lens questions. Planned activities or investments were adjusted to promote more equitable access and opportunity for focal student populations (students of color; students with disabilities; students who are emerging bilinguals; students navigating poverty, homelessness, and foster care).

Part Six: Use of Funds

Douglas County School District 4's (Roseburg Public Schools) plan will address the following allowable use categories:

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Students' mental health and behavioral needs will be addressed through a comprehensive plan that includes a district social emotional learning coordinator. The coordinator will oversee district programs and provide professional development in the areas of behavior and social emotional learning as well as lead the reset of Positive Behavioral Interventions and Supports (PBIS) for the district PK-12. The plan will also include: a strengthened multi-tiered system of supports, increased capacity for inclusive practices and improved student to staff ratios in high needs areas through the addition of special education teachers and skills trainers. The behavioral and social emotional learning supports will be provided for all students, but a priority will be placed on our focal student populations of students with disabilities; students navigating poverty, homelessness, and foster care; students of color and student who are emerging bilinguals.

SIA funds will be utilized to increase academic achievement and reduce academic disparities for our focal student groups. STEAM teachers will be added to support elementary schools in order to provide well rounded educational opportunities for all students. Classroom libraries will be bolstered K-12 with the goal of having 1000 books in every classroom after three years to provide literacy opportunities and foster a love of reading. In addition, special education teachers and skills teachers will be added to provide instructional support to every student in their least restrictive environment.

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

The potential academic impact for all students includes: 9th grade on track increase to 95% or higher, increase in 4-year graduation rates and 5-year completion rates, and reading and math achievement and growth at or above the state average. The potential academic impact for our focal student groups includes: 9th grade on track increase to 95% or higher, increased achievement and growth in reading and math, and reduction of gap in 4-year graduation and 5-year completion rates.

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

The greatest challenge for us will be finding and retaining qualified staff for some of the positions outlined in the plan due to many districts in Oregon also adding positions to support social emotional learning and special education. In order to address this issue, we have developed a tiered plan to put into place if we are unable to fill all of the positions.

Part Seven: Evidence of Board Approval

Evidence will be uploaded after board approval of application and board meeting minutes.

Part Eight: Public Charter Schools (Application-if applicable)

Do you sponsor a public charter school? Yes

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan? No, public charter school is applying for SIA funds independently.

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. Public charter school is applying for SIA funds independently.

