

Douglas County SD 4/ Roseburg Public Schools

2023 Integrated Application Presentation

Contents

- Purpose of Presentation
- Background & Context
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

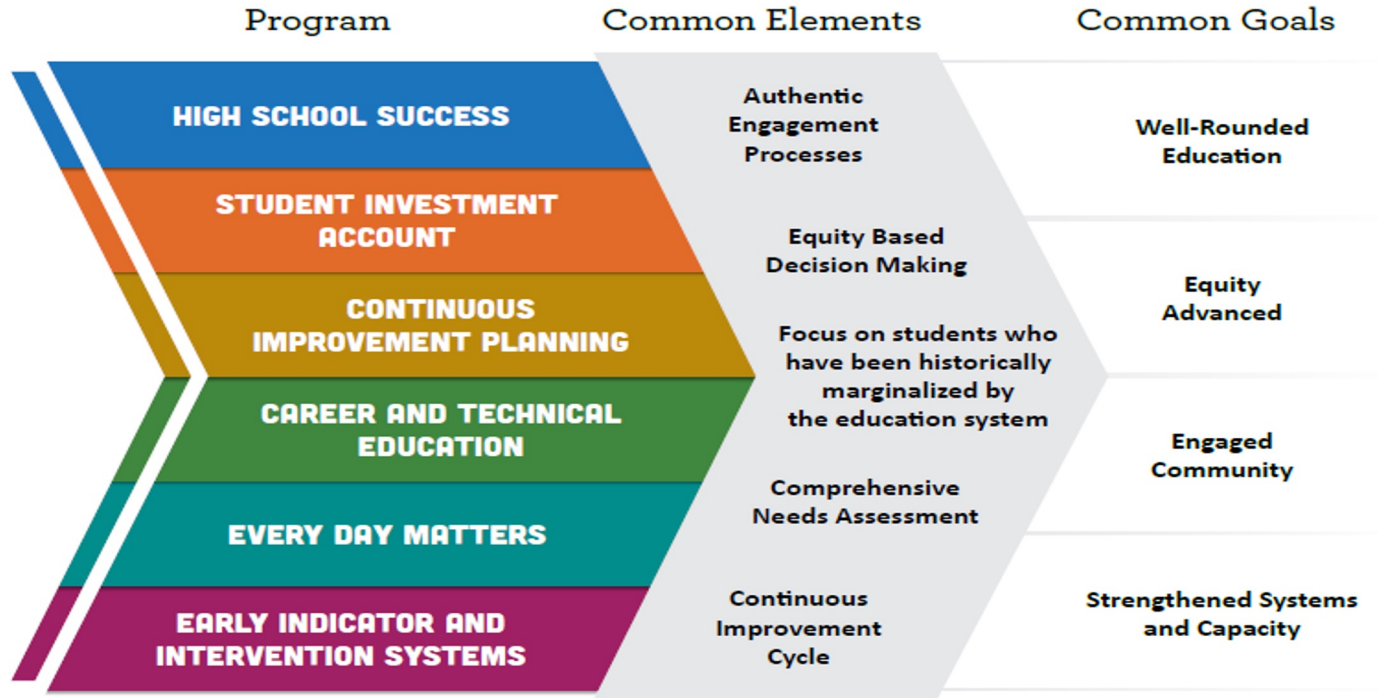
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval

Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals



Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

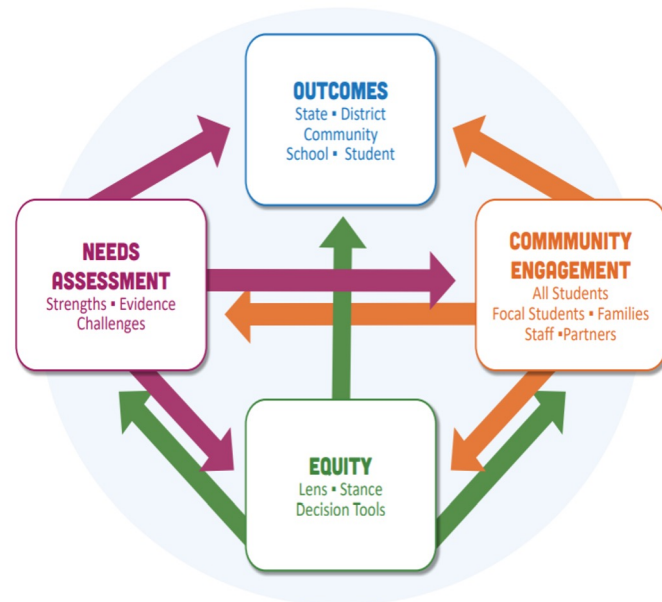
Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EiIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Required Planning Processes

- Use of an equity lens
- Staff/Student/Family engagement
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model
- Review and use regional CTE partners inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



District Equity Lens

Roseburg Public Schools Equity Lens

An improvement tool used to improve decision-making and resource allocation.

- 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?

Identified Access Needs

Douglas County SD 4 (Roseburg Public Schools) identified the greatest needs in terms of equity and access are:

1. The need for greater access to behavioral and mental health supports for students and families.
2. The need to reduce disparities for student focal groups (students' w/disabilities, students of color, students navigating poverty and students navigating foster care and homelessness).
3. Continue to expand college and career opportunities for students.
4. The need for more representation of students in identified focal groups (students' w/disabilities, students of color, students navigating poverty and students navigating foster care and homelessness) in advanced courses (AP/Dual Credit).

Engagement Highlights

Douglas County SD 4/Roseburg Public Schools 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 listening sessions, surveys, community business meetings, 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. During our engagement efforts we 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, UCC, and Douglas ESD.

Needs Assessment Highlights

The following data sources were used to inform decisions:

- IRRE Teacher and Student Surveys
- IRRE Student Outcome Data
- District Attendance and Discipline Data
- District Summative and Formative Assessment Data
- District Community Listening Sessions
- Staff and Parent Surveys
- Student Empathy Interviews and Focus Groups
- ODE provided Longitudinal Data.

Data was reviewed for all student groups including our district focal groups.

Needs Assessment Highlights cont.

The Needs Assessment process indicates we are making progress in the areas of reducing academic disparities and meeting students' mental and behavioral needs, although there is still work to be done. Students with disabilities and students navigating poverty are still performing below the overall student average in math and language arts as well as attendance and 9th grade on track. Investments to improve support for students' mental and behavioral health have proven to be successful in many ways and maintaining these resources was a priority among staff, students, and parents/families of all student groups. Offering a well-rounded education by continuing investments in STEM, music and PE was also a highly rated strategy by students, staff, and families.

Our Plan

Keeping our strategic plan and the results of our needs assessment in the forefront, we identified the following high-priority needs:

1. Improve support for student's mental and behavioral health
2. Improve literacy outcomes for elementary and middle school students
3. Improve student achievement while creating positive outcomes for all students
4. Build aligned CTE/STEM Pathway options and strengthen partnerships with industry leaders
5. More access to high-quality professional learning and collaboration for teachers and staff to better support the needs of their students

Our Plan

Our intended outcomes are:

1. Increase graduation rate for all students to 90% with the largest percentage of growth in our underserved populations of students.
2. A comprehensive system to support social-emotional needs for students and adults will produce positive changes in school climate and learning conditions.
3. All students will demonstrate typical of higher growth in reading and math.
4. Reduction of student discipline incidents and improved school climate.
5. Increase access to and retention of all students in CTE/STEM/AP/College courses and programs of study, with particular attention to students who have historically been underserved.

Strategies

Strategies to support outcomes and address needs:

1. Fully implement a PK-12 Multi-Tiered System of Support (MTSS).
2. Provide all students with rigorous, accessible, and aligned district-adopted instructional materials.
3. Reduce class size to close the opportunity and achievement gap.
4. Implementation of high-quality summer transition, credit retrieval courses and after school academic support for high school students.
5. Fully executed 9th grade on track team and 9th/10th grade smaller learning communities (SLCs).

Strategies cont.

6. 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.
7. Implementation of Social Emotional learning framework.
8. Implementation of high quality social emotional curriculum PK-12.
9. Provide high quality professional learning for staff on integrating social emotional competencies in all content areas.
10. Remove the barrier of cost for students PK-12 to access athletics, extra-curricular activities, and electives.

Strategies cont.

11. Purchase high quality instructional materials for elementary schools for literacy.
12. Provide high quality professional learning to staff on foundational literacy skills.
13. Monitor learning to help students, staff and parents better identify learning needs.
14. Provide high quality professional learning to staff on math best practices including evidence-based intervention and extension methods.

Strategies cont.

15. Fully implement a PK-12-tiered system of support for behavior.
16. Provide equitable access to social, behavioral, and mental health supports.
17. Provide high quality professional learning for staff to better understand and support students navigating poverty and foster care.
18. Fully executed Student Intervention Team at all levels.

Strategies cont.

19. Offer a well-rounded education by increasing offerings in STEM, CTE, music and PE.
20. Build partnerships with industry leaders to offer work-based learning experiences including apprenticeships and internships.
21. Provide high quality professional learning for high school teachers in implementation and design of CTE/STEM/College/ AP courses.
22. Build partnerships with local and state colleges and universities to establish additional dual-credit courses in multiple subject areas.

SIA Investment Highlights

Preliminary Budget: \$4,198,070.55

Investment Highlights:

- Special Education Teachers and Instructional Assistants
- Skills Trainers
- STEAM Teachers
- PK-12 Social Emotional Learning Coordinator
- Eliminate all fees for students
- Additional teachers to reduce class sizes

[Link to Integrated Planning and Budget Template on our Website](#)

HSS Investment Highlights

Preliminary Budget: \$1,445,131.61

Investment Highlights:

- 2 Graduation Coaches
- 9th and 10th Grade Smaller Learning Communities
- CTE Teachers, Equipment, Supplies and Curriculum
- High School Summer School Courses (Credit Recovery, MS/HS Transition/Acceleration)
- College dual credit/AP Courses
- High School Counselors

Add Link to Integrated Planning and Budget Template on our Website

Perkins/CTE Investment Highlights

Preliminary Budget: \$80,869

Investment Highlights:

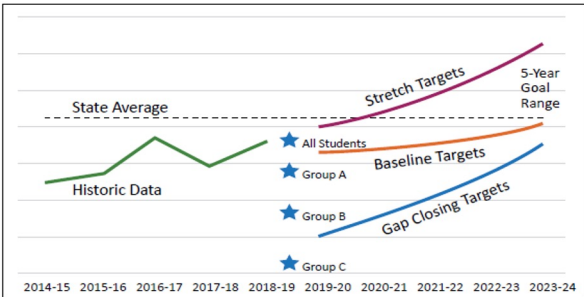
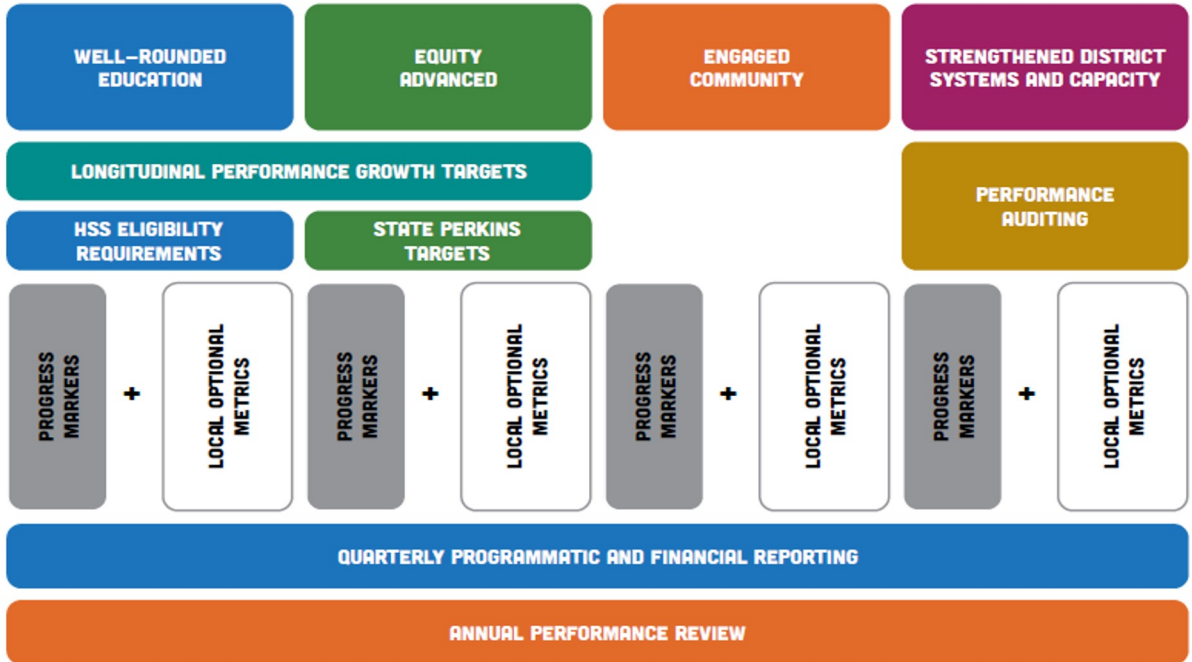
- Equipment, Supplies, Training, Professional Learning & Curriculum to support:
 - Hospitality
 - Tourism & Recreation/Culinary Arts
 - Early Childhood Education
 - Construction/Cabinetry
 - Drafting/Engineering
 - Agriculture
 - Welding/Manufacturing
 - Automotive
 - Office Systems/Business

How the State understands success

SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



Longitudinal Performance Growth Targets (LPGTs)

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

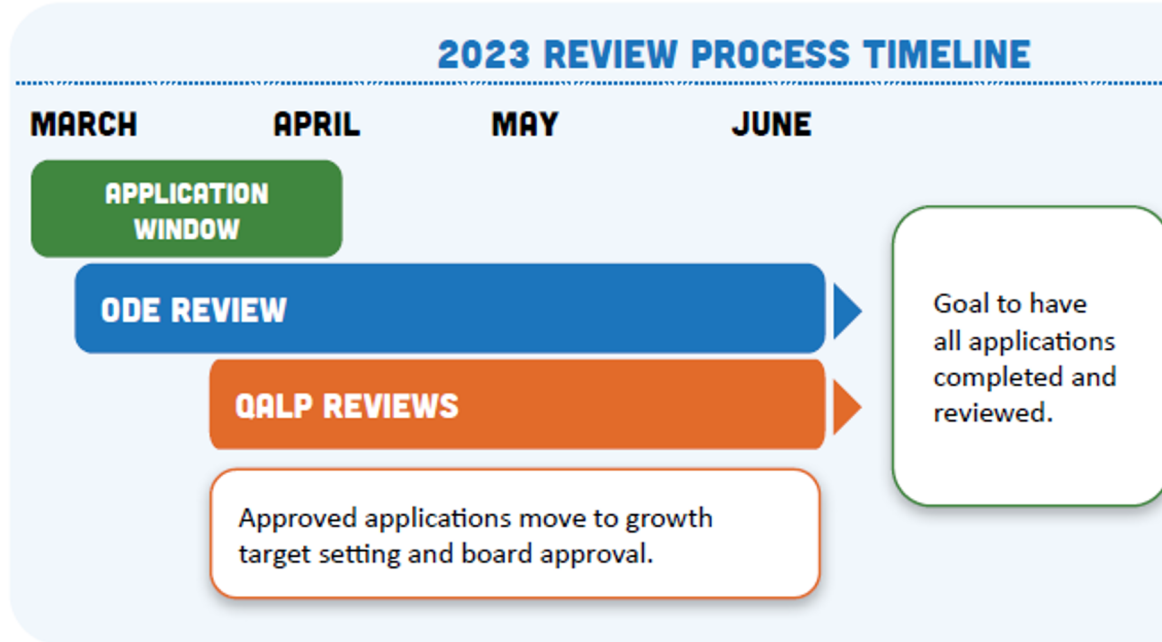
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:

- **Third-grade reading proficiency rates measured by ELA**
- **Ninth-grade on-track rates**
- **Regular attendance rates**
- **Four-year or on-time graduation rates**
- **Five-year completion rates**
- Other local metrics may be used to develop applicable performance growth targets.



Referred to as
"5 Common Metrics"

What Happens Next?



Questions & Comments
