

# Douglas County SD 4 Integrated Guidance Application 2023

## Part One: Needs Assessment

*Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. (500 words or less)*

During the 2022-2023 school year, Douglas County SD 4 initiated the Integrated Guidance Needs Assessment process to develop a 4-year plan for 6 different initiatives including the Student Investment Account, High School Success, and CTE. The Needs Assessment included staff, student, family and community engagement, disaggregated student data, staff and student surveys, empathy interviews and prioritization of identified goals.

Student outcomes data was looked at to identify both academic and behavioral outcomes for individual students and student groups. Student outcomes helped us see what each student was accomplishing academically as well as how individual student and groups of students were progressing over time.

Student surveys and empathy interviews gave us access to students' thinking about their own motivations, their perceptions of safety, and how they view their relationships with adults. The surveys included questions on interpersonal supports (supports from teachers, relationships with teachers and other caring adults) and personal resources (sense of belonging, academic confidence, academic engagement, post-secondary readiness, safety in school). Teacher and IA surveys told us more about how teachers and instructional staff perceived the quality of supports available to them. The surveys included questions on supports for educators and conditions for success. In addition, students, parents, staff, and community members were engaged and asked to share what made them happy and proud about our schools and what areas were of concern.

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 and ODE provided Longitudinal Data. Data was reviewed for all student groups including our district focal groups. The goal of our data analysis was to bring evidence to light to help our district make informed decisions for all our students.

Throughout the Needs Assessment process, data was collected and analyzed in summary but also disaggregated to better understand the needs of student focal groups. Through examination of quantitative and qualitative data we were better able to understand if our previous initiatives including SIA, HSS, EIS and Perkins Grant were making an impact on reducing the outcome disparities amongst student groups. The data supported the work that had been done and provided information for areas of growth.

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 9<sup>th</sup> 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.

## Part Two: Plan Summary

*Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. (500 words or less)*

Douglas County SD 4 is committed to ensure all students will receive the care, support, and instruction needed to graduate from high school with plans for their most successful futures. All decisions must align with our Strategic Plan.

- Appropriate and Timely Instruction: Our teachers will have the resources needed to effectively support and scaffold student learning.
- Leadership Development: Our leaders will have the tools to be exceptional instructional leaders.
- Safe and Inclusive: Our school environments will ensure everyone feels safe, seen, heard and Respected.
- Effective Operations: We align district resources and establish data-informed systems to support exceptional learning environments.

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

Expected outcomes:

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.

Processes to monitor plan:

1. Student Investment Account Progress Markers
2. High School Success Self-Assessment Rubric
3. The ORIS (Oregon Integrated Systems Framework Domains and Indicators)
4. Review Oregon Data Suite dashboards for attendance and academic progress
5. Review Oregon CTE Participation Explorer Dashboard

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).
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.
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.
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.
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

## Part Three: Equity Advance

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

District leadership and staff continue to focus on implementing initiatives that provide opportunities for every student to find success paying particular attention to students who have historically been underserved. Our School Board adopted strategic plan ensures all district decisions are made based on the understanding that all students will receive the care, support, and instruction needed to graduate from high school with plans for their most successful futures. The district centers equity and access in decision making and priority setting. Professional learning opportunities are provided to staff to regarding providing equity and access to all students in the educational environment. District initiatives include a focus on inclusive practices to support students academically, behaviorally, and mentally.

### 2. What needs were identified in your district or school in terms of equity and access?

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

- a. The need for greater access to behavioral and mental health supports for students and families.
- b. 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).
- c. Continue to expand college and career opportunities for students.
- d. 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).

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

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).

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

The potential impact for all students includes: 9<sup>th</sup> grade on track increase to 90% or higher, increase in 4-year graduation rates, and reading and math achievement and growth at or above the state average. The potential academic impact for focal student groups includes: 9<sup>th</sup> grade on track increase to 90% or higher, increased achievement and growth in reading and math, and reduction of gap in 4-year graduation and 5-year completion rates.

5. **What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?**

The greatest challenge for us will be finding and retaining qualified staff for some of the positions outlined in the plan with the biggest concern being special education and school psychologist positions. To address this issue, we have developed a tiered plan to put into place if we are unable to fill all the positions.

6. **What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?**

Our district routinely reviews and revises policies and procedures that could act as barriers for students navigating homelessness including enrollment, attendance, transportation, and school success. Our McKinney-Vento/Homeless Liaison works with staff and families to eliminate barriers for students. Our McKinney-Vento/Homeless Liaison receives regular training in best practices to support youth navigating homelessness. The Liaison works with school staff to identify homeless youth in our schools in a non-stigmatizing way.

### ***CTE Focus***

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

In 2018, our CTE Programs of Study were nationally recognized by National Alliance Partnership & Equity (NAPE), which was through the sponsorship of ODE. The district worked with the local ESD and the consortium and reviewed the toolkits and used the processes we learned. We improved in one CTE program by 850% in one semester for girls in welding. We continue to use those same principles in our programs and with all our new instructors. All students have access to take our CTE courses as long as it fits in their schedules.

**2. What needs were identified in your CTE Programs of Study in terms of equity and access?**

Our district identified that transportation is an issue for some of the students to be able to get to internship sites. Right now, we are managing, but as we continue to increase the number of students on internships, this is going to create a large issue because many of the students do not have reliable transportation. Another problem is being able to retain students in the Program of Study all the way through to completion. If a student is failing a core class, they are pulled from elective courses to take a Strategy course, which causes the students to not become a completer of the program of study. Many times, the CTE program is what gets the student to school and when you take that away, so they can take an extra class in a subject that they are struggling in, they tend to not come to school regularly, go for a GED, transfer to another school, or quit.

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

Roseburg High School uses the Freshmen House class to help recruit 9<sup>th</sup> grade students into CTE Programs of Study. All 9<sup>th</sup> graders are required to take Freshmen House for a semester, so each semester, RHS provides a Freshmen Cruise. All the 9<sup>th</sup> graders visit each CTE class for 5-7 minutes on a Thursday. On Friday, each CTE instructor sends two of their top students to discuss the classes and share some of the completed projects. Also, PRIDE Night is held each Spring for the incoming 9<sup>th</sup> graders as well as all other grades and community members. Advanced CTE students share demonstrations and talk about our programs. All students have access to take our CTE courses as long as it fits in their schedules.

**4. How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**

All students are welcome into our CTE Programs of Study. Adaptations are provided if needed to ensure student success. Each student fills out an educational plan and meets with a counselor to create a schedule that fits the student's needs. All our school counselors have reviewed the NAPE toolkit information with the CTE Department, to ensure they are as unbiased as possible in helping students create their schedules. This includes body language or making comments such as, "Usually males take this class.", etc. We have worked with the school counselors to encourage students to take the classes that interest them.

## Part Four: Well-Rounded Education

- 1. Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**

Our needs assessment and engagement with students, staff and families over the past three years has indicated the importance of providing a well-rounded education to all students in our district. We continue to provide professional learning opportunities for our staff with a focus on the district instructional framework, social/emotional learning, reading, math and instructional coaching. The district instructional framework includes five domains: purpose, student engagement, curriculum & pedagogy, assessment for student learning, and classroom environment & culture. Each school in the district has identified a vision for student learning tied to the instructional framework and the district strategic plan. The instructional framework and strategic plan are used to guide the identification of building instructional goals in conjunction with the analysis of summative and formative data.

At the elementary level, the district implemented a revised literacy framework to guide literacy instruction. One of the components of the literacy framework is the use of the Independent Reading Level Assessment Framework (IRLA). 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. Schools at the elementary level are also implementing MTSS to systematically target and better understand how a student learns to come up with engaging, appropriate interventions and enrichments. In addition, the district has invested in four elementary STEAM teachers. The STEAM teachers 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 NGSS science standards through hands-on and highly engaging activities.

Our two middle schools offer a wide variety of elective courses including band, choir, woods, graphic arts, applied arts, and fine arts. In addition, each middle school offers social/emotional learning lessons weekly to all students. At the 6<sup>th</sup> grade level, students are offered connections classes to provide support on the transition from elementary school to middle school. The classes include the opportunity for class meetings that teach students problem solving techniques as well as techniques to support organization and building relationships with others. The middle schools also offer intervention classes for reading and math as well as enrichment opportunities. To promote engagement, increased access to opportunities for all students, and provide well-rounded learning opportunities, the district has invested in additional elective positions at our two middle schools. The additional positions are used to reduce the size of elective classes and provide CTE opportunities for our middle school students.

Roseburg High School is committed to ensure all students will receive the care, support, and instruction needed to graduate from high school with plans for their most successful futures.

RHS has implemented weekly advisory class which includes social/emotional learning lessons to support students on their path to success. 9<sup>th</sup> and 10<sup>th</sup> grade smaller learning communities have been created to provide targeted supports for students, build connections and positive relationships to keep students on track to graduate. RHS also offers a wide variety of electives including CTE pathway courses, art, theater, music, band, foreign language, Advanced Placement and Dual Credit courses. The focus at RHS has been equitable access for all students with an emphasis on removing barriers for students in focal groups to access CTE, Advanced Placement and Dual Credit courses.

**2. Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?**

A full-time music teacher is assigned to each of our eight elementary schools. Elementary students are provided music instruction in a separate class and visual/media arts are integrated into the content. At the middle school level, visual arts, music, and media arts are available to students to take in separate classes. At the high school level, theater, visual arts, music, dance, and media arts are provided as a separate class.

**3. How do you ensure students have access to strong library programs?**

Our eight elementary schools and two middle schools have a full-time media specialist in the library and our high school has a full-time certified librarian. Students at the elementary level have time set aside in the master schedule to visit the library. At the middle school and high school level, the library is open as a resource for all students to use before, during and after school.

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

All students have access to required instructional minutes in addition to adequate time to eat, coupled with adequate time for movement and play. At the elementary level, master schedules are designed to include time for movement and play in the morning and the afternoon. The middle schools and high school have time built into the master schedule for students to eat and move during the school day. Schedules are revised and adjusted if it is determined students do not have adequate time to eat during the school day.

**5. Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.**

Douglas County SD 4 (Roseburg Public Schools) offers a range of courses to engage students and connect them with areas of interest. Investing in STEAM was a priority in our initial SIA application and continual investment in STEAM is a priority for the district. At the elementary level, we have invested in four STEAM teachers. The STEAM teachers 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 premise for the positions is to prepare elementary students to

better access the NGSS science standards at the middle and high school levels as well as support our shift as a district to the Physics first model at the high school. We have prioritized the development of STEAM programs including robotics aligned K-12. We continue to work on incorporating the inquiry process into a variety of content levels. Students at the middle school and high school level are offered a range of elective courses with a focus on STEAM, including courses focused on project-based learning, critical thinking

**6. Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.**

Douglas County SD 4 process for materials adoption begins with creating a position paper based on research of evidence-based practices and the district's vision for student learning. The Teaching & Learning department reviews the approved instructional materials list from ODE to identify the materials that align to the district's position paper and vision for student learning. A pilot team is formed to research and evaluate instructional materials for possible pilot. Once pilot materials are identified, teachers pilot the materials in classrooms and evaluate the materials on a rubric. Feedback is collected from teachers, administrators, students, parents, and community. Feedback is shared with the district Curriculum & Instruction Committee and the Committee makes a recommendation for adoption to the board. After school board approval, the Teaching & Learning Department meets with teachers to create clearly stated scopes and sequences for each grade level with identified learning objectives that are aligned to all state and national standards. A professional learning plan is developed to support implementation of instructional materials, and instructional practices while continuing to monitor the adoption.

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

Douglas County SD 4 is in the third year of the implementation of our instructional framework. The district instructional framework includes five domains: purpose, student engagement, curriculum & pedagogy, assessment for student learning, and classroom environment & culture. Each school in the district has identified a vision for student learning tied to the instructional framework and the district strategic plan. The instructional framework and strategic plan are used to guide the identification of building instructional goals in conjunction with the analysis of summative and formative data. Building administrators ensure classroom instruction is intentional, engaging and challenging for all students by participating in observation/feedback cycles with teachers. Feedback to teachers is guided by the dimensions of the instructional framework with the goal of providing support to teachers.

**8. How will you support, coordinate, and integrate early childhood education programs?**

Douglas County SD 4 currently has three Prekindergarten programs available. Funding for two of the classrooms is braided between general funds and Title IA funds. The classroom at Eastwood Elementary is a partnership between the district and Douglas ESD. The district has a five-year plan to add additional Prekindergarten programs with the goal of having a Pre-K classroom in each of our eight elementary schools. In addition, the district has a partnership with Head Start to provide two Head Start classrooms located in district elementary schools. The district also

funds an Early Childhood Coordinator to provide supports to Pre-K and Kindergarten teachers as well as parenting support and classes for all early learners and their families throughout the district.

**9. What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**

We employ the following strategies to help facilitate effective transitions from middle grades to high school:

- Course Selection Presentations
- PRIDE Night (RHS showcases offerings for students)
- Roseburg High School counselors visit middle schools to meet with 8<sup>th</sup> graders
- 8<sup>th</sup> grade students visit RHS during the school day to learn more about being a high school student.
- RHS counselors meet with the middle school counselors to share information to help them support students during the transition
- Summer transition classes for incoming 9<sup>th</sup> graders
- Student Success Teams from RHS and the middle schools meet to discuss the needs of individual students to identify supports needed to be successful in high school
- The first day of high school is with the 9<sup>th</sup> graders only and the Link Crew (a nationally recognized organization that trains members of the junior and senior classes to be leaders and mentors for incoming freshmen)

We employ the following strategies to help facilitate effective transitions from high school to postsecondary education:

- College Process and Financing Parent Nights
- Advisory lessons around exploring careers/interests and planning for post-secondary
- Graduation Coach and counselors meet with students about their plans during the school year
- The Career Center posts updates on upcoming events on the school website, social media and around the campus
- Counselors and Career Center staff support students in creating their post-secondary plans
- The Career Center arranges visits with college admission counselors, military branches, trades, and guest speakers from specific careers
- Practice ACT for 10<sup>th</sup> graders
- Free ACT test for 11<sup>th</sup> grader

**10. How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?**

At the elementary level, GRIP teams meet on a 6-week cycle for each grade level. Every six weeks the grade level team meets to review data and determine which students may need tier 2

or tier 3 instruction and plan that instruction. Data is reviewed after interventions are put into place to determine if the intervention is working or if a change in intervention needs to take place. In addition, staff receive professional learning on how to review student data and provide targeted instruction based on individual student needs. Daily intervention/acceleration time is embedded in the elementary master schedule.

At the middle school and high school levels, student success teams meet prior to the beginning of the school year to determine students in need on interventions in reading and math. Students are placed in intervention classes to support their needs. Teams meet each semester to monitor progress of students in intervention classes to determine if the student has made adequate progress to no longer need the intervention class. In addition, there are behavior teams, attendance teams and 9<sup>th</sup> grade on-track teams meeting regularly to increase achievement outcomes with a focus on target focal groups. Roseburg High School also offers summer school to support CTE and CTE completers and to provide credit recovery opportunities for students to keep them on track for graduation.

**11. What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

It is our goal to ensure all learners, including gifted learners, are provided stimulating, challenging, and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning. Support is provided for teachers from the district TAG coordinator on creating differentiated instruction opportunities for the unique needs of exceptional learners within the classroom setting. At the elementary level, acceleration/enrichment activities are provided daily for students who have exceeded state and national standards. At the secondary level, students can take advanced courses in a variety of areas. Roseburg High School is focused on increasing Advanced Placement and Dual Credit opportunities for students in targeted focal groups by removing barriers that have impeded student access.

**12. How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?**

Each CTE instructor talks about the classes they teach each semester with the students and explains the trajectory of completing a CTE Program. We teach employability skills to all students and go over an employability form with them at least once per semester, so they know what we are seeing and what to improve on. Students can use a copy of this form to include with resumes. If a student is on track to graduate and has met the criteria for an internship, we will set them up in an internship. The students upon successful completion of the internship will receive elective credit. The internships are paid or unpaid depending on the business. We are also utilizing Recruit Hippo, which helps place students in paid internships. We explain the internship opportunities to all levels, it is in our Curriculum Guide, and we talk about it during the Freshmen Cruise and PRIDE Night.

**13. How are you providing equitable work-based learning experiences for students?**

All students must meet the criteria established in the Internship paperwork and be on track to graduate to participate. Also, we have 3 programs that are a part of a pilot program with Umpqua Community College for Pre-Apprenticeship. In the Pre-Apprenticeship program, students are dual enrolled, and receive a First Aid/CPR card, OSHA-10 certification, and learn what the industry wants the students to know as they exit school and go into the workforce. The pre-Apprenticeship program is currently only open to Woods/Construction students, Welding/Manufacturing students, and Drafting/Engineering students. UCC is hoping to expand to other CTE Programs in the future.

In addition, we have a Nurse Assistant Program that is dual credit with UCC. We are limited to 10 students in that program, so there is an application and pre-requisite process. The program is open to Juniors and Seniors due to certification requirements. The students can earn their CNA1 Certification at the end of the program by passing their State CNA1 certification. The Nurse Assistant course is a yearlong and includes classroom, lab activities, clinicals at the local hospital, and passing the State Certification. These students can go straight into the workforce upon successful completion.

**14. Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging, and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.**

Students' academic and technical skills will be improved by providing integrated and relevant coursework within business and industry, careers, and postsecondary coursework. Roseburg High School offers over 250 dual credit classes. In addition, we offer strong CTE Programs of Study which allow students to apply material learned in CTE courses, but also transfer learning from courses to postsecondary coursework. We strive to create a continuum of pathways from education and training to career to ensure our students have a range of access to internships, apprenticeships, career certificates and college degrees. Our dual credit classes are in partnership with Umpqua Community College and Southern Oregon University.

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

We offer dual credit opportunities, school-based enterprises, clinicals, various certifications and internships, so students have experience to put down on applications and resumes. In addition, we offer a variety of CTE programs including, Drafting, Early Childhood, Agriculture, Woods/Construction, Welding/Manufacturing, Business, Hospitality, Tourism & Recreation/Culinary Arts. We have strong partnerships with many businesses that provide internships and have offered positions to students upon graduation or have provided references for the students to get jobs in the industry. Community partners include Lithia, Clint Newell Motors, Fab Form, Great Northern Trailers, I.E. Engineering, Douglas County Fairgrounds, and Convey Keystone.

### ***CTE Focus***

- 1. How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?**

Students and their families learn about the programs by looking at the Curriculum Guide, attending PRIDE Night, watching videos about our programs on the school webpage and the students attending their Freshmen House class. Also, we use Roseburg High School and district social media, webpages and TVs placed around campus to showcase CTE programs and careers.

- 2. How will you prepare CTE participants for non-traditional fields?**

We encourage students to choose what they want to do. We invite non-traditional people in CTE career areas as guest speakers or use Oregon Connections for virtual field trips. All students are encouraged to do what interests them. We strive to make everyone feel welcome and to complete our programs. We have been working with our internship sites to not discriminate and encourage the students. In addition, we continue to provide professional learning to staff to support the recruitment of non-traditional students into fields of interest and eliminate barriers to success.

- 3. Describe any new CTE Programs of Study to be developed.**

We are planning to add an EMT/Fire Science/Emergency Service program as well as a Media/Broadcasting program.

## **Part Five: Engaged Community**

- 1. If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**

The 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 a community engagement session. Food and entertainment were provided as well as raffle prizes to encourage attendance. In addition, listening sessions were held with community groups to determine the view of the schools from business and community leaders as well as what job skills business leaders were prioritizing in their hiring.

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.

We did experience barriers to our larger community engagement events. Our original plan was to have three events throughout the school year. Due to unforeseen weather closures and scheduling barriers, we were only able to facilitate one larger community event prior to April 2023. We are currently in the planning stages for a Spring event this school year as well as three events during the 23/24 school year.

- 2. 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 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.

**3. What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?**

We have added a full time Communications Specialist to our team and the position has been an invaluable resource for us in crafting our messaging for our families and community as well as planning engagement opportunities. We will continue to support our continuous improvement in engagement efforts by utilizing ODE provided toolkits, continuing to update our resources and sharing and discussing best practices that have been successful in districts throughout Oregon.

**4. How do you ensure community members and partners experience a safe and welcoming educational environment?**

Douglas County SD 4 continues to work hard to ensure community members and partners experience a safe and welcoming environment by building transparent, trusting relationships. We are dedicated to implementing strategies to support the needs of our community. We recognize the importance of our community members and partners and our goal is to provide the care and support needed for all our students to access the instruction needed to become their best future selves. We strive to create safe and welcoming educational environments for students and invite parents and community members into our schools. Community members and partners are encouraged to reach out to district leadership with questions, concerns, and input.

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

The district sponsored charter school submits the Integrated Guidance application separate from the district application.

**• Who was engaged in any aspect of your planning processes under this guidance?  
(Check all that apply)**

- ☒ Students of color
- ☒ Students with disabilities
- ☒ Students who are emerging bilinguals
- ☒ Students who identify as LGBTQ2SIA+
- ☒ Students navigating poverty, homelessness, and foster care
- ☒ Families of students of color
- ☒ Families of students with disabilities
- ☒ Families of students who are emerging bilinguals
- ☒ Families of students who identify as LGBTQ2SIA+
- ☒ Families of students navigating poverty, homelessness, and foster care
- ☒ Licensed staff (administrators, teachers, counselors, etc.)
- ☒ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☒ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☒ Tribal members (adults and youth)
- ☒ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

- ☒ Business community
- ☒ Regional Educator Networks (RENs)
- ☒ Local Community College Deans and Instructors; Local university deans and instructors
- ☒ Migrant Education and McKinney-Vento Coordinators
- ☒ Local Workforce Development and / or Chambers of Commerce
- ☒ CTE Regional Coordinators
- ☐ Regional STEM / Early learning Hubs
- ☐ Vocational Rehabilitation and pre-Employment Service Staff
- ☐ Justice Involved Youth
- ☒ Community leaders
- ☐ Other \_\_\_\_\_

• **How were they engaged?**

*(Check all that apply)*

- ☒ Survey(s) or other engagement applications (i.e., Thought Exchange)
- ☒ In-person forum(s)
- ☒ Focus group(s)
- ☒ Roundtable discussion
- ☒ Community group meeting
- ☒ Collaborative design or strategy session(s)
- ☐ Community-driven planning or initiative(s)
- ☒ Website
- ☒ CTE Consortia meeting
- ☒ Email messages
- ☒ Newsletters
- ☒ Social media
- ☒ School board meeting
- ☒ Partnering with unions
- ☒ Partnering with community-based partners
- ☒ Partnering with faith-based organizations
- ☒ Partnering with business
- ☐ Other \_\_\_\_\_

***Evidence of Engagement***

You will be asked to upload your **top five artifacts** of engagement.

Artifacts:

1. Survey of Special Education Teachers
2. Empathy Interviews with Families at Roseburg Virtual School
3. Winter Gathering Flyer – Partnership with Community Groups
4. Summary of Student Survey Data

5. Summary of Staff Surveys, Empathy Interviews and Focus Groups

**Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?**

We selected the artifacts to show the engagement with students, staff, families and community with an emphasis on students experiencing poverty, homelessness, and foster care; students with disabilities, emerging bilingual students and historically marginalized populations. These artifacts are a representation of the various engagement methods we facilitated and participated in to inform our decision-making process.

- 1. Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

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. Approaching focal student populations and their families was our 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 to reach a variety of students and families as well as to ensure families felt welcome and included.

We conducted parent surveys to engage our families and collect information. We provided a link on our website and through social media for a 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 to reach many families and community members.

A student survey was provided to all 3rd through 12th grade students in the district. 3027 students (87%) completed the survey. A student survey was selected as the most efficient way to gather information from many of our students. The 87% of students participating included students from all of our focal populations. The surveys were used as a tool to guide decision making. Both strategies were at the Consult level of the Community Engagement spectrum.

2. **Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

Our district designed and implemented a communications and engagement plan that included training for administrators on engagement strategies and responsive practices 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. The activities we utilized included: surveys, empathy interviews, staff meetings, teacher led input gathering sessions and interactive workshops. Once the information was gathered, it was analyzed to better understand areas for improvement in our schools. The strategies were at the Consult and Involve level of the Community Engagement spectrum.

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

Community/Parents:

Challenges/Areas of Need:

- 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/Areas of Improvement:

- 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
- communication
- differentiated professional learning

The input collected was used in conjunction with data to inform our planning of outcomes, strategies, and activities.

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

Developing partnerships with employers is essential to expanding work-based learning opportunities for students. To intentionally build these partnerships, we identified the industries and companies that align with our career and technical education (CTE) programs. We developed a clear and consistent communication plan to engage with them. This involved regular meetings and check-ins to keep them informed of upcoming events and opportunities for students to engage with their companies.

Another key aspect of developing partnerships with employers is to ensure the work-based learning opportunities provided are valuable for both the employer and the student. This means designing internships, apprenticeships, and other work-based learning experiences that provide real-world experience and skill-building opportunities for students, while also meeting the needs of the employer. It is important to continue to work with employers to identify the skills and knowledge that they are looking for in their employees, and to incorporate those to our CTE programs.

***Affirmation of Tribal Consultation***

- Not applicable

**Part Six: Strengthened Systems and Capacity**

**1. How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

We recruit quality educators and leaders through job posting boards, job fairs, and conversations with community groups and members. We retain staff by providing meaningful professional learning and mentoring opportunities. New staff receive three weeks of professional learning opportunities prior to the beginning of the school year. The opportunities include time with the Teaching and Learning Department, Human Resources, and Technology. Professional learning opportunities are also provided throughout the school year for all staff. New teachers and administrators are assigned a mentor for the first two years of employment. We continue to review our practices to improve our ability to recruit and retain educators and leaders representative of student focal groups. Recruiting a diverse work force is an area we are continually working on.

**2. What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?**

Each year, our Human Resources staff review staffing at each of our schools to identify disparities. This analysis informs hiring decisions and teacher placement for the following school

year. Our goal as a district is to provide differentiated supports based on the needs of individual schools, not a one size fits all model. We are working towards ensuring our students who need the most help are receiving it from our most experienced staff. It is a work in progress, and we recognize there is still room for improvement.

**3. How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?**

A consistent approach to student behavior support and discipline school-wide is critical to the safety, wellbeing, and education of our students. Our district strategic plan focuses on providing the care and support students need to best access instruction. We also strive to provide learning environments that make staff and students feel happy and proud to come to school every day. Each school has school-wide behavior expectations that are reviewed multiple times a year. Discipline data is collected and reviewed by school level behavior support teams to determine interventions and supports for students as well as to determine if there is an overuse of discipline practices for specific students and focal groups. Discipline data is analyzed and discussed at the district level to inform district behavioral support decisions.

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

The guiding document for supporting teacher growth is our district instructional framework. The district instructional framework includes five domains: purpose, student engagement, curriculum & pedagogy, assessment for student learning, and classroom environment & culture. Each school in the district has identified a vision for student learning tied to the instructional framework and the district strategic plan. The instructional framework and strategic plan are used to guide the identification of building instructional goals in conjunction with the analysis of summative and formative data. Teacher goals are developed in conjunction with the building administrator using the domains of the instructional framework. A teacher and building administrator participate in observation/feedback cycles throughout the school year to determine areas of strength and areas of growth for the teacher. The goal is to support the teacher in moving around the next bend in their pathway of growth in providing instruction and support for all students. District leaders participate in monthly professional learning focused on growth in their leadership skills and growth in supporting instruction in our schools.

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

The guiding document for supporting teacher growth is our district instructional framework. The district instructional framework includes five domains: purpose, student engagement, curriculum & pedagogy, assessment for student learning, and classroom environment & culture. Each school in the district has identified a vision for student learning tied to the instructional framework and the district strategic plan. The instructional framework and strategic plan are used to guide the identification of building instructional goals in conjunction with the analysis of summative and formative data. Teacher goals are developed in conjunction with the building administrator using the domains of the instructional framework. A teacher and building administrator participate in observation/feedback cycles throughout the school year to determine areas of strength and areas of growth for the teacher. The goal is to support the

teacher in moving around the next bend in their pathway of growth in providing instruction and support for all students. Beginning in the 23/24 school year, the district evaluation rubric will be aligned with the domains of the district instructional framework which will provide an additional guide for feedback and coaching.

**6. What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?**

Our district is in the process of revising our MTSS system. This past year, we have focused on student success teams and the identification of students at risk of academic failure. At the elementary and middle school level, student success teams meet on a regular cycle to discuss student progress and assign Tier 2 or Tier 3 interventions. Data is analyzed every six weeks for a student to determine if an intervention is working or if a change in intervention is needed. At the high school, the graduation coach and student success team analyzing 9<sup>th</sup> grade on track data, attendance data, and grades to determine students in need of strategies classes or other supports to stay on track for graduation. The focus at all levels is ensuring students get the behavior support, mental health support, and academic support needed to be successful in school and beyond.

**7. How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?**

We facilitate transitions between early childhood education and Kindergarten in the following ways:

- Kindergarten meet and greets where Prekindergarten students and parents come together to meet teachers and staff.
- Kindergarten soft start at the beginning of the school year with small groups of Kindergarteners coming one day at a time.

We employ the following strategies for the elementary to middle school transition:

- Course Selection Presentations
- Middle School visits for incoming 6<sup>th</sup> graders
- First day of middle school is 6<sup>th</sup> grade only

We employ the following strategies to help facilitate effective transitions from middle grades to high school:

- Course Selection Presentations
- PRIDE Night (RHS showcases offerings for students)
- Roseburg High School counselors visit middle schools to meet with 8<sup>th</sup> graders
- 8<sup>th</sup> grade students visit RHS during the school day to learn more about being a high school student.
- RHS counselors meet with the middle school counselors to share information to help them support students during the transition

- Summer transition classes for incoming 9<sup>th</sup> graders
- Student Success Teams from RHS and the middle schools meet to discuss the needs of individual students to identify supports needed to be successful in high school
- The first day of high school is with the 9<sup>th</sup> graders only and the Link Crew (a nationally recognized organization that trains members of the junior and senior classes to be leaders and mentors for incoming freshmen)

We employ the following strategies to help facilitate effective transitions from high school to postsecondary education:

- College Process and Financing Parent Nights
- Advisory lessons around exploring careers/interests and planning for post-secondary
- Graduation Coach and counselors meet with students about their plans during the school year
- The Career Center posts updates on upcoming events on the school website, social media and around the campus
- Counselors and Career Center staff support students in creating their post-secondary plans
- The Career Center arranges visits with college admission counselors, military branches, trades, and guest speakers from specific careers
- Practice ACT for 10<sup>th</sup> graders
- Free ACT test for 11<sup>th</sup> graders