

Douglas County SD 4/Roseburg Schools Integrated Guidance Application 2025

Section 1: Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

During the 2023–24 and 2024–25 school years, Douglas County SD 4 engaged in the Integrated Guidance Needs Assessment process. This work involved gathering input from staff, students, families, and the community, analyzing disaggregated student data, conducting surveys and empathy interviews, and prioritizing identified goals. The purpose of the Needs Assessment was to examine trends in student learning through the lens of our district strategic plan, which states: *“All students will receive the care, support, and instruction needed to graduate from high school with plans for their most successful futures.”*

We reviewed academic and behavioral outcomes for individual students and groups to track progress over time. Student surveys and empathy interviews offered insights into students’ motivation, sense of safety, and relationships with adults. Survey topics included interpersonal supports, belonging, academic engagement, post-secondary readiness, and school safety. Staff surveys captured perceptions of available supports and conditions for success. Students, families, staff, and community members also shared their perspectives on strengths and areas of concern within our schools.

Data sources included IRRE Teacher and Student Surveys, IRRE Student Outcome Data, district attendance and discipline records, summative and formative assessment results, listening session feedback, staff and parent surveys, student empathy interviews, and ODE-provided longitudinal data. We analyzed data for all student groups, with particular attention to district focal groups, to inform decision-making and improve outcomes for all students.

Through both quantitative and qualitative analysis, we assessed the impact of initiatives such as SIA, HSS, EHS, and Perkins Grant funding. The data showed progress in reducing outcome disparities and improving mental and behavioral health supports, though areas for growth remain. Students with disabilities and those experiencing poverty continue to perform below the district average in math and language arts.

Investments in mental and behavioral health support were identified as highly successful and a top priority for continuation. Students, staff, and families also prioritized maintaining a well-rounded education through programs in CTE, STEM, music, and PE. Across all groups, there was a strong call for schools that are safe, inclusive, and kind.

Section 2: Equity Advanced

Explain how you incorporated your equity lens or tool into your planning and budgeting process.

Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

Roseburg 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 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).

Our Integrated Programs plan is designed to support every Roseburg Schools student, including prioritized focal student groups. The following outcomes and strategies were identified to address needs:

Outcome Early Literacy: Increase academic achievement for K-3 early literacy, focused on achievement for all focal groups.

Early Lit 1: Invest in high-quality instructional materials to support evidence-based literacy practices.

Early Lit 2: Implement and support best practices in literacy instruction.

Early Lit 3: Provide additional learning opportunities through extended learning programs and other interventions.

Outcome A: Increase graduation rates for all students to 90%, with the largest percentage of growth in our underserved populations of students.

A1: Fully implement a PK-12 Multi-Tiered System of Support (MTSS)

A2: Provide all students with rigorous, accessible, and aligned district-adopted instructional materials.

A3: Reduce class size to close the opportunity and achievement gap.

A4: Implementation of high-quality summer transition, credit retrieval courses and after school academic support for high school students.

A5: Fully executed 9th grade on track team and 9th grade smaller learning communities (SLCs).

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

B1: 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.

B2: Implementation of Social Emotional learning framework.

B3: Implementation of high quality social emotional curriculum PK-12.

B4: Provide high quality professional learning for staff on integrating social emotional competencies in all content areas.

B5: Remove the barrier of cost for students PK-12 to access athletics, extra-curricular activities, and electives.

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

C1: Purchase high quality instructional materials for elementary schools for literacy.

C2: Provide high quality professional learning to staff on foundational literacy skills.

C3: Provide high quality professional learning to staff on math best practices including evidence-based intervention and extension methods.

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

D1: Fully implement a PK-12-tiered system of support for behavior.

D2: Provide equitable access to social, behavioral, and mental health supports.

D3: Provide high quality professional learning for staff to better understand and support students navigating poverty and foster care.

D4: Fully executed MTSS Behavior Teams at all levels.

Outcome E: 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.

E1: Offer a well-rounded education by increasing offerings in STEM, CTE, music and PE.

E2: Build partnerships with industry leaders to offer work-based learning experiences including apprenticeships and internships.

E3: Provide high quality professional learning for high school teachers in implementation and design of CTE/STEM/College/AP courses.

E4: Build partnerships with local and state colleges and universities to establish additional dual-credit courses in multiple subject areas.

What professional development or training is planned throughout the biennium for teachers, staff and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Our district provides robust professional learning opportunities during the summer for new teachers, classified staff and returning teachers. Summer trainings include ELA Best Practices, Crisis Prevention Institute Training (CPI) , Best Practices for Teaching Mathematics, Science Effective Practices, Suicide Screening, Restraint & Seclusion, Threat Assessment Protocol, Classroom Organization and Management Program (COMP), Conscious Discipline, and Factors that Influence Behaviors (ACES). The Teaching & Learning Department and Student Services Department will continue to provide and support professional learning opportunities throughout the biennium. In order to address the cultural, social, emotional, and/or academic needs of students throughout the school year, professional learning will be provided for administrators, teachers and instructional assistants. The focus for professional learning will be aligned with the district strategic plan and will include Effective Literacy Strategies, ELA interventions, Understanding and Teaching Grade Level Standards, Science Best Practices, Math Studio, Math Sustainability, Pacing Guide Work, Mentor Teacher Training, Social & Emotional Learning including Conscious Discipline , PBIS and Restorative Practices, TAG training, Indian Education training and English Language Development training.

What policies and procedures do you implement to ensure inclusion of children and youth navigating homelessness in all programs and activities?

Our district regularly reviews and updates policies and procedures to remove potential barriers for students experiencing homelessness, including those related to enrollment, attendance, transportation, and academic success. Our McKinney-Vento/Homeless Liaison collaborates with staff and families to eliminate these barriers and receives ongoing training in best practices for supporting homeless youth. The Liaison also works with school staff to identify students experiencing homelessness in a respectful and non-stigmatizing manner.

Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

In 2018, our Career and Technical Education (CTE) Programs of Study earned national recognition from the National Alliance for Partnerships in Equity (NAPE), with support from the Oregon Department of Education (ODE). Working with our local ESD and consortium partners, we reviewed NAPE toolkits and implemented the strategies and processes we learned.

As a result, we have seen a significant increase in female enrollment in traditionally male-dominated fields such as welding, automotive technology, and woodworking. We continue to apply these equity-focused principles across all CTE programs and with every new instructor. All students are encouraged to enroll in CTE courses, provided the classes fit within their schedules.

Promoting student, family, and staff awareness of CTE Programs of Study remains a key strategy for increasing participation. Information about our CTE programs is regularly updated on district and school websites to keep students, families, and the community informed. We also create promotional materials specifically designed to engage students and their families. During the course selection process, CTE programs invite students into classrooms to meet instructors and current students, helping them learn more about available opportunities.

To further strengthen our CTE pathways, the district has partnered with Umpqua Community College (UCC) to fund a shared P-20 Pathways Coordinator position. This coordinator works with industry leaders, UCC, and Roseburg High School to develop career pathways that prepare students for high-wage, high-demand jobs within the community.

Well-Rounded Education

Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

Our review of practices aligned with Oregon's Early Literacy Framework remains consistent overall, with some noted progress and areas for growth. Currently, we are piloting two updated K–5 comprehensive ELA curricula. A key focus of this pilot is identifying programs that promote student agency, belonging, and high expectations for all learners and staff. Both programs include tools to foster a sense of belonging while building academic skills in a supportive environment.

We are also implementing an updated Multi-Tiered System of Supports (MTSS) for K–5 reading, with particular attention to the early grades. This work builds on prior efforts and integrates a curriculum grounded in the science of reading, which emphasizes the explicit connection between reading, writing, vocabulary, comprehension, speaking, and background knowledge.

Our district literacy team has played a central role in identifying high-quality curricula that integrate content from science and social studies to support comprehension across subjects. The adoption process is equity-driven, ensuring all students have access to rigorous, engaging instruction regardless of their background, neighborhood, or zip code.

While much of our work from the 2023–24 school year continues, there are several important updates. In the area of family and community partnerships, we acknowledge the need to grow and strengthen our efforts. We recognize that literacy begins at home and that parents are a child's first teacher. Our district currently operates three pre-K programs and has a vision to expand access. Pre-K teachers have received professional learning focused on playful learning—an essential strategy for early skill development.

In response to the loss of our county library, school libraries have taken on a more prominent role in the community. Though the city and volunteers maintain a small community library, we are committed to increasing access to books through robust classroom and school libraries. One area for growth is engaging with families before children reach school age, offering support to help build early literacy foundations at home.

Our updated curriculum also includes resources to support multilingual learners and ensure access to core instruction. Students with reading and writing difficulties will receive support both within the core program and through additional, aligned instruction outside of core time. This approach ensures a coherent scope and sequence across all tiers of support.

An ongoing area for development is strengthening educators' understanding of how to deliver specially designed instruction using new curriculum materials.

How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?

Our materials adoption process begins with the creation of a position paper that is grounded in research on evidence-based practices and aligned with the district's vision for student learning. The Teaching & Learning Department then reviews the Oregon Department of Education's approved instructional materials list to identify resources that align with the district's position paper and vision. A pilot team is formed to research and evaluate potential instructional materials. Once pilot materials are selected, teachers implement them in classrooms and assess their effectiveness using a rubric. Feedback is collected from teachers, administrators, students, parents, and community members. This feedback is shared with the district's Curriculum & Instruction Committee, which then makes a recommendation for adoption to the school board. Following school board approval, the Teaching & Learning Department collaborates with teachers to develop clearly defined scopes and sequences for each grade level, ensuring alignment with state and national standards. A professional learning plan is also created to support the implementation of the new materials and instructional practices, with ongoing monitoring throughout the adoption process.

Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

We are currently in the sixth year of implementing our district's instructional framework, which consists of five domains: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. Each school has developed a vision for student learning that is aligned with both the instructional framework and the district's strategic plan. These documents guide the development of each building's instructional goals, informed by analysis of both summative and formative data. Building administrators support high-quality, engaging, and challenging instruction for all students by participating in observation and feedback cycles with teachers. Feedback is structured around the dimensions of the instructional framework, with the goal of providing targeted support to strengthen instructional practices.

How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

Our district is committed to creating a safe, welcoming environment for all community members and partners by fostering transparent and trusting relationships. We are dedicated to implementing strategies that support the needs of our students, families, and broader community. Recognizing the critical role of community involvement, our goal is to provide the care and support necessary for all students to access high-quality instruction and achieve their full potential.

We actively invite parents and community members into our schools and encourage them to connect with district leadership to share questions, concerns, and input. To better align our efforts with community needs, we are partnering with **Inflexion** to gather feedback from students, staff, and families, helping us understand the priorities, values, and beliefs of our community. Additionally, we are collecting input from local business and community leaders to identify ways to better prepare students for the workforce.

To further support student wellbeing, we have partnered with **Adapt** to provide mental health services, placing mental health therapists in every school across the district.

Our comprehensive plan to foster safe and supportive learning environments includes:

- A **District Social Emotional Learning (SEL) Coordinator** and a **Teacher on Special Assignment (TOSA)** who, alongside the Directors of Teaching & Learning and Student Services, oversee SEL and behavior programs.
- Professional development for staff in behavior management and SEL.
- A district-wide reset and strengthening of **Positive Behavioral Interventions and Supports (PBIS)** for grades PreK–12.
- An enhanced **Multi-Tiered System of Supports (MTSS)**.
- Expanded **inclusive practices**.
- Improved **student-to-staff ratios** in high-needs areas through the addition of special education teachers and skills trainers.

While behavioral and social-emotional supports are available to all students, we place a particular focus on our focal student populations: students with disabilities; students navigating poverty, homelessness, and foster care; students of color; emerging bilingual students; and justice-involved youth.

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

Our eight elementary schools and two middle schools each have a full-time media specialist, and our high school has a full-time certified librarian. At the elementary level, students have dedicated time in the master schedule to visit the library, where they can check out both physical and digital publications and participate in lessons on topics such as literary genres and how to navigate library catalogs. At the middle and high school levels, the libraries are open before, during, and after school as resources for all students. The district allocates funds to each school to support the purchase of new books and resources, ensuring that libraries offer high-quality materials for students. Additionally, we have invested in classroom libraries and book vending machines to further expand students' access to quality books across all classes.

How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Each school in our district has an MTSS (Multi-Tiered System of Supports) Behavior Team. These teams typically include an administrator, child development specialist or counselor, a behavior support teacher on special assignment, a skills trainer, and a school psychologist. Their primary goal is to ensure every student receives the support they need to succeed in the general education setting.

The team's responsibilities include:

- Reviewing individual student data to identify and address specific needs
- Analyzing schoolwide data to identify broader focus areas for the school community

- Implementing evidence-based Tier II and Tier III behavioral and academic interventions
- Monitoring the effectiveness of interventions over time and making adjustments as needed

In addition to the school-based teams, a three-person district behavior team provides support to schools in implementing Tier II and Tier III behavior interventions consistently and effectively.

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for student focal groups?

At the elementary level, GRIP teams operate on a six-week cycle for each grade. Every six weeks, teams review student data to identify students who may benefit from Tier 2 or Tier 3 interventions, then plan and implement targeted supports. After interventions are delivered, teams reexamine data to evaluate their effectiveness and make adjustments if necessary. Concurrently, staff engage in professional learning focused on analyzing student data and delivering individualized instruction. Daily intervention and acceleration periods are built into the elementary master schedule, ensuring that every student receives tailored support or enrichment as needed.

At the middle and high school levels, student success teams meet before the school year begins to identify students needing additional support in reading and math. Identified students are placed in intervention classes to strengthen foundational skills. Each semester, teams review student progress to determine whether interventions should continue or be adjusted. Additionally, specialized teams—such as behavior teams, attendance teams, and 9th grade on-track teams—meet regularly to improve academic outcomes, with a focus on target focal groups.

Roseburg High School has expanded student support through summer school programs that provide opportunities for CTE (Career and Technical Education) students and CTE completers, as well as credit recovery options. These initiatives help students stay on track for graduation and future career success, addressing academic setbacks early and proactively.

The district's educational philosophy emphasizes that all students, including gifted learners, deserve stimulating and challenging educational experiences. Instruction and materials are adapted to match each student's assessed level and learning pace. Teachers are supported by the district TAG (Talented and Gifted) coordinator, who assists in designing differentiated instruction strategies that meet the diverse needs of advanced learners within the general classroom setting.

For students exceeding state and national standards, daily acceleration and enrichment opportunities are provided at the elementary level. As students advance into secondary education, additional opportunities—such as Advanced Placement (AP) courses and Dual Credit programs—expand these enrichment pathways. Roseburg High School is committed to increasing access to these advanced academic opportunities, particularly by removing barriers that have historically limited participation among underrepresented student groups.

In summary, our approach across all levels is rooted in a systematic review of data, responsive intervention strategies, and ongoing professional development for educators. With a strong focus on differentiated instruction, progress monitoring, and broadening access to advanced learning opportunities, each student is supported in their individual learning journey—whether that means catching up, staying on track, or moving ahead. These coordinated efforts ensure that every student receives the challenge and support needed to achieve academic success.

If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

A new Career and Technical Education (CTE) Program of Study—Practical Nursing—is currently in the planning phase. The district is collaborating with Umpqua Community College (UCC) and Oregon Health & Science University (OHSU) to launch the program in Fall 2027. In preparation, pre-nursing coursework will begin at Roseburg High School during the 2026–2027 school year.

To support this effort, the district is also partnering with UCC to construct a medical pathways building on the UCC campus. This facility will be used to offer medical pathway courses to Roseburg High School students directly on the college campus.

CTE staff will continue working with industry and higher education partners to explore and develop new programs aligned with high-wage, high-demand career opportunities.

What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

To participate in the Internship Program, students must be on track to graduate and meet the eligibility criteria outlined in the application materials.

Currently, three Career and Technical Education (CTE) programs—Woods/Construction, Welding/Manufacturing, and Drafting/Engineering—are part of a Pre-Apprenticeship initiative in partnership with Umpqua Community College (UCC). Through dual enrollment, students earn certifications such as First Aid/CPR and OSHA-10 and gain hands-on experience that prepares them for the workforce. UCC plans to expand these opportunities to additional CTE programs in the future.

In partnership with UCC, we also offer a Nurse Assistant Program that provides dual credit and leads to a CNA1 certification. Open to juniors and seniors who meet application and prerequisite requirements, this yearlong course includes classroom instruction, lab work, clinical experience at a local hospital, and concludes with the state certification exam. Students who complete the program are immediately eligible to enter the healthcare workforce.

During the 2024–2025 school year, we launched three new CTE pathways: Fire Science, EMT, and Phlebotomy. We are actively working with local employers to expand hands-on, work-based learning experiences in these fields.

Strong partnerships with industry are essential to providing meaningful and relevant learning experiences. To build these relationships, we first identify industries that align with our CTE programs and then maintain regular communication through meetings, updates, and collaborative events.

Our goal is to ensure that work-based learning experiences are mutually beneficial—giving students real-world skills while helping local employers meet workforce demands. These partnerships also help ensure our curriculum reflects the latest industry needs, making students better prepared for post-secondary success.

Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. Yes

Engaged Community

What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, we have expanded our community engagement efforts to include a broader range of partners, such as medical industry leaders, behavioral and mental health professionals, and city and county officials. Our ongoing goal is to gather meaningful feedback from students, staff, families, and community members to better understand the values, priorities, and beliefs that shape our schools and our community.

This engagement work is focused on identifying what the community believes is most important for preparing students for life after graduation—whether through college, career, or other pathways. In addition, we’ve placed greater emphasis on understanding how connected students, staff, and families feel to what’s happening in our schools.

Our engagement activities have centered around four key themes:

1. College, Career, and Life Readiness
2. Communication and Connectedness
3. Strengths of the District
4. Areas for Improvement

We will continue to foster stronger school-community relationships with a focus on improving outcomes for all students.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required).

- Student Surveys
- Parent/Guardian Surveys
- Educational Equity Advisory Committee
- Student focus groups & empathy interviews
- Community Engagement Sessions
- Family Engagement Opportunities
- CTE Industry Advisory Board meetings

List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required).

- Classified staff surveys
- Licensed staff surveys
- CTE Program Review (staff and community partners)
- School leader engagement sessions with district leadership

Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Through the Community Engagement process, we have learned that students, families, staff, and community members value schools that are safe, inclusive, and supportive. There is a strong shared desire to ensure students are prepared for life after graduation—whether they pursue college, a career, or another pathway.

Feedback highlights several district strengths. Stakeholders consistently noted that teachers and staff genuinely care about students, build strong relationships, and provide meaningful academic support, including individualized instruction based on student needs. The data also shows progress in reducing academic disparities and addressing students' mental and behavioral health needs, though these remain ongoing areas for growth.

A well-rounded education—including continued investments in CTE, STEM, music, PE, and staff who support students' social, emotional, and behavioral health—was identified as a top priority by students, families, and staff alike. These insights will guide our efforts to strengthen our core instructional model and continue building a robust academic and behavioral Multi-Tiered System of Supports (MTSS).

Strengthened Systems and Capacity

What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

We recruit high-quality educators and leaders through job posting boards, job fairs, and outreach to community groups and members. To retain staff, we offer meaningful professional learning and mentoring opportunities. New employees participate in three weeks of professional learning before the school year begins, which includes sessions with the Teaching and Learning Department, Student Services, Human Resources, and Technology. Ongoing professional development is also provided throughout the year for all staff.

New teachers and administrators are assigned a mentor for their first two years to support their growth and success. We continually review and refine our practices to strengthen our ability to recruit and retain educators and leaders who reflect the diversity of our student focal groups. Recruiting a diverse workforce remains a key priority and an ongoing area of focus.

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

Each year, our Human Resources staff review staffing across all schools to identify any disparities. This analysis informs hiring decisions and teacher placements for the following school year. As a district, our goal is to provide differentiated support tailored to the unique needs of each school, rather than applying a one-size-fits-all approach. We are committed to ensuring that students with the greatest needs are supported by our most experienced staff. Administrators receive ongoing training and support in effective staff supervision, including strategies for providing differentiated support to teachers. This work is aimed at closing performance gaps and ensuring that all teachers consistently deliver high-quality instruction.

Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups.

A consistent, school-wide approach to behavior support and discipline is essential to ensuring the safety, wellbeing, and educational success of our students. Our district's strategic plan prioritizes providing the care and support students need to fully access instruction. We also aim to create learning environments where both staff and students feel happy, supported, and proud to come to school each day.

Each school establishes clear behavior expectations that are reviewed multiple times throughout the year. Discipline data is collected and reviewed by school-level behavior support teams to guide student interventions and supports, and to monitor for potential overuse of disciplinary practices with specific students or focal groups. Discipline data is also analyzed at the district level to inform broader decisions around behavioral supports and practices.

What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?

When a student transitions from LTCT sites, YCEPS, or JDEPS to one of our schools, the school administrator and District Safety Coordinator receive a Juvenile Adjudication notice. They collaborate with the student's Juvenile Counselor or Probation Officer to gather information about the student's support needs. Based on this information, the administrator develops a transition plan that includes a warm, supportive welcome, credit recovery opportunities, and a personalized safety plan.

How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle school?

The district currently offers three Pre-Kindergarten programs. Two classrooms are funded through a combination of general funds and Title IA funds, while a third classroom at Eastwood Elementary operates in partnership with Douglas ESD. To expand access, the district has developed a five-year plan to establish a Pre-K classroom at each of its eight elementary schools. In addition, the district partners with Head Start to provide two Head Start classrooms housed within district schools.

To support early learners, the district funds an Early Childhood Coordinator who assists Pre-K and Kindergarten teachers, offers parenting support, and provides family education classes across the district.

To ensure a smooth transition from early childhood education to Kindergarten, the district offers:

- **Kindergarten meet-and-greet events** where families and students meet teachers and staff.
- A **Kindergarten “soft start”**, allowing small groups of Kindergarteners to attend one day at a time during the first week of school.

For the transition from elementary to middle school, students are supported through:

- **Course selection presentations** to guide their academic choices.
- **Middle school visits** for incoming 6th graders.
- A **6th-grade-only first day** to help students adjust before the full student body returns.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?

Each semester, Career and Technical Education (CTE) instructors at the high school meet with students to explain the courses they offer and outline the steps needed to complete a full CTE program. As part of our focus on career readiness, all students are taught employability skills. At least once per semester, students review an employability evaluation form with their instructor. This form provides individualized feedback on their strengths and areas for growth and may be included in student resumes.

Students who are on track to graduate and meet the internship eligibility requirements are placed in real-world internship opportunities. Internships may be paid or unpaid depending on the employer, and students earn elective credit upon successful completion. To expand access to paid internships, we also partner with Recruit Hippo, a platform that connects students with local employers.

To ensure students and families are aware of these opportunities, we communicate CTE and internship information through a variety of channels:

- The Roseburg High School Curriculum Guide
- Events such as Freshmen Cruise and PRIDE Night
- Advisory classes at the high school
- Home rooms at the middle schools
- Program videos on the school website
- Social media, district and school websites, and digital campus displays
- High School counselor and administrator visits to the middle schools
- Middle school tours of the high school highlighting available CTE pathways

These outreach efforts help students explore CTE programs, understand their options, and plan their path to graduation and future careers. We are currently working on a plan to expand the outreach and information sharing regarding career pathways to our eight elementary schools.

For districts required to engage in Tribal Consultation only: N/A

Early Literacy

What is the name of the funding source for the 25% match for early literacy? General Fund

Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Purchasing Curricula & Materials
- High Dosage Tutoring
- Professional Development & Coaching

If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that: Have literacy proficiency rates that have not recovered to pre-pandemic levels.

If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each.

Eastwood Elementary - 12.5%
Fir Grove Elementary - 12.5%
Fullerton IV Elementary - 12.5%
Green Elementary - 12.5%
Hucrest Elementary - 12.5%
Melrose Elementary - 12.5%
Sunnyslope Elementary - 12.5%
Winchester Elementary - 12.5%

Application Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. (500 words or less)

Douglas County SD 4/Roseburg Schools is committed to ensuring that all students receive the care, support, and instruction needed to graduate from high school prepared for their most successful futures. All district decisions are guided by our School Board-adopted Strategic Plan, which focuses on:

- **Appropriate and Timely Instruction:** Ensuring teachers have the tools and resources to support and scaffold student learning.
- **Leadership Development:** Equipping school leaders to be strong instructional leaders.
- **Safe and Inclusive Environments:** Creating school climates where everyone feels safe, seen, heard, and respected.

- **Effective Operations:** Aligning district resources and data-informed systems to support exceptional learning environments.

Grounded in our Strategic Plan and informed by our comprehensive needs assessment, we identified the following high-priority goals:

- Strengthen support for students' mental and behavioral health
- Improve literacy and math outcomes for all students
- Raise overall student achievement and close outcome gaps
- Expand and align CTE/STEM Pathways and build industry partnerships
- Increase access to high-quality professional learning for staff

Expected Outcomes:

- Increased early literacy achievement (K–3), with measurable growth for all student focal groups
- Graduation rate reaching 90%, with the most significant gains among historically underserved students
- Improved school climate and learning conditions through comprehensive social-emotional support systems
- All students demonstrating typical or higher growth in reading and math
- Fewer discipline incidents and stronger school climates
- Greater access to and retention in CTE, STEM, AP, and college credit programs for all students, especially those previously underserved

Key Strategies:

- Full implementation of a PK–12 Multi-Tiered System of Support (MTSS) for academics and behavior
- Adoption and use of rigorous, aligned, and accessible instructional materials
- Expanded summer programs, credit recovery, and after-school academic supports
- Implementation of a Social Emotional Learning (SEL) framework

- Removal of cost barriers for PK–12 students to participate in athletics, electives, and extracurriculars
- Equitable access to behavioral and mental health services
- High-quality professional development for staff on poverty, foster care, foundational literacy, and math instruction
- Increased offerings in STEM, CTE, music, and PE
- Stronger partnerships with industry and colleges to provide internships, apprenticeships, and dual credit opportunities

District leadership remains focused on creating opportunities for every student to succeed, with a specific emphasis on students who have been historically underserved. Equity and access guide all decisions, and professional learning supports staff in delivering inclusive academic, behavioral, and mental health support. By centering these priorities, Roseburg Schools aims to ensure all students graduate prepared for their futures.

How can ODE support your continuous improvement process?

We have seen the most value with our partnership with Douglas ESD in providing assistance with planning and implementation.