

Douglas County SD 4 Roseburg Public Schools



2025-27 Integrated Application Presentation to Governing Board

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Purpose for Presentation

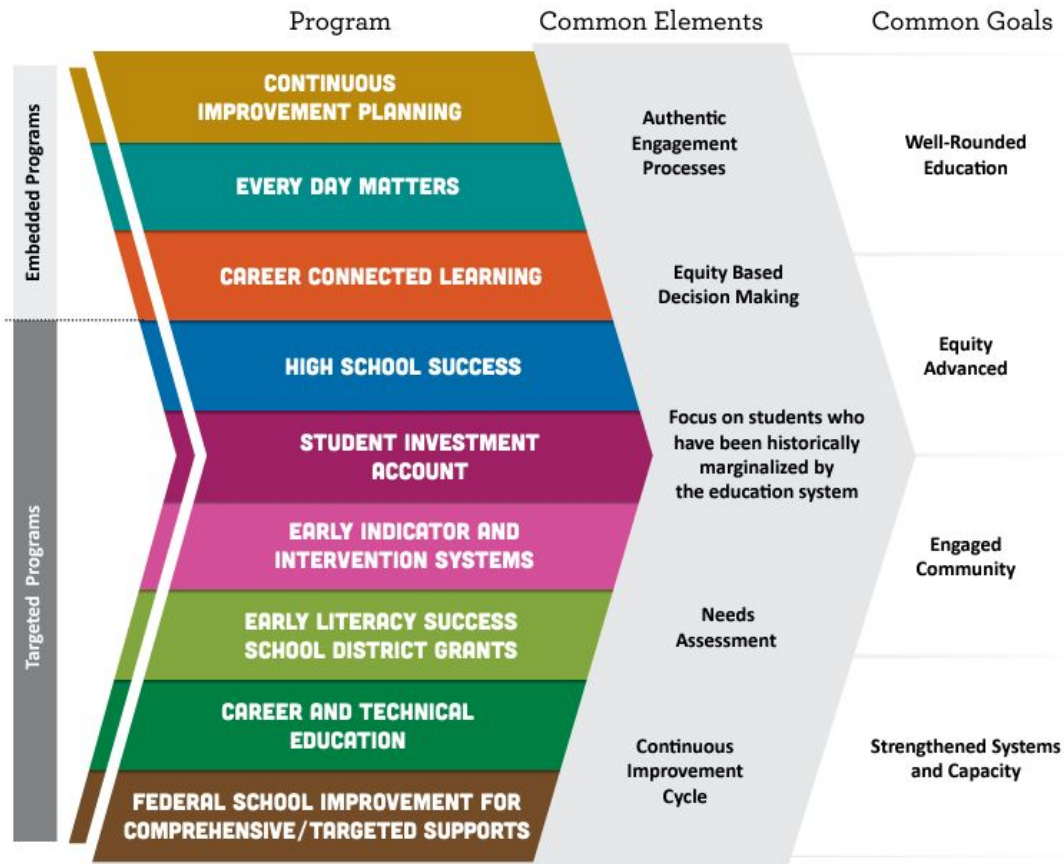
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Background

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

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

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

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

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

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

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

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

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

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

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Required Planning Processes

- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- Use of an Equity Lens
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making

Roseburg Public Schools Equity Lens

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

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

Community Engagement Highlights

Douglas County SD 4/Roseburg Public Schools engaged with our community, parents, staff and students to receive input on the strengths of our district as well as the challenges for students, schools and educators. In order to ensure engagement of staff as well as each of the focal student groups and their families, we facilitated listening sessions, surveys, community business meetings, focus groups and empathy interviews. A priority was placed on gathering information from our key focal groups including students of poverty and students with disabilities. During our engagement efforts we partnered with staff, students and parents as well as community partners including The Ford Family Foundation, IRRE, Cow Creek Band of Umpqua Tribe of Indians, Boys & Girls Club of the Umpqua Valley, UCC, Aviva Health, Mercy Foundation and Douglas ESD.

Needs Assessment Highlights

The following data sources were used to inform decisions:

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

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

Needs Assessment Highlights (cont.)

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

These priorities emerged:

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

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

Our intended outcomes are:

1. Increase academic achievement for K-3 early literacy, focused on achievement for all student focal groups.
2. Increase graduation rate for all students to 90% with the largest percentage of growth in our underserved populations of students.
3. A comprehensive system to support social-emotional needs for students and adults will produce positive changes in school climate and learning conditions.
4. All students will demonstrate typical or higher growth in reading and math.
5. Reduction of student discipline incidents and improved school climate.
6. 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.

These key strategies will help us achieve our intended outcomes:

1. Invest in high-quality instructional materials to support evidence-based literacy practices.
2. Fully implement a PK-12 Multi-Tiered System of Support (MTSS) for academics and behavior.
3. Provide all students with rigorous, accessible, and aligned district-adopted instructional materials.
4. Implementation of high-quality summer transition, credit retrieval courses and after-school academic support for high school students.

These key strategies will help us achieve our intended outcomes:

5. Fully executed 9th grade on track team and 9th 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. Implement and support best practices in literacy instruction.
8. Provide high-quality professional learning to staff on math best practices including evidence-based intervention and extension methods.

SIA Key Investments:

Preliminary Budget: \$5,457,548.83

Investment Highlights:

- Special Education Teachers and Instructional Assistants
- Skills Trainers
- STEAM Teachers
- PK-12 Social & Emotional Learning Coordinator
- High-quality professional learning

HSS Key Investments:

Preliminary Budget: \$1,444,597.25

Investment Highlights:

- Graduation Coach
- 9th Grade Smaller Learning Communities
- CTE Teachers
- High School Summer School Courses (Credit Recovery, MS/HS Transition/Acceleration)
- High School Counselors
- P-20 Pathways Coordinator

Perkins Grant/CTE Key Investments:

Preliminary Budget: \$87,993

Investment Highlights:

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

Early Literacy Grant Key Investments:

Preliminary Budget: \$427,419.19

Investment Highlights:

- District Literacy Coaches
- Early Literacy Summer School
- Professional learning to implement and support best practices in literacy instruction

How the State Understands Success

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

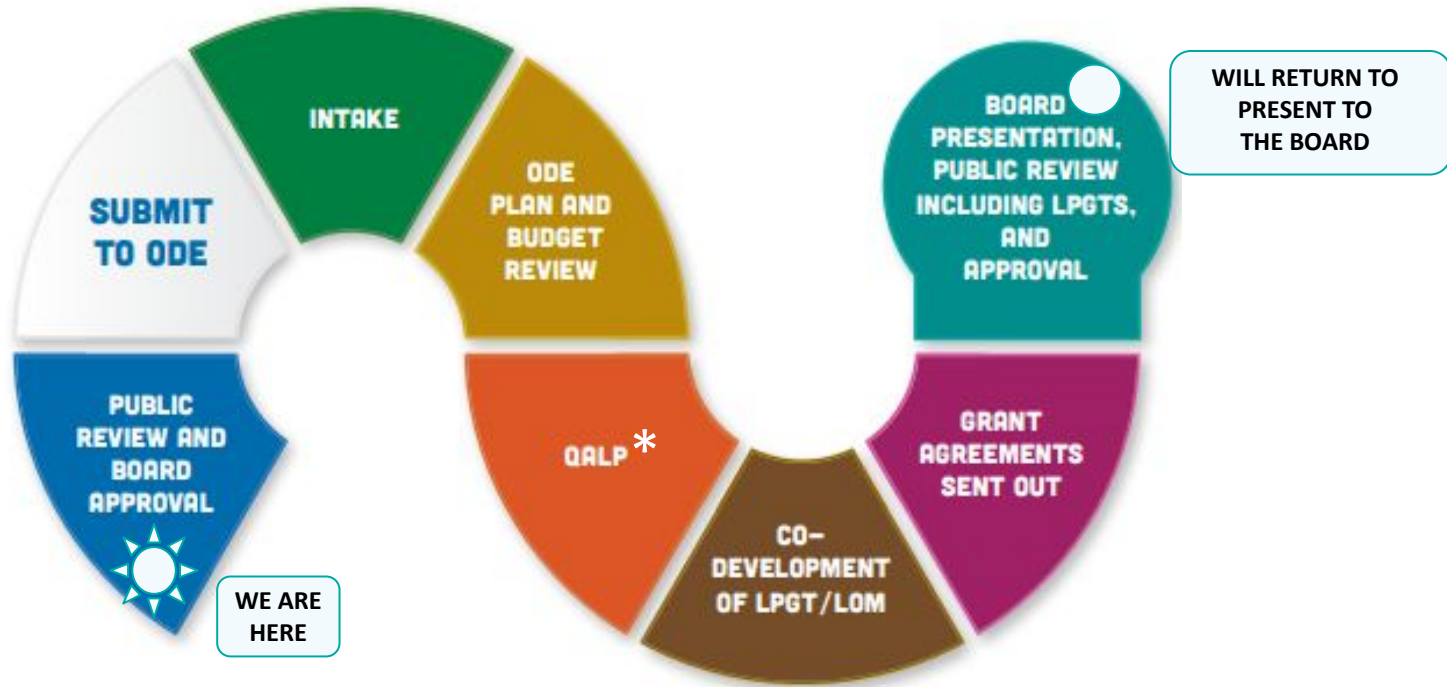
1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

How we understand success

In addition to the Longitudinal Performance Growth Targets (LPGTs), we will use the following district assessments to measure growth:

- MAP assessments (Secondary)
- iReady & Dibels assessments (Elementary)

What Happens Next?



Questions & Comments

- Board Questions & Comments
- Public Comments