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**25-27 Integrated Application
South Umpqua SD 19
4/22/2025**

South Umpqua SD 19 25-27 Integrated Programs Application

Needs Assessment Summary

Describe 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. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

In the Fall and Winter of 2024 SUSD contracted with Studer Education to engage in a comprehensive, district-wide needs assessment for the purpose of drafting a new strategic plan. The needs assessment included a deep review of student OSAS, attendance, behavior, and benchmark, 9th On Track/graduation, and high school grades/course enrollment data (including CTE), as well as meetings with individual stakeholders, groups of stakeholders, and surveys of stakeholders. Stakeholders included: SUSD students, families, licensed staff, classified staff, administrative staff, Board members, community members, business owners, and Tribal representatives. District data highlighted a negative trend in chronic absenteeism and low student growth and achievement – particularly in ELA. District data also highlighted positive trends in improved 9th grade on track and graduation data.

The needs assessment identified 4 specific "Pillars:" Supported and Successful Students, Empowered and Valued Staff, Strong Family and Community Partnerships, and Modern and Safe Facilities. Each pillar includes specific accompanying goals/priorities which have informed our district's 2025-2030 Strategic Plan. These pillars and goals are the Outcomes and Strategies for our 25-27 Integrated Plan, ensuring alignment of resources, federal and state grants, budgets, plans, professional development, and initiatives across all schools in the district.

Additional requirement **if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)**

1. 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.

All programs, budget decisions, and new initiatives are filtered through the guiding questions of our district Equity Lens: Which student groups are affected? What are the potential unintended consequences? What are the barriers and how can we reduce/eliminate them for a more equitable outcome? We understand there may be times when we must make decisions that impact some students and student groups more than others. The goal is to be aware of the impact and work to reduce/eliminate barriers as much as possible. One of our focal student groups is Econ Disadvantaged and one example of this work is the elimination of all student fees in our district (athletics, CTE materials, clubs, band, etc.) which has increased student engagement in extracurricular activities and increased enrollment in CTE courses from this student group. Another student focal group is our SWD group and one example of this work is the Student Services district support staff (SEL Coordinator, School Psych) who are funded and provide staff PD and training through SIA and support all schools and students, K-12.

2. 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?

K-12 PLC Training and PD, Licensed Evaluation Rubric and Calibration training for admin and licensed, embedded instructional coaching for all K-12 licensed staff, ECRI training for K-2 staff, Science of Reading PD for K-5, High School Success PD/coaching for 9-12, assessment PD for 6-12, Improvement Science PD for K-12 administrators, ongoing K-12 curriculum PD (as needed), K-12 PBIS PD, K-12 SEL PD, Conscious Discipline PD, ongoing safety training/PD.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

We have a homeless liaison who ensures we don't isolate or stigmatize children and youth navigating houselessness. Title I funds are set aside and spent on houseless youth as required by federal law. As part of our equity process, when we make decisions one of the student groups we consider the impact on is our students experiencing houselessness group. We have eliminated all student fees for extracurricular activities, clubs, and CTE programs to promote accessibility for

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students who experience houselessness and/or are Econ Disadvantaged.

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

At SUHS we have school presentations, career fairs, and marketing materials highlight success stories of students excelling in nontraditional fields, encouraging broader participation. Implemented policies that promote gender inclusivity in CTE programs, ensuring that all students feel welcomed and supported. We also continue to foster collaborations with businesses and organizations that promote diversity in technical fields provide internships, apprenticeships, and real-world learning experiences for all students.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

The district Needs Assessment indicated a strong need for early literacy development, which aligns with Oregon's Early Literacy Framework. The district has placed strong emphasis on continuing and growing the early literacy initiatives that were implemented in 2024 and has planned/budgeted activities in the Integrated Plan specific to this need. Activities include K-2 DIBELS Benchmark implementation and K-2 ECRI implementation.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.
3. ☒ 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? ☒

Regular walk-throughs by administrative and district level staff. Lesson plans reviewed. Outside consultants have worked with elementary teachers to create pacing guides aligned to state and national standards. Scope and sequences created at middle and high school levels and are aligned to state and national standards.

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

Frequent administrative and TOSA observations with feedback. Lesson plans reviewed regularly. Purposeful professional development provided. Posted objectives with standards alignment. Instructional practice of the month. Teacher learning walks. Opportunities for teachers to observe other teachers. Student surveys. Success team meetings.

5. ☒ 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?☒

School Board policies and laws prohibiting drug use, weapons, and violence are followed at all school sites and on all district property. Individual schools and the district send frequent newsletters and social media communications to students, families, and community members to share opportunities to engage and participate in events. Schools are well-maintained and staff is welcoming. SIA funds provide SRO support and our SRO hosts multiple events at schools throughout the year to engage students and families, as well as response to any incidents at schools

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

Elementary – Students attend library bi-weekly (one day is checkout, and one is literacy based, Battle of the Books, and book fair. Middle School - Virtual library access, book fair, Battle of the Books. High School – Daily access, English classes teach library skills, Battle of the Books. All libraries are staffed with media techs with oversight from a licensed media specialist.

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

Our Student Services Department supports school based teams/staff with PD and training and offers shoulder-to-shoulder coaching. Data is collected through SWIS and Powerschool and monitored at each school site, and included alongside academic data in the RtI/Data Team Meetings every 6-8 weeks.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?☒

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We have strong RtI processes that include regular data team meetings at each school site. School data teams review all student data including academic, behavior, attendance and identify students in need of additional tiered support and intervention. This process also identifies students who are exceeding state standards and to whom enrichment activities are needed. The district also has a robust TAG and High Achieving Students plan that actively screens all students in second grade, reviews state assessment data, and provides extension, enrichment, and/or accelerated activities for students, as needed.

9. 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.

We do not have plans for a new CTE program at this time.

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

We continue to partner with many local businesses/industries in our area for students to have work-based opportunities, for example Ireland Trucking, Roseburg Forest Products, DR. Johnson, Dells Building Supply. We also have a strong partnership with Umpqua Community College, which supports our ability to expand these opportunities.

11. ☒ 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 (250 words or less per question)

1. 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?

We continue to seek effective ways to reach and engage families and community members. Many of our families have indicated a preference for digital communication so we have increased our social media presence through a contract with our ESD communications department and launched an additional site for district athletics. We have also purchased Powerschool components which support communication with families experiencing chronic absenteeism. Implementation of the Powerschool attendance software and accompanying PD

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has been delayed for 6 months from the vendor which has been a frustrating barrier but we expect resolution within the next month.

2. 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.)

Digital surveys
Invitations for face to face meetings to gather feedback and input

3. 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.)

Digital surveys
Invitations for face to face meetings – either 1:1 or small group – to gather feedback and input

Outcome of Engagement
11. 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.

When all of the information was compiled we found that four categories were identified by stakeholders as high priorities: Supported and Successful Students, Empowered and Valued Staff, Strong Family and Community Partnerships, and Modern and Safe Facilities. Within each category there were trends that identified specific goals/strategies. These four categories became the Outcomes for our Integrated Plan, and the specific goals/strategies became the Strategies of our Integrated Plan. We then aligned all district and school plans and initiatives, as well as budgets and funding sources.

Strengthened Systems and Capacity (250 words or less per question)

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

We attend job fairs and post our openings on multiple sites. Unfortunately, in the past few years, we rarely get multiple qualified candidates for our openings. We have had to issue emergency licenses to instructional assistants and place them in classrooms as teachers due to our inability to find qualified, licensed instructors for our classrooms. We do provide mentor

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and TOSA support, and multiple professional development to our teachers to help them develop into higher quality educators. We also provide a "Cadet" program to our high school juniors and seniors interested in becoming educators (Grow Your Own).

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

We have two main sub groups, economically disadvantaged and students with disabilities. Our economically disadvantaged students typically outperform our students as a whole, but our students with disabilities lag far behind. We have increased district support by hiring Instructional Coaches, a PBIS/SEL Coordinator, and a school psychologist to support teaching and administrative staff. We provide stipends to teachers who work in special education to incentivize hiring and retention. Again, we have great difficulty finding special education teachers and often have long term subs in place, especially in our developmental learning centers. While we would love to have the ability to be more discerning we do the best we can to ensure we have teachers in our classrooms and do our best to support what we have.

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

We strive to educate students on the impact their choices have on selves and others and provide examples of better choices. We avoid out of classroom discipline when possible and except in cases where it is mandated. Our school staff work hard to educate students who misbehave rather than punish them. We have a dedicated SEL Coordinator who is instrumental in implementing PBIS and SEL in all of our buildings. He also supports building staff in appropriately dealing with behavior situations that arise. We work closely with families to help our student learn appropriate behaviors and what our expectations are. Data is collected in SWIS and Powerschool, disaggregated, and reviewed alongside academic data during RtI/Data Teams every 6-8 weeks.

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

We have good working relationships with each of these agencies. When transitions take place we meet with families, the transitioning agency, and our support team to develop success plans for the student.

5. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

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Our Student Services Team and elementary principals engage in Spring placement meetings to support students transitioning from EIECSE to Kindergarten. Teams review data and specific student needs and create plans or arrange placements, as needed. Middle school counselors and principals meet each spring to support students transitioning from elementary to middle school. They review academic data, behavior data, and attendance data and develop plans to support students, as needed. High school principals, Graduation Coach, and Counselor meet with each 8th grade student individually and conduct empathy interviews, as well as review student academic/behavior/attendance data to develop high school success plans. High school upper classmen also visit the middle schools to share available classes and opportunities with incoming freshman, and a 9th grade transition day is hosted at the high school each year.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

Students can enroll in multiple CTE programs that provide specialized coursework and skill training. We offer opportunities to take college-level courses to help students earn credits toward degrees or certifications. Through multiple classes we offer career readiness activities to help students develop professional skills. We also take students to College & Career Fairs, which feature different colleges, employers, and industry professionals to help students explore future options.

7. For districts required to engage in Tribal Consultation only: **Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.**

The South Umpqua School District is proud to partner with the Cow Creek Band of Umpqua Tribe of Indians in multiple initiatives that support student success. Together, we are creating meaningful opportunities for learning, engagement, and community connection. One key collaboration is the "Math Early On" project, where the district works alongside the Teacher Development Group, Yamisa Pre-School (the Tribe's preschool), and our kindergarten and first-grade teachers. This initiative fosters classrooms where all students' potential is nurtured and where their beliefs, values, and traditions are recognized as valuable assets. By incorporating students' cultural backgrounds into math instruction, we ensure that learning is both meaningful and inclusive. Our

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partnership extends beyond the classroom. We work closely with the Tribe to support family nights at elementary schools, promoting S.T.E.A.M., literacy, and family engagement. Other collaborative efforts include the Tri City Elementary garden project, integrating Tribal curriculum into classrooms, and providing essential services such as family behavioral and mental health support. Together, we also engage in collaborative problem-solving to address barriers affecting student attendance and achievement, ensuring that all students have the resources they need to thrive. Through these strong partnerships, we are building a learning environment where every student feels valued, supported, and empowered.

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

1. ☒ **Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3).** *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Title I

3. If you answered "Other" on #2, please describe below:

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

Professional Development & Coaching
Purchasing Curricula & Materials

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5. If you answered "Other" on #4, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:

Identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (PL 114-95 129 Stat 1803) base in part on literacy score

7. 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. Use Format [School - xx%]. (write N/A if you have only one elementary school) (write N/A if you have only one elementary school)

Myrtle Creek Elem - 40%
Tri City Elem - 30%
Canyonville School - 30%

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Continue to provide webinars and support for plan development through ESD.

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

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identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

The vision of the plan is the same as our district mission to, "Unlock the Unlimited Potential in Every Student." To do this we provide a wide variety of opportunities for students and eliminate barriers to access programs – particularly among underrepresented student groups and our focal groups of SWD and Econ Disadvantaged. Our comprehensive needs assessment identified four key priorities with related goals. These have become the Outcomes and Strategies for the Integrated Plan. CTE programs/trades and college prep are prominent in the plan and budget and include funding for CTE staff and materials and the elimination of fees related to CTE programs. Strengths identified include significantly improved 9th grade on track and graduation rates with related activities featured prominently in the Integrated Plan and Budget. LPGTs are supported through ongoing investments in Early Literacy staffing, PD, and curricular materials, and the High School Success model currently implemented (contract with Stand.org, PD, Success Teams, Graduation Coach, 8th grade transition, and materials).

Additional requirement if applying with a sponsored charter: **Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Assurances

Assurance 1: You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
- **Guarantee of Assurance 1:** True

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).
- **Guarantee of Assurance 2:** True

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Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of Assurance 3:** True

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of Assurance 4:** True

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of Assurance 5:** True

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

- **Guarantee of Assurance 6:** True

Assurance 7: You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

- **Guarantee of Assurance 7:** True

Assurance 8: Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

- **Guarantee of Assurance 8:** True

Assurance 9: You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

- **Guarantee of Assurance 9:** True

Assurance 10: You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

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- **Guarantee of Assurance 10:** True

Assurance 11: You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
- **Guarantee of Assurance 11:** True

Assurance 12: You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
- **Guarantee of Assurance 12:** True

Assurance 13: If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
- **Guarantee of Assurance 13:** True

Assurance 14: You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.
- **Guarantee of Assurance 14:** True

Assurance 15: You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.
- **Guarantee of Assurance 15:** True

Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.
- **Guarantee of Assurance 16:** True

Website plan posted: https://www.susd.k12.or.us/curriculum-department/

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