

South Umpqua School District



2025-27 Integrated Application Presentation to Governing Board

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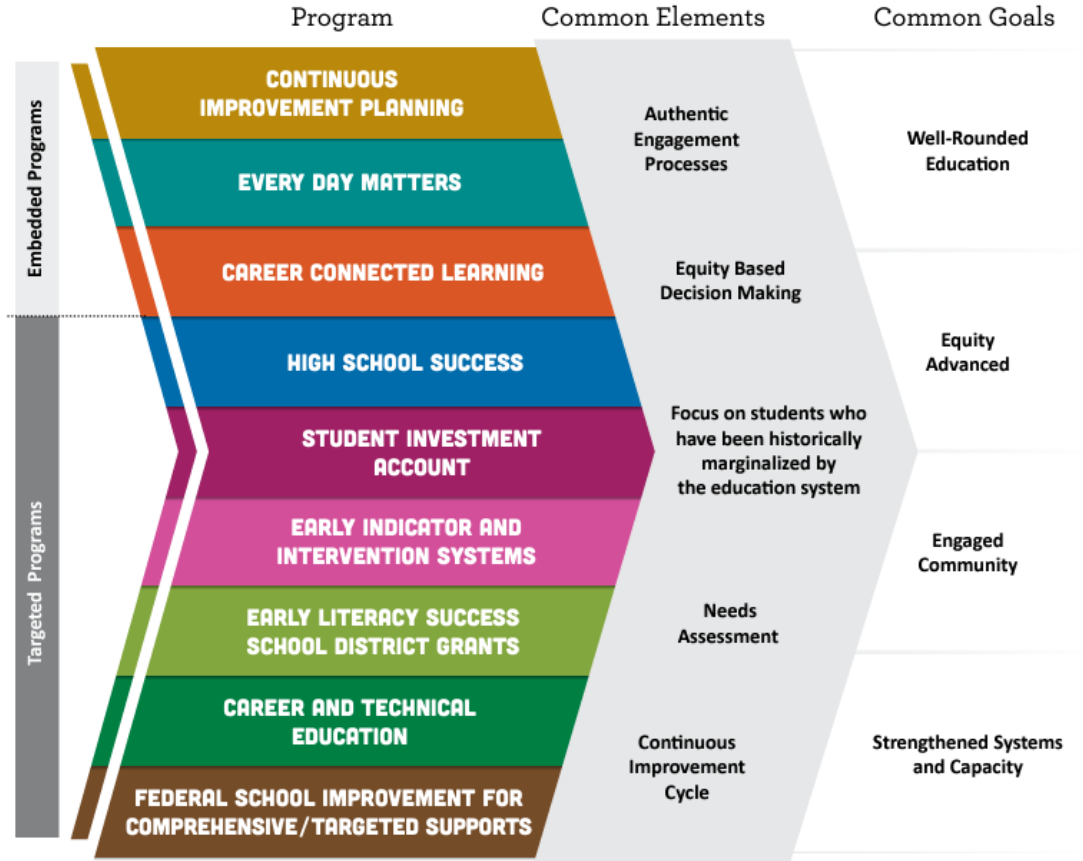
Purpose for Presentation

- To explain how the plan was developed and what was prioritized based on the Needs Assessment
- To hear additional feedback on the plan now that it has been developed
- To seek Board approval



What is the Integrated Plan?

Aligned Programs & Common Goals



Summary of Programs

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 Programs, 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 Programs, 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).

Meet our Planning Team Members

Ryan Savage, SUHS Assistant Principal

Ariel Mainz, Myrtle Creek Principal

Jesse Jackson, Tribal Education Partner

Jennifer Reid, Tribal Education Partner

Julie Hutchinson, Classified Rep, Elementary

Cody Gray, Graduation Coach, SUHS

Donald Anderson, Middle School Teacher

Alice Turpen, Instructional Coach

Gina Standley, Parent

Emily Savage, Parent

Shirley Cockrell, Classified Rep, Secondary

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- 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

SUSD Guiding Questions

3 Guiding Questions

- 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?

Student Groups/Factors to Consider

Economically Disadvantaged
Special Education
Grade Level/Age
Gender Based
Sexual Orientation
Race & Ethnicity
Cultural
Geographic Location
Talented & Gifted
Behavioral Challenges
Family Status (foster, single parent, DHS involvement, work schedules, etc.)
Unhoused
Trauma Impacted

Community Engagement Highlights

Feedback was gathered from over 206 educators, parents and caregivers, and community members through focus groups and in person interviews.

Over 244 parents and caregivers also completed the electronic survey providing critical input.

These priorities emerged:

Supported and Successful Students

Empowered and Valued Staff

Strong Family and Community Partnerships

Modern and Safe Facilities

Outcomes/Strategies: Pillar I

Supported and Successful Students: Reduced academic disparities and improved outcomes for all student focal groups

- Improve academic achievement by implementing high-leverage instructional practices across content areas and individualized support for all students
- Improve 9th grade on track and graduation rates by implementing research based best practices
- Ensure physical and mental health needs are met and enhance social emotional learning programs to support student well being, belongingness, and school spirit
- Expand extracurricular opportunities, including arts, technical education, and clubs to engage all students
- Hold all students to high behavioral expectations, across the district
- Increase opportunities for experiential learning (STEAM, PBL, CTE, Etc.)
- Create consistency in curriculum, policies, and practices across all schools
- Use data-driven approaches in PLCs and align vertical and horizontal academic standards

Outcomes/Strategies: Pillar II

Empowered and Valued Staff

- Enhance recruitment and retention efforts to ensure high quality staff in all positions by implementing high leverage retention strategies and providing competitive compensation for all employees
- Provide meaningful professional development with follow-up and consistent implementation across all schools
- Ensure that all staff are recognized as educators, and everyone is provided with support regardless of their role
- Provide training for staff on managing diverse student needs, both academic and social-emotional
- Build trust and communication among educators

Outcomes/Strategies: Pillar III

Strong Family and Community Partnerships

- Increase parent participation through varied and accessible opportunities for involvement
- Improve communication with families by standardizing district messaging and offering alternatives to social media
- Foster community engagement by promoting education's value and providing the resources and support that allow all families to partner in their child's education
- Collaborate with community organizations to expand resources like childcare, mental health support, and transportation
- Promoting employment opportunities that make it possible and desirable for graduates to remain within the district
- Offer extended learning programs, including high dosage tutoring, before/after school and summer

Outcomes/Strategies: Pillar IV

Modern and Safe Facilities and Learning Environments

- Renovate and maintain school facilities to create safe, healthy, and productive learning environments
- Provide high quality infrastructure to support teaching and learning
- Continue to monitor and implement best practices for building and student safety

Key Investments:

- Oregon Career Info System
- SUHS CTE Staffing, Equipment, and Materials
- SUHS HSS Supports, including Graduation Coach, Electives Teachers, House Materials
- College Field Trips for Students
- 8th-9th Grade Transition Supports and Programs
- Student Services Staffing to Support Student Physical, Mental, and Behavioral Health, including a Licensed School Psychologist and a Licensed PBIS/SEL Coordinator
- Instructional Coaching, K-12
- Early Literacy Curriculum, Assessments, and Materials
- Elementary Library Technicians
- Elimination of all “Pay-to-Play” Fees for Athletics, Band, Clubs, and CTE Programs
- Powerschool Attendance Support and Communications Module
- Family Engagement Activities

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 (OSAS)
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE co-develops Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

*Grantees may also set local optional metrics

What Happens Next?

