

# Culver SD 4 - Journaling Progress



Question	First Quarter	Second Quarter	Third Quarter
<p>What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response.</p>	<p>Leadership – The addition of a district level administrator has had a positive impact for the Culver School District. Additional time has been devoted to improving special education programming, policies and procedures. Opportunities for professional development focused on increasing capacity in literacy and math skills have been implemented with positive results for students evidenced.</p> <p>Social/Emotional/Behavioral Well-Being of Students – Increasing the capacity of the school counselors to one in each of the school district’s buildings has yielded quality support for the social, emotional, behavioral and mental health of students. The number of students being seen by a qualified counselor has increased as well as the number of classes offered emphasizing resiliency as well as character and social skill development for students.</p> <p>Increase math teacher at the middle school level – increasing one math teacher at the middle school level has reduced the number of students per adult in the math classrooms. Multiple class offerings are now available as well as more individualized tutoring sessions provided.</p> <p>STEM Teacher at Elementary School – The addition of a STEM teacher has created the opportunity for students to receive innovative instructional practices thereby creating more rigorous academic courses and opportunities for creativity and knowledge acquisition to flourish.</p>	<p>Leadership- As the school year progresses and the continuing demands imposed by the COVID-19 pandemic ongoing, having an additional person in a leadership role dedicated to completing state and federal mandates continues to be a tremendous assistance for our district. As the administrator gains experience within the Culver School District, additional projects are assigned. For example, a desk audit of federal programs was announced earlier this year. This would have been a daunting task had it not been for the hiring of an additional person on the administrative team to take the lead and address the requirements of the audit.</p> <p>Social/Emotional/Behavioral Well-Being of Students – Counselors state that with the increase of one counselor, the student caseload per counselor within the district is much more manageable as well as each building has dedicated counseling staff. Relationships are readily attainable as time and attention may be devoted to each building. All three counselors report that a much more in-depth level of coordination of services for students and families is possible across the schools and district. Crisis management and screening may be established at an acceptable level for students.</p> <p>Expand High Quality Teaching and Learning:</p> <p>Increase math teacher at the middle school level – the addition of individualized math instructional sessions has assisted students to become more confident and proficient in math skills. Sustained professional development has been provided for the math teachers beginning with an intensive five-day math professional development workshop prior to the start of the 2021-2022 school year and five additional days of professional development provided by a math consultant during the school year. This intensive professional development effort may assist with closing the achievement gap created by the COVID-19 disruption of student learning.</p> <p>STEM Teacher at Elementary School – Beginning in the 2020-2021 school year, every second through fourth grader is receiving focused STEM instruction for a week each month. Additionally, every kindergartener and first grader are receiving focused STEM instruction for two weeks each month.</p>	<p>Leadership- The leadership role of Director of Federal Programs and Special Education is nearing completion of the second year. The focus of Special Education for this year is improvement of instructional services for students. All employees were evaluated and suggestions for improving instruction have been completed. This process will continue to be monitored and improved over time.</p> <p>Additionally, improvement in the area of math instruction for staff has been a primary focus with consultants working directly with teachers to improve the quality of instruction for students.</p> <p>The desk audit for Federal Programs was completed this spring. Results will be reviewed on April 28, 2022. This audit focused on programmatic compliance ensuring the district is upholding mandated responsibilities. As with any audit, areas of improvement were noted with a plan in place by the district to address any noted insufficiencies.</p> <p>Social/Emotional/Behavioral Well-Being of Students- By increasing counseling staff, more time is available to address individual sessions for students including solution-focused counseling and emotional self-regulation strategies. A concerted effort for counselors to schedule individualized sessions has been emphasized. These individualized sessions have allowed for deeper student connections and developing a trusting relationship with students.</p> <p>Increase math teacher at the middle school level- A focus of the math teacher at the middle school level has been to increase student engagement activities to enhance student learning. Professional development trainings have been beneficial in developing the math engagement activities. Additionally, creating time to focus on developing essential skills and addressing unfinished learning due to COVID-19 disruptions has been emphasized.</p> <p>STEM Teacher at Elementary School- Having access to a STEM teacher at the elementary level has created more science-based learning activities, more hands-on learning opportunities as well as more community partners assisting and investing in our youth.</p> <p>Grow Your Own – Tuition support for staff who are completing college coursework required to become a certified teacher. Currently there are four staff members who are actively participating in the "Grow Your Own" program. Each person has submitted documentation for reimbursement.</p>
<p>What evidence can you point to that supports the impact you have described occurring?</p>	<p>Evidence includes creating efficiencies within the federal program grant programs, outreach provided for all staff to provide high quality professional development opportunities, timely and accurate reporting often required by state and federal grants, and increase policy adherence through ensuring compliance of state and federal laws.</p> <p>By increasing counseling staff, students have access to the social/emotional/behavioral and mental health supports necessary for health, safety and well-being. The number of students seen by the school counselor, the number of small and large group learning opportunities and the number of students establishing safety and security felt in the school environment. This added position produces both quantitative and qualitative data for substantiation of the positive impact.</p> <p>The addition of a full-time math teacher provides the opportunity for academic growth in the subject area math. Quantitative and qualitative data across time may indicate an improvement in math scores resulting from learning loss experienced by students due to COVID-19.</p> <p>The addition of a STEM teacher may be quantitatively measured by the Smarter Balanced data across time when comparing pre-STEM data and post STEM data across time. Qualitatively, the students appear to be enjoying the creative, explorative activities that are being presented. By including innovative instructional practices and more rigorous academic courses, both innovation and knowledge acquisition are attained.</p>	<p>Leadership - Evidence includes, but is not limited to, a finalized audit for federal programs for the district, completed School Investment Act reporting in a timely manner, ESSER submissions completed for the district, special education tasks including mandated reporting is completed, special education staff are being evaluated throughout the school year and administrative presence at all Individual Education Plan meetings is consistent.</p> <p>Social/Emotional/Behavioral Well-Being of Students - Data attained via online journaling by counselors assists with determining the issues most readily identified by students as well as the duration of counselor time involved in addressing the most pressing student issues. This reporting assists in guiding professional development activities for counselors as well as understanding the most pressing social/emotional/behavioral needs of students.</p> <p>Expand High Quality Teaching and Learning -</p> <p>Increasing the middle school staff by the addition of a math teacher who also serves as a cross country coach increases the opportunities for growth in mathematical skills, but growth in social/emotional/behavioral health. The relationships built between students and staff both in the classroom and outside of the classroom contributes to student growth in all areas.</p> <p>Elementary STEM Teacher -The elementary library staff is partnering with the STEM teacher regarding content. This collaboration allows students access to more in-depth content related to STEM projects. For example, when the solar system was being studied in STEM, students completed activities in the library regarding the planets therefore complementing the STEM unit. Additionally, the library teacher and the STEM teacher have shared planning time.</p> <p>The level of vocabulary the students are learning in STEM far exceeds what they would learn in a normal year of classroom science.</p> <p>A decrease in the number of discipline incidents in a six-month period may be correlated to the hands-on, high interest-based activities provided for and loved by the students.</p>	<p>Leadership Evidence includes-- Evidence of completed teacher evaluations are found within the teacher evaluation system. Embedded within the evaluations are recommendations for instructional improvement.</p> <p>Evidence of the final audit result for federal programs and a plan in place to address any identified insufficiencies.</p> <p>Evidence of the positive effects of the additional school counselor are cited as follows: •A log of counselors' individual and small group activities with students •Increase in school attendance rates for students •Decrease in the number of student behavioral incidents</p> <p>Evidence by increasing math teacher at middle school- *Data from the IXL math program showing student individual and group data of progress in the area of math across the 2021-2022 school year. *Formative assessments indicating student growth *Pre and Post test results indicating student growth toward learning goals</p> <p>Elementary STEM Teacher- *Projects produced by students *Roster of guest speakers invited to share their expertise area with students</p> <p>Grow Your Own – *Evidence of successful coursework completion indicated by an official transcript is submitted prior to reimbursement for tuition expenses.</p>
<p>Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.</p>	<p>Leadership – Many professional development opportunities are being offered and embraced by the elementary and middle school staff. The inclusion of community volunteers to assist in this endeavor is also being utilized.</p> <p>Having school counselors in each building is essential for students during this unusual period of time. The middle level counselor is making positive connections with students both during the school day as well as contributing to sports offerings. The middle level coach recently won the district championship for cross country track. Additionally, the middle level coach was voted by fellow coaches as coach of the year for cross country.</p> <p>The math teacher recently attended a week-long training for enhancing math instruction. The math teacher is implementing the strategies and this is strengthening her skill set. The math professional development opportunity is being extended throughout the 2021-22 school year. The STEM teacher is including all students within the school. Students work is being displayed and the enthusiasm for the innovative hands-on approach is causing excitement for learning within students.</p>	<p>Counselors at each building are attending training sessions directed toward the implementation of a districtwide behavioral program assists schools within the district with the development of a common language and common practice for social/emotional/behavioral learning across the Culver School District.</p> <p>The math teachers at the middle level are participating in walkthroughs with other math classrooms as well as observing a master teacher conduct math lessons within their respective math classrooms. These professional development opportunities assist math teachers with developing both the art and craft of their chosen field of study. Professional development benefits not only the math teachers, but is equally beneficial for students within their classes.</p> <p>A NASA representative visited and taught Culver Elementary students about ExoMars and discussed the practice space launches occurring in Madras, Oregon. Students were incredibly engaged and several shared this learning experience with their parents. Some students researched the NASA project during their own time and shared information with other students. The expertise received from the NASA representative was remarkable and a few of the students excitedly asked if the representative could stay all day.</p> <p>Students were walking through the building when it was the day to take home a STEM activity involving creating and constructing a wind machine. A group of students were sharing how one student's model was actually the only model that met all of the project criteria and actually worked. Students were highly engaged.</p>	<p>Anecdotes and stories: Counselor – A student shared that the school is a place of 'refuge' for her, a space where she can truly be herself and feel listened to and cared for. A student who was experiencing a significant family disruption was approached by the counselor and given the time to discuss his feelings. The student stated to the counselor that he really needed someone on this day to talk to. Math Teacher – Students who were academically behind and required more individualized assistance over time have increased their grades as well as their skills, self confidence and self-esteem.</p>

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<p>4 What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?</p>	<p>Lessons learned include:  Hiring the best fit for the job is always best.  It takes time to create lasting relationships, but it is well worth the wait.  Being creative and innovative is a risk, but it leads to great opportunities for students.  It takes a whole district working together to get through this period of time and to create a positive environment for students.</p>	<p>Lessons Learned include:  •When embracing Social Emotional Learning, it is best to have a unified districtwide program where a common language and practice is established.  •When hiring new teachers in the core subject areas, professional development to support their growth at the beginning of their educational career is a wise investment for a district to consider.  •Smaller class sizes increase individualized learning opportunities for students.  •Hands-on activities require extra storage for materials. If it is a building wide program, storage is a HUGE issue.  •Partnering with outside experts increases the level of information shared as well as increases student motivation exponentially.  •The students absolutely love hands-on projects, creating solutions, and outside of the box thinking!</p>	<p>Lessons Learned include:  •It is essential that student learning loss be addressed. This will take many different strategies, intensive instructional time and additional funding to fully make up for classroom time missed due to the pandemic.  •Students learn best from each other through collaboration and group work.  •When solving problems in math, apply those problem-solving strategies to life issues. There are numerous ways to solve problems, and one size or one answer doesn't always fit all life circumstances.  •Always present information in a variety of ways as you will never know what strategy will create a spark for each individual child's interests.</p>