

STUDENT INVESTMENT ACCOUNT APPLICATION

CULVER SCHOOL DISTRICT

SPRING 2020



Part One: General Information

Applicant: Culver School District

Institution ID: 2050

Webpage: www.culver.k12.or.us

Contact Person: Stefanie Garber, Superintendent

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(541) 546-2541

Part Two: Narrative

Plan Summary-

The Culver School District employs 80+ staff across 3 schools. We have a school district that serves all students a high quality education in which 58% of our students qualify for free or reduced lunch, 9.9% are ESL/ELD, 34.6% are students of color, and 14.89% qualify for IEP's.

The unified 37 acre campus of Culver School District contains the elementary, middle, and high school buildings. The district serves approximately 700 students with increasingly diverse cultural backgrounds. Culver has a reputation for scholastic excellence and has been repeatedly commended by the State of Oregon for its success. The advantageous small size of our district promotes a variety of ages working together. Culver Elementary lays the foundation for strong, basic skills and fosters a love of learning. Culver Middle School has been recognized as a Model School for top academic achievement for multiple years. Culver High School consistently has one of the top graduation rates in Oregon, and has the highest rate in central Oregon. This is an educational center where everyone knows everybody and each student matters. Caring, understanding, and communicating are important factors that drive community, as well as teacher and student interactions.

Culver has an active community that supports the district's endeavors. It is through these partnerships that the district provides a highly recognized K-12 STEM (Science, Technology, Engineering and Mathematics) program. Each year Culver hosts an annual STEMfest which is open to the public, where the three schools showcase their STEM work. In addition, there is a distinguished emphasis on keeping music and the arts thriving throughout the district. Repeatedly, our music program has been nationally recognized as a community that supports music. This district has also been successful in maintaining its agricultural, industrial, and Career and Technical Education (CTE) programs that prepare students for post high school careers. The Culver campus

and schools are the community gathering place for athletics, plays, music, art and other events.

One of Culver's greatest challenges is our ever-expanding and growing population of students with disabilities. We have seen a steep increase in students with complicated behavior issues that impair their ability to learn. These types of students also impact the students around them. Currently, our greatest challenge is meeting the needs of all students due to these circumstances. Most staff have multiple roles in our district, and we are understaffed to be as successful as possible. With SIA funds, we would be able to reach all students at a more impactful level to support and raise their level of achievement.

Part Three: Community Engagement (CE) and Input

Overview of Community Engagement:

As part of the District's Strategic plan, we wanted to survey students and parents about current academic desires. Culver school districts Strategic Plan this summer was a major project with major outcomes: we wanted to gain a deep understanding of students' and families' experiences in our school and to use the information to direct change. We are taking our values of family, forward thinking and for our future and ensuring they are being applied equitably for all of our students.

The goal of the strategic plan is to create a new relevant, rigorous and regularly-occurring process that will allow us to dig deep into the academic, social and emotional experiences of our students, particularly those from historically underserved populations.

Self-Assessment of Community Engagement:

The Culver School District's strategic planning effort was initiated in May 2019 based on a decision by Superintendent Stefanie Garber to undertake a comprehensive, five-year visioning process. The plan will start in September 2019 and is projected to remain in place, with necessary yearly modifications, through the 2023-2024 school year. The district contracted with Colonna Education Consulting Services to facilitate the process. The team held four, eight-hour meetings and one, two-hour meetings from June 14 to August 9, 2019, for a total of 34 hours to develop the data and concepts for our Strategic Plan. The first task for the team was to collect district baseline information from a *Strategic planning & Student Success Act Survey* that was administered shortly before the first team meeting. The planning team used the survey data to inform their development of each component of the plan as listed in the table of contents.

Who was engaged? How did you engage your community?

- Culver School District Strategic Plan (**June 14th to August 9th**)
 - Developed jointly with community members, parents, staff, administration, union leadership, and local cultural leaders and government
- HB3499 District plan, assessments, reporting and data (**November 12th, 2019**)
 - Developed alongside ODE and the ELL community to engage with and address the needs of one of our largest focal student populations
- ELL Parent Night with Middle and High School Juntos (**March 2nd, 2020**)
 - Listen to and engage our Hispanic population; identify and address disparities and achievement and opportunity gaps
- Culver Education Association Meetings (**Monthly 2019/2020 School year**)
 - Listen to and engage with Union leadership to create a plan equitable to all staff
- Culver School District Strategic Planning Survey (**May 22nd, 2019**)
 - Assess perception, attitude, wants, needs, struggles, thoughts and ideas of all staff regarding workplace, professional development, students, behavior, academic performance, facilities, safety, administration and community in an open-ended format
 - Used to derive the District's Core Values that anchor our plan
- Culver School District Academics Survey- Parents/Community (**September 24th, 2019**)
 - K thru 12 and all families
 - Identify desires of all District patrons as well as perceived strengths and weaknesses of District
- Culver School District Student Body Academics Survey- Students (**September 12, 2019**)
 - Identify desires of all District students as well as perceived strengths and weaknesses of District
- Culver School District Staff Professional Development/Skill Set Survey (**January. 29th, 2020**)
 - Collect feedback on staff needs, skills and ideas in direct response to Parent and Student Academic Survey results
- Culver School District Staff Professional Growth Survey (**August 26th, 2019**)
 - Identify areas of need within all schools and departments
- Culver School District Community Communications Survey **1st (November. 4th, 2019) 2nd (January. 31st, 2020)**
 - Identify most effective methods of engaging all groups within community and obtaining and sharing information and feedback as SIA plan progresses
- Culver School District Staff Communications Survey (**January. 29th, 2020**) (**January 31st, 2020**)
 - Identify most effective methods of engaging all staff and obtaining and sharing information and feedback as SIA plan progresses
- Strategic Plan Staff Check-Ins: (**October. 30th 2019 and February. 18th 2020**)
- Elementary Title 1A Parent Survey (**May, 2019**)
- GEAR UP Survey **1st(September 28th, 2019) 2nd(November 4th, 2019)**
 - Parents, Students and Staff, Grades 6 - 12

Evidence of Engagement:

The following artifacts represent engagement opportunities to learn from our stakeholders. We have also included data tools used in this process.

Please click below for a link to our Artifacts:

- [Culver SD Academic Survey](#)
- [Culver SD Communication Survey \(Staff\)](#)
- [Culver SD Communication Survey \(Community\)](#)
- [HB3499 - Presentation](#)
- [ODE Student Investment Account Unsuppressed Data](#)
- [Culver School District Strategic Plan](#)
- [10 Year Elementary Academic Achievement Chart](#)
- [State Report Card](#)
- [Culver Elementary- Title 1A Survey Results](#)
- [Gear Up Survey](#)

Strategies and Activities for Engaging Focal Student Population and their Families:

The primary strategy that we used to engage students and families was to send out surveys to everyone to get their feedback. We are a small rural community that has a personal connection with a majority of our families and community members. We sent a survey out in the Spring in the city water bill. We also used our Blackboard system to select different groups to target and get specific information back in another survey. We were able to use our data to target specific areas and groups to see areas that we need to improve on and areas of strength for our district.

Strategies and Activities for Engaging Staff

Getting feedback from our most valuable resources is important in a district of our size. We count on and depend on our staff to support our students everyday. We value their feedback and information on plans of this nature. Empowering our staff to have a say on the direction we need to go is important in our growth as a staff. We have surveyed the staff two times to get their feedback on our Strategic Plan. We asked about different program areas that they would like to see us improve or grow. We surveyed the staff about “what is the best way for administration to communicate with you” we want to be transparent and open and make it as easy as possible to communicate with the staff. Last we have asked for staff check-ins. We are looking for feedback from staff, “what is working well”, “areas that we can improve”, and “something we need to know”. These

three questions help support our mission and vision in the school to keep the culture of the building strong and moving forward.

Part Four: Data Analysis

Data Sources

The Culver School District utilized a wide variety of data sources in determining its SIA Plan. The District engaged parents, students, administrators, teachers, support staff, cultural leaders, local government and all other community members and partners in gathering specific, unique, local data. We also collected and analyzed municipal, county, regional and state trends and data. The following is a list of the most prominent and affecting data sources:

- ODE Student Investment Account Unsuppressed Data
 - Identify focal student groups, disparities and achievement gaps, academic areas in need of additional support and development
- Oregon Education Investment Board: Equity Lens
 - Synchronize District goals and student equity with OEIB Vision, Beliefs and Purpose
- Culver School District Strategic Plan
 - Drive the District's SIA plan with the Core Values, Vision and Mission statements developed jointly with community members, parents, staff, administration, union leadership, and local cultural leaders and government
- Oregon State Report Card Data
 - Identify District performance, disparities, achievement and opportunity gaps and needs; assess public's perception of performance, disparities, and achievement and opportunity gaps
- Oregon Senate Bill 253
 - Identify and implement successful pathways for all Culver students
- HB3499 District plan, assessments, reporting and data
 - Utilize a resource already developed alongside ODE to engage with and address the needs of one of our largest focal student populations
- ELL Parent Night with Juntos
 - Listen to and engage our Hispanic population; identify and address disparities and achievement and opportunity gaps
- ODE Staff Position, Staff Assignment and Class Roster reports
 - Evaluate staff ethnicity and culture and student populations served
- Culver Education Association Meetings
 - Listen to and engage with Union leadership to create a plan equitable to all staff
- Culver School District Strategic Planning Survey
 - Assess perception, attitude, wants, needs, struggles, thoughts and ideas of all staff regarding workplace, professional development, students, behavior,

academic performance, facilities, safety, administration and community in an open-ended format

- Used to derive the District's Core Values that anchor our plan
- Culver School District Academics Survey- Parents/Community
 - Identify desires of all District patrons as well as perceived strengths and weaknesses of District
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- Culver School District Staff Professional Growth Survey
 - Identify areas of need within all schools and departments
- Culver School District Community Communications Survey
 - Identify most effective methods of engaging all groups within community and obtaining and sharing information and feedback as SIA plan progresses
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 - Identify most effective methods of engaging all staff and obtaining and sharing information and feedback as SIA plan progresses
- Elementary Title 1A Parent Survey
- GEAR UP Survey
 - Parents, Students and Staff
 - Grades 6-12
- Team meeting with SIA planning team and our Culver Education Association
 - Share ideas that are surfacing as priorities

Part Five: SIA Plan

To develop our plan we utilized continuous improvement planning, considering our already existing 5 year District Strategic Plan as well as our Consolidated Improvement Plan. We are aligning all the documents and efforts to realize the best possible plan and outcomes for our SIA application. SIA investments are aimed strategically at meeting the needs of our students.

OUTCOMES, STRATEGIES, ACTIVITIES, & PRIORITIES

OUTCOME 1- Develop a comprehensive plan for the next 3 years to achieve the best results from these Strategic Investments.

YEAR 1-		
STRATEGIES	ACTIVITIES	PRIORITIES
1. Develop & Hire a .25 FTE Culver SIA Coordinator to deeply analyze and lead our district through identification of priority metrics and programs.	<ol style="list-style-type: none"> 1. Develop job description and post position. 2. Interview and hire the best candidate. 	HIGH
1. District SIA Coordinator will develop a calendar for the 2020-2021 school year to complete the Student Success Act and Student Investment Account requirements and activities.	<ol style="list-style-type: none"> 1. Meeting with Superintendent and administrative team to determine priorities- August 2020 and ongoing as the calendar is developed. 2. Multiple follow up meetings occur as needed. 	HIGH
3. District SIA Coordinator will implement identified activities and staff development	<ol style="list-style-type: none"> 1. TBD 	HIGH

OUTCOME 2- Reduce academic disparities specifically for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care by adding a district level administrator that will coordinate and monitor programs for these students.

YEAR 1-		
STRATEGIES	ACTIVITIES	PRIORITIES
1. Develop job description and hire a 1.0 FTE Special Programs Director that will be responsible for addressing these students and the programs that serve them.	<ol style="list-style-type: none"> 1. Develop job description and post position. 2. Interview and hire the best candidate. 	HIGH
2. Special Programs Director will determine priority areas of work.	<ol style="list-style-type: none"> 1. Working with the current staff & the administrative team, the Special Programs Director will learn the district and the student population. 2. The Special Programs director will identify disparities and propose plans to address them. 3. The Director will organize & prioritize the work to be accomplished for the 2020-2021 school year. 	HIGH

OUTCOME 3- Establish full time counselors at each of the schools to increase the ability to meet students' mental or behavioral health needs.

YEAR 1-		
STRATEGIES	ACTIVITIES	PRIORITIES
1. Establish 3 full time counselors, increasing from our current 2.0 FTE.	1. Look at current 2.0 FTE positions & assignments and determine the best configuration for student and building needs.	HIGH
2. Once positions and assignments are determined, counselors will identify students with priority Mental or behavioral needs.	1. Counselors will work with the following to determine these students: <ul style="list-style-type: none"> a. Teachers b. Administrators c. Parents/Guardians d. Department of Human Services e. Best Care Mental Health Services f. Other staff as needed 	HIGH

OUTCOME 4- Provide equitable access to academic courses in the Culver Middle School program of Mathematics.

YEAR 1-		
STRATEGIES	ACTIVITIES	PRIORITIES
1. Hire a second mathematics teacher.	1. Develop job description and post position. 2. Interview and hire the best candidate.	HIGH
2. Determine teaching assignment.	1. Administrator and current math teacher meet with the new teacher and determine courses, curriculum, and grade levels they will teach.	HIGH

OUTCOME 5- Develop a “grow our own” program where we work with OSU Cascades Campus and develop a process where current employees with Bachelor’s Degrees can become certified teachers in a hybrid certification program.

YEAR 1-		
STRATEGIES	ACTIVITIES	PRIORITIES
1. Identify staff members who have their Bachelor’s degrees.	1. Principals work with the Department to determine the list of employees in this criteria.	HIGH
2. Meet with individuals on the list of employees and inquire about interest in participation in the program provided by OSU Cascades campus.	1. Assist employees with application & enrollment in program enrollment.	HIGH
3. Determine financial assistance the district will provide for these teaching candidates towards their certification program.	1. Work with our Personnel Department, OSU Cascades, and Building administrators to establish protocols.	HIGH

OUTCOME 6- Strengthen partnerships, communication, and access to a well-rounded educational program by establishing a District position in charge of STEM (Science, Technology, Engineering, & Mathematics), Technology integration, Attendance, & and Community Outreach.

YEAR 1-		
STRATEGIES	ACTIVITIES	PRIORITIES
1. Develop and hire a .45 FTE STEM & Outreach Coordinator position.	1. Develop job description and post position. 2. Interview and hire the best candidate.	HIGH
2. Building leaders meet with the new employee to determine priority areas to develop in the district.	1. Share previous & established STEM path for the district. 2. Build a district plan to	HIGH

	address the areas identified as priorities.	
3. Increase communication to families about school information, events, and opportunities.	<ol style="list-style-type: none"> 1. Purchase and install a District digital reader board to increase communication. 2. Establish District Facebook page to increase communication with stakeholders. 	MEDIUM
4. Increase access to programs after school for all students.	<ol style="list-style-type: none"> 1. Purchase a Type 10 vehicle to transport students who lack transportation to attend extra curricular programs. 	LOW
5. Increase STEM and extra curricular programs inside & outside of the school day.	<ol style="list-style-type: none"> 1. Establish hourly wages for after school programs- rates for certified and classified staff. 2. Examine school schedules and determine skill sets and opportunities to provide additional electives as requested by parents & students. 	LOW

BUDGET-

Our SIA Budget is linked below:

[Culver SIA Strategies & Outcomes and Activities & Expenses](#)

**All salaries and benefits are estimates, actuals based on candidates hired will vary.

EQUITY LENS or TOOL-

The district provided opportunities for stakeholders to complete various needs assessments, analyze achievement data, determine priorities for students, to ultimately reach our 100% graduation goal.

This plan addresses our populations that have been historically lagging behind the benchmarks: specifically, our English Learners, our Students with Disabilities, and our students of poverty. Our SIA Plan includes personnel to dig deeper into the various student groups and programs to determine the best investments into the future. The goal is to eliminate the opportunity and achievement gaps. With the addition of an SSA Coordinator and a Special Programs Coordinator, they will be able to dig deep and examine in detail all of the current conditions, achievement data, attendance data, etc. and have the ability to focus specifically on building the best plan for success to implement for the 2021-2022 school year. These SIA funds finally make this a possibility. Our 3 administrators are stretched very thin and do not have the capacity to give this kind of attention and detail to such work. This is very exciting for our district!

We have a strong School to Career program at our high school and we typically meet the 40/40/20 goal each senior class. Our size is of great benefit as we typically have around 50 students graduate each year so we are able to customize their path in being ready for their next step in life once they graduate.

Our six outcomes are designed to address the various needs and thus create the goal of equitable opportunities and outcomes for our students. During the 2020-2021 school year, we will be examining the current programs and procedures and delineating down further what the barriers are for our students, and then devising a very detailed plan for each of the subgroups and their success. For the 2020-2021 school year, the majority of the money will be used for personnel to support the SSA in Culver School District.

We will modify and enhance strategies throughout the 2020-2021 school year as we identify the individual and cultural needs of our stakeholders. The 2020-2021 SIA plan will be a dynamic document in which programs are built and administrators begin to lead in different ways for our school district as directed by the plan, with a robust more targeted plan built for the 2021-2022 school year.

We will continue to collect data on race, ethnicity, and native language throughout the next 5 years. We will then incorporate ongoing modified strategies to continue to push towards the goals set in the growth targets and ultimately reach that 100% graduation rate.

DRAFT LONGITUDINAL GROWTH TARGETS & COMMON METRICS-

FOUR YEAR GRADUATION

District Wide

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	100%	100%	100%	100%	100%
Baseline Target	86%	90%	94%	98%	100%

Focal Student Groups

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	70%	74%	78%	82%	86%

FIVE YEAR COMPLETION

District Wide

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	100%	100%	100%	100%	100%
Baseline Target	89.3%	92.5%	95%	97.5%	100%

Focal Student Groups

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	70%	75%	80%	85%	89.3%

3rd GRADE READING (ELA)

District Wide

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	57%	62%	67%	70%	73%
Baseline Target	52.48%	57%	62%	67%	70%

Focal Student Groups

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	50%	55%	60%	65%	70%

9th GRADE ON TRACK

District Wide

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	89.26%	92.22%	95.18%	98.14%	100%
Baseline Target	86.3%	87.3%	88.3%	89.3%	90.3%

Focal Student Groups

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	80%	82.5%	84.5%	86.5%	90.3%

REGULAR ATTENDANCE

District Wide

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Stretch Target	83%	85%	87%	89%	90%
Baseline Target	82.33%	82.83%	83.33%	83.83%	84.33%

Focal Student Groups

	Year 1 20-21	Year 21-22	Year 22-23	Year 4 23-24	Year 5 24-25
Gap Closing	77%	79%	81%	83%	84.33%

ADD METRICS for MS MATHEMATICS once work with ODE to set goals begins.

Part 6: Use of Funds

Allowable uses

1. Reducing Class Size
2. Instructional Time
3. Health & Safety
4. Well Rounded Education

Addressing the Needs and Impacts on Focal Student Groups

1. Reducing Class Size-
 - a. We are committing \$73,943 to reducing class size at Culver Middle School. The achievement data shows that a drastic improvement needs to be made and one math teacher for the entire building isn't efficient for anyone. Adding a second full time teacher will allow for ability grouping and placing students according to their needs rather than mass placement just based on grade level.
2. Instructional Time-
 - a. We are not committing any dollars to this use.

3. Health & Safety-

- a. We are committing \$83,068 to hire another full time counselor so that we have a full time counselor at each building. This will increase our ability to meet students' mental or behavioral health needs.
- b. Our counseling team will also facilitate staff increasing our trauma informed practices.

4. Well Rounded Education-

- a. We are committing \$344,454 to hire a .25 FTE SSA District Coordinator and a 1.0 Special Programs District Administrator to:
 - i. Examine barriers to advancement, participation, and opportunity to identify where focus needs to be placed to create inclusive and equitable practices across the district.
 - ii. To build a multi-tiered academic system of support.
 - iii. Implement collaborative professional learning & data-informed decision making.
 - iv. Engage stakeholders and develop ongoing two-way communication.
 - v. Identify and implement early literacy practices and programs.
 - vi. Broaden curricular options at all grade levels: both inside and outside of the school day.
- b. We are committing \$127,552 to incentivize a "grow your own" pipeline of teachers that will serve the district. With larger neighboring districts, we see attrition due to teachers leaving to teach in the larger districts. In addition, with many Oregon school districts desiring to reduce class sizes, we need to be creative in building our own pool of teaching candidates. These funds will be used to assist with tuition costs for employees who are in a program to obtain their teaching degree.

Part 7: Documentation and Board Approval

[Culver SD School Board Agenda for March 12, 2020: C-7\(a\) & E-1](#)

[Culver SD School Board Meeting Minutes \(DRAFT\) for March 12, 2020: C-7\(a\) & E-1](#)