Culver School District #4

Applicant:

    Culver School District #4

    Institution ID: 2050

Contact Information:

    Stefanie Garber

    sgarber@culver.k12.or.us

    (541) 546-2541

Board Approval Date: March 16, 2023

> **Needs Assessment Summary (500 words or less):** *describe process, results of the needs assessment, data sources and how equity-based decision making for strategic planning and resource allocation.*
> *Consider community engagement Input*
> *Review Disaggregated Student Data*
> *Identify priorities aligned to the 4 common goals: well-rounded education, equity advanced, engaged community, strengthened systems and capacity*

Students are the first priority in Culver School District! Our core purpose is:

TEAM-UP TO INVEST IN EVERY KID, EVERY DAY!

To complete our Integrated 6 application and ensure the best use of our funds & programs, we have engaged a diverse multidisciplinary team in conversations focused on examining each of the four goal areas: equity advanced, engaged community, well-rounded education, and strengthened systems and capacity in the context of multiple data sources. The team examined practices, systems health, program quality all in the context of community input and intense analysis of disaggregated student performance data including trends for focal student groups.

The team worked together from August to February to examine all assets and challenges of our school district to make sure we were focusing on the priorities for our students. The team used the deeper analysis and a high school focus guiding questions from the Integrated Needs Assessment tool to further identify trends and patterns, formulate a shared understanding of strengths and needs, and to prioritize the goal area.

Data used in this needs assessment process included qualitative analysis reports from listening sessions and engagement groups, eligibility for Special Education services, discipline rates, third grade reading and math proficiency rates, third thru eleventh grade State Assessment Data, English Language Development rates & ELPA scores, 9th grade on track, graduation rates, credits earned (dual credit, AP, other college earning opportunities), participation in work-based programs, participation in extracurricular and co-curricular programs, counselor reports, attendance data, and monthly building level Response to Intervention data.

Our team examined contributing factors that impact the trends and patterns we are seeing. Factors we considered were learner progress, instructional, climate and culture, family and community factors, and impacts from the Covid-19 pandemic. Upon completion of all of our review, the following 4 areas emerged as top priorities:

1. Special Education support and stability.
2. Student mental, behavioral, & emotional health.
3. Additional curricular well-rounded opportunities for K - 12 students.
4. Achievement of all students leading to a 100% graduation rate, specifically mathematics.

Plan Summary (500 words or less): Context, braiding/blending of investments, needs and issues the investments will address, process to monitor

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 High School consistently has one of the top graduation rates 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. We are currently designing a K - 12 Career and Technical Education (CTE) initiative to complement the STEM program. Our current work is planning for funding, a building, and programming for this CTE addition. Historically, there is a distinguished emphasis on keeping music and the arts thriving throughout the district. Repeatedly, our music program has been nationally recognized as our community is one that supports music. This district has also been successful in maintaining its agricultural, industrial,

and 9 - 12 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, and providing an onsite special education director we would be able to reach all students at a more impactful level to support and raise their level of achievement.

Additional staffing improvements would include a middle school math teacher, a middle school counselor, an elementary STEM/ART specialist, a middle school/high school CTE teacher, and a high school success coordinator to support those students who struggle to stay on track. This broad plan would reach K - 12 students and address mental, behavioral, emotional, and curricular needs they have.

Equity Advanced (250 words or less per question) : outcome that will end predictable disparity in academic success and student well-being, creating rich and meaningful learning conditions where children, young people, their families and educators are seen	
What strength do you see in your district or school in terms of equity and access?	We are small, right now we have 663 students total. While many districts group students in groups by ethnicity, groups that are historically underserved, etc. we are able to not only group them but we know each individual student by strength and challenge. This is such a strength that larger districts don't get the privilege of having.
What needs were identified in your district or school in terms of equity and access? (directly inform your planning and budgeting)	The following needs were identified in our district, across all grade levels. 1. Special Education support and stability. 2. Student mental, behavioral, & emotional health. 3. Additional curricular well-rounded opportunities for K - 12 students. 4. Achievement of all students leading to a 100% graduation rate.
Equity lens or tool upload/link? Describe how you used this tool in planning.	Prior to each planning task and listening and needs assessment session, the belief statements and equity stance were reviewed.

	As priorities were coming to light in analyzing all student, staff, & parent responses we considered each one and ran them through these questions: 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups? 2. What is the impact on eliminating the opportunity gap? 3. How does the investment or resource allocation advance opportunities for historically underserved students or any student in our district? 4. What are the barriers to more equitable outcomes? 5. How have we intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? 6. How will we modify or enhance our strategies to ensure each learner and communities' individual and cultural needs are met? 7. How are we collecting data on race, ethnicity, and native language? 8. What is our commitment to P-20 professional learning? In other data session reviews, we first considered each building separately with identifying needs and priorities and then looked for common needs across the district. These became very obvious and the same questions were applied to this second list of needs. https://docs.google.com/document/d/1qku3uRYsreoB56lXsjyAT2xw0ABX28HCrP2YshguPuc/edit

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.	All four priorities will positively impact all students in our district:
	
	    1. Special Education support and stability-
	
	        Every special education student in the district will receive a greater degree of support. Previous to SIA we contracted with our ESD for 6 hours a week of Special Education oversight. Now we will have our own, full time position.
	
	    2. Student mental, behavioral, & emotional health-
	
	        Previously, we have had 2 full time counselors for our 3 buildings. One of them covered the K - 7 caseload and the other covered 8 - 12 caseload. With this investment, now each building will have

	their own counselor, thus providing more time and access for every student. 3. Additional curricular well-rounded opportunities for K - 12 students- All 3 buildings receive increased staffing to provide additional opportunities for students: elementary = STEM/ART Specialist, middle school = .75 CTE Teacher, High school = .25 CTE Teacher & 1.0 FTE High School Success Coordinator. 4. Achievement of all students leading to a 100% graduation rate, specifically mathematics. Our lowest achieving building on our Oregon State Assessments will receive additional support by adding a 1/0 FTE middle school math teacher. In addition, using general fund dollars, we will be purchasing a new Mathematics curriculum K - 12 to be in classrooms fall of 2024.
What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?	The district wide addition of a special education director will allow each level of students with IEPs to have greater expertise and oversight. Additionally, we are hoping that at the elementary we can use existing staff to improve our assessment results. At the middle school we are adding a 1.0 FTE for mathematics. Finally, at the high school we are adding a High School Success Coordinator to support all students in areas they are each identified as needing support.
What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?	Because we know every student and their situations thanks to our small size, our homeless students are typically addressed first in all of our initiatives, special opportunities, and academic programs. Regularly, we will provide one to one transportation for these students so they do not have any barriers to participating in the full academic program.
CTE FOCUS	

What strengths do you see in your CTE Programs of Study in terms of equity and access?	Regionally, we offer a variety of CTE programs in 10 pathways. We work with our teachers to identify any systemic barriers that may be in place that make it difficult for students to access those programs. In addition, we work with counseling staff to better understand the scope and sequence of CTE programs. We have also provided training for our CTE teachers to better serve special education students. In addition, we have the ability to support translation services in a limited capacity to our CTE programs.
What needs were identified in your CTE Programs of Study in terms of equity and access?	Our CTE programs reflect the student populations of the schools in which they exist. Because of the small size of our district and high school, we feel we are nimble enough in our scheduling with the two CTE programs that we have that a diverse group of students are able to access our programs.
What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?	Our counselor participates in regional training provided by HDESD around CTE opportunities. This allows us a better understanding of the flow and rigor of our CTE programs. Additionally, by integrating career navigation programs such as YouScience into our schools, students are more aware of their career trajectory and we are able to align their educational plan.
How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?	Considering the various needs of our students and being responsive to those needs is of the utmost importance and we don't have a one-sized, fits all solution. In some cases, students struggle to access CTE or other elective programs because of the services that they receive. We continue to work to decrease these barriers and create additional pathways for students to participate in CTE.

Well-Rounded Education (250 words or less per question): mental and behavioral health, safety, and well-being are not separated from academic opportunity and achievement, how academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning, including opportunities to earn postsecondary credit while in high school, pedagogy and practices.	
Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high)	ELEMENTARY- In addition to the traditional content areas, our students receive regular english language development, music, art, library, pe, STEM, and guidance. We have maintained these rich programs to provide a well-rounded education to educate the whole child as well as create interests for future career pathways and interests.

MIDDLE SCHOOL- In addition to the traditional content areas our students have the options for STEM, News Team, Ag courses, art, music, and guidance. |

	HIGH SCHOOL- In addition to the traditional content areas our students have the options for STEM, New Team, Edgenuity Acceleration- Remediation-Electives, Culinary, Leadership, Ag, Woods, Metals, Entrepreneurship, Yearbook, Business Projects, Computer Apps, Greenhouse Management, Graphic Design, Art, Rock Band, Robotics, Animal Science, Team Sports, Fitness for Life, AP courses, College Dual credit courses, Computer Apps, Band, Choir, english language development, theater, & Study Skills.
Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?	See previous question.
How do you ensure students have access to strong library programs?	At the elementary, students have 2 ½ days per week of library in which they receive media skills and a love of literature and reading. At the middle school and high school, our media program is incorporated into the language arts courses for every grade.
How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?	Every student receives a lunch period. At the elementary that is combined with a recess in addition to their other 2 recesses and their regular PE classes. Middle School and High School students have a 30 minute lunch as well as their regular PE classes.
Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross- disciplinary content.	Our district is proud of our K - 12 STEM Initiative that has been in place since 2013. Elementary students receive 2 ½ days per week of STEM class. The middle school has a separate STEM elective as well as integration of STEM in the regular content courses. The high school has a separate STEM elective as well as integration of STEM in the regular content courses. Our entire K - 12 staff participated in 2 years of rigorous graduate level coursework through Oregon State in STEM integration throughout the curriculum.
Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.	We have only adopted State Approved curriculums.
Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.	Our supervision and evaluation process for every certified staff member includes: Weekly collection of lesson plans 4 informal observations

	2 formal observations Multiple "walk through" observations. In addition, we have a district goal of engagement and intentional fun. We have a district TAG coordinator and a district Special Education Coordinator that monitor plans and IEPs to ensure that students are individually receiving intentional, engaging, and challenging instruction.
How will you support, coordinate, and integrate early childhood education programs?	Due to our small rural location, we do not have any early childhood programs housed in Culver. However, there are programs for Jefferson County located in the next town of Madras. We meet several times with our partners at Early Intervention, Oregon Childhood Development Coalition, and several private providers. Every spring, we hold open houses for each entity and they bring their students who will eventually be Culver Bulldogs to visit during a regular school day. And last, in May & August, our kindergarten teachers meet with each incoming student and their families individually.
What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?	We are fortunate to be a small, one campus district. This decreases the intensity of transitions from one building to the next. We hold annual "move-up days" for students each spring, we have orientations with families each spring, and in the fall we have the first day of school being freshman only. In our high school, we have a robust School to Career program and annually our goal is to have 100% of our graduating seniors committed and involved in what they will be doing after they graduate. Some examples of these placements include: Job Core 4 year University 2 year Community College or trade school Pape University Phagan's Beauty School Internships Entering the workforce
How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?	Every building has a Response to Intervention (RTI) team. They meet weekly or every two weeks and examine attendance, grades, social emotional well being, and behavior for every student. An individual plan is made for those students who are struggling with any of the mentioned areas.

	They are reviewed within that plan on a regular basis to continue and/or modify the success plan that is built. In these RTI Teams, students may also be referred to outside agencies for support as well as referred for a special education analysis/testing.
What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?	We have a district wide TAG program in addition to many opportunities to accelerate and enrich a student's academic plan. These include Advanced Placement classes, Dual Credit classes, opportunities for elective credit for off campus job training or other internship opportunities, as well as our online Edgenuity program has a wide variety of advanced courses and elective offerings (i.e.- several foreign languages, criminal justice, etc.)
CTE Focus (Consortium): new CTE programs of study to be developed	
How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?	CONSORTIUM- Regionally, YouScience, a career aptitude assessment, is available for all middle and high school students. Not only does this allow students to identify their aptitudes, it combines it with their interests. It also serves as a career navigation tool providing information on employment outlook, education/training, and skills used on a daily basis. In addition, Career Tree is available to all high schools and challenges students to dive into their career choice to investigate if it is really what they want to do. Schools are using YouScience and/or Career Tree to help guide students to CTE programs.
How are you providing equitable work-based learning experiences for students?	CONSORTIUM- Our region has partnered with Economic Development of Central Oregon and East Cascades Works in the Youth Career Connect Internship network. This network was established to support student internships in their local communities.
Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.	CONSORTIUM- We work to integrate core academic knowledge and skills into all CTE program of study work. This includes CTE teachers working with their math and/or ELA counterparts to integrate lessons/coursework.
What activities will you offer to students that will lead to self-sufficiency in identified careers?	CONSORTIUM- Our programs of study are aligned to the ODE statewide standards which include: ● Adhere to workplace practices ● Exhibit personal responsibility and accountability ● Practice cultural competence

	- Demonstrate teamwork and conflict resolution - Communicate clearly and effectively - Employ critical thinking to solve problems - Demonstrate creativity and innovative thinking - Demonstrate fluency in workplace technologies - Plan, organize, and manage work - Make informed career decisions We provide access to the Central Oregon Skilled Trades Fair, YouScience, access to Career Tree in our CTE programs as well as career guidance.
How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?	CONSORTIUM- Our schools promote CTE programs and course offerings prior to forecasting each year. Regionally, we support informational videos, 8th Grade CTE Days, and various other CTE recruitment opportunities. These allow all students to see and get a hands-on feel for what CTE programs have to offer as well as see what careers they could move into upon completion of the CTE program or after additional postsecondary training/education.
How will you prepare CTE participants for non- traditional fields?	CONSORTIUM- In our CTE programs of study, we do our best to show a wide range of people in various career fields. This includes our non-traditional students. By having speakers and presenters from non-traditional fields, it allows us to show students how open careers are to students from various backgrounds.
Describe any new CTE Programs of Study to be developed.	DISTRICT- Culver School District has developed a 5 year implementation plan, of which we are in year 1, to greatly increase our CTE program to branch out and build a K - 12 program that includes partnerships with trades, local businesses, as well as local unions. We are currently working on the building and the plans to build it. Then in fall of 2024 we will look to add a district coordinator and robust program offerings.

Engaged Community (250 words or less per question): who was engaged, how were they engaged, artifacts, where on the spectrum	
If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?	We again are blessed in our small size. We were able to reach all stakeholders and are pleased with the level of engagement of all. Should we ever need to solicit the help of additional partners, we could tap into existing support from JCESD, HDESD, & Better Together.

What relationships and/or partnerships will you cultivate to improve future engagement?	Based on the analysis of our community engagement data, we will continue to build sustainable practices to engage all of our stakeholders. The school district is the center of the Culver community so engaging our community is easier than most. For the fall of 2023 we are implementing ParentSquare to increase our tools to reach families.
What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?	Regionally, over $100,000 ESD/SSA technical assistance dollars was used to support and enhance our engagement efforts. It would be beneficial if ODE could increase their commitment to the financial lift of these engagement efforts. Additionally, continued development of processes for sharing best practices would be beneficial to our district and region.
How do you ensure community members and partners experience a safe and welcoming educational environment?	We survey all families and students annually and one section of our discussions specifically addresses our desire to sustain and improve our safe and welcoming educational environment.
If you sponsor a public charter school, describe their participation in the planning and development of your plan.	N/A
Who was engaged in any aspect of your planning processed under this guidance? (use list pg. 58)	*(Highlight all that apply)* Students of color Students with disabilities Students who are emerging bilinguals Students who identify as LGBTQ2SIA+ Students navigating poverty, homelessness, and foster care Families of students of color Families of students with disabilities Families of students who are emerging bilinguals Families of students navigating poverty, homelessness, and foster care Licensed staff (administrators, teachers, counselors, etc.) Classified staff (paraprofessionals, bus drivers, office support, etc.) School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)e CTE Regional Coordinators Regional STEM/ Early Learning Hubs
How were they engaged? (use list pg. 59)	*(Highlight all that apply)* Survey(s) In-person forum(s) Roundtable discussion

	Website CTE Consortia meeting Email messages Newsletters Social media School board meeting Community Gatherings with the Superintendent 1st Wed. of every month

Evidence of Engagement
UPLOAD top 5 artifacts (small district 2 artifacts)

Artifact 1	*Elementary, Middle, & High School Staff Engagement meetings (both in person and online)-* *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CES%20STAFF%20Integrated%206%20Engagment%20Responses.pdf* *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CMS%20%26%20CHS%20STAFF%20Integrated%206%20Engagement%20Responses.pdf* *https://docs.google.com/forms/d/1wOwe32Wjmc47BlpvWoXCegCLVbJ5JjySdoWwaETQRGA/edit#responses*
Artifact 2	*Student Data Sheets from ODE-* *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/Copy%20of%20CulverSD4_DataSheets2023%20from%20ODE.xlsx*
Artifact 3	*Parent In-person, online, & Latino Family Council Engagement-* *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CULVER%20SCHOOL%20DISTRICT%20IN-PERSON%20PARENT%20SURVEY%2011-2022.pdf* *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CULVER%20SCHOOL%20DISTRICT-%20ONLINE%20PARENT%20SURVEY%2012-2022.pdf* *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CULVER%20SCHOOL%20DISTRICT-%20Full%20Latino%20Family%20Council%20Document.pdf*
Artifact 4	*Grades 6th - 12th grade Student Survey-*

	https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CULVER%20SCHOOL%20DISTRICT%20-%20STUDENT%20Engagement%20January%202023.pdf
Artifact 5	Student Achievement Data, the State Assessment Scores report from the Secure ODE website- *https://www.culver.k12.or.us/sites/culver.k12.or.us/files/CULVER%20SCHOOL%20DISTRICT%20State%20Assessment%20Data-%202021-2022.pdf*

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?
These artifacts show all responses from our stakeholders.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fall on.
We provided in person as well as online options for our families.
We provided online surveys for our students through the english classes so there was an adult to answer any questions.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used and what level of the Community Engagement spectrum these fall on.
We provided in person as well as online options for our staff.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
We learned that communication is a continued need so we are implementing ParentSquare, a social media presence, a new district website, and a School Board quarterly newsletter.

CTE Focus (Consortium)

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?	CONSORTIUM-Regionally, internships opportunities are available through Youth Career Connect. However, WBL is much more inclusive than just internships. We are working to help CTE teachers identify what WBL opportunities exist in their programs through service learning, school-based enterprises, simulated workplace experiences, pre-apprenticeships, and cooperative work experience. DISTRICT- Culver School District has developed a 5 year implementation plan, of which we are in year 1, to greatly increase our CTE program to branch out and build a K - 12 program that includes partnerships with trades, local businesses, as well as local unions. We are currently working on the building and the plans to build it. Then in fall of 2024 we will look to add a district coordinator and robust program offerings.

Affirmation of Tribal Consultation	
Upload	N/A

Strengthened Systems and Capacity (250 words or less): whole system success, shared responsibility and accountability	
How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?	Previous to the last 3 years, this question would have been simple to answer. We are not unique in that in the past 3 years, educator pools are smaller than normal and it is incredibly challenging to get an applicant pool for any position. For the 2022-2023 school year, for 3 of our high school vacancies we only had one applicant for each position after attending job fairs, using social media, using Indeed and recruiting agencies, etc. Fortunately, we are able to retain our staff as our district is a fantastic place to work. We have: ● Given retention bonuses to staff for two years in a row. ● Set each new teacher or administrator up with a mentor ● Have a Grow Your Own program and in the 2022-2023 school year each applicant could qualify for up to $7000 to support their tuition expenses. ● Competitive wages and benefits
What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?	1. Annual Administration and School Board review of renewals and extensions of certified contracts. 2. We have approximately 50 students per grade, and approximately 45 certified teachers k - 12. Typically, there is one teacher for each content area for each grade. This question doesn't really fit our circumstances and size.
How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?	We have district wide PBIS systems in place. Rarely are students removed from the classroom. Every building has a Response to Intervention (RTI) team. They meet weekly or every two weeks and examine attendance, grades, social emotional well being, and behavior for every student. An individual plan is made for those students who are struggling with any of the mentioned areas. They are reviewed within that plan on a regular basis to continue and/or modify the success plan that is built.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?	Our process includes: 1. Review of achievement, behavior, & attendance data for each building 2. RTI meeting findings 3. Review prof dev offerings included with new curricular adoptions 4. Survey staff 5. Review CIP goals and annual State School Report cards
How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?	Each building builds academic target goals as well as climate goals in their 2 year School Improvement Plans. Research based improvements are built into these goal documents. All staff members in each building, certified and classified, receive staff development every year. In addition to the staff development, the new learning is then incorporated into our supervision and evaluation process. Our supervision and evaluation process for every certified staff member includes: Weekly collection of lesson plans 4 informal observations 2 formal observations 1 summative evaluation Quarterly check ins Multiple "walk through" observations. Our supervision and evaluation process for every classified staff member includes: Quarterly check ins 1 summative evaluation
What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?	Every building has a Response to Intervention (RTI) team. They meet weekly or every two weeks and examine attendance, grades, social emotional well being, and behavior for every student. An individual plan is made for those students who are struggling with any of the mentioned areas. They are reviewed within that plan on a regular basis to continue and/or modify the success plan that is built. In addition, building leaders report to the district and school board on monthly progress in academics, behavior, climate, and communication.
How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and	Due to our small rural location, we do not have any early childhood programs housed in Culver. However, there are programs for Jefferson County located in the next town of Madras. We meet several times with our partners at Early Intervention, Oregon Childhood Development Coalition, and several private providers.

from high school to postsecondary education?	Every spring, we hold open houses for each entity and they bring their students who will eventually be Culver Bulldogs to visit during a regular school day. And last, in May & August, our kindergarten teachers meet with each incoming student and the families individually. We are fortunate to be a small, one campus district. This decreases the intensity of transitions from one building to the next. We hold annual "move-up days" each spring for 5th & 8th graders, we have orientations with families each spring, and in the fall we have the first day of school be freshman only as well as a 6th grade orientation before school starts.

Attachments completing submission:

CULVER Integrated Planning Budget Tool:

https://docs.google.com/spreadsheets/d/1wL8ASIxtPZAY85IiquThYPYz99OoLL1r/edit#gid=2098082278

Culver School District Equity Lens-
https://docs.google.com/document/d/1qku3uRYsreoB56lXsjyAT2xw0ABX28HCrP2YshguPuc/edit

CULVER CONTINUOUS IMPROVEMENT PLAN-

https://www.culver.k12.or.us/sites/culver.k12.or.us/files/Culver%20School%20District%20Continuous%20Improvement%20Plan%202023-2025.pdf

Assurances : The applicant provides assurance that they 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.