

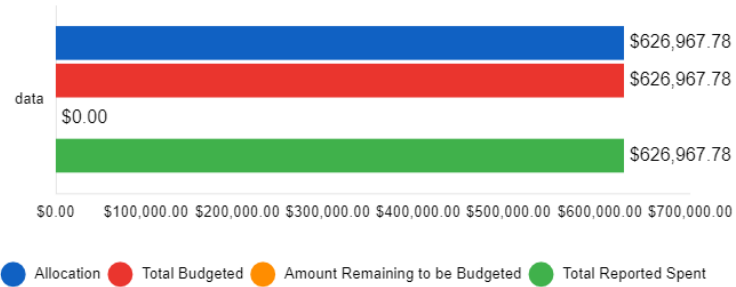
ODE District Grant Manager

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Reporting Due Dates

Quarter 1 (Budget update)	October 31, 2022
Quarter 2 (Covers July 1- Dec 31)	January 31, 2023
Quarter 3 (Covers Jan 1- March 31)	April 30, 2023
Quarter 4 (Covers April 1- Sept 30)	November 30, 2023

Recipient Allocation and Reported Spent



Grant Recipient Strategies

Strategy 1	Leadership: Reduce academic disparities specifically for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care with the addition of strong, value-based leaders who are committed to the on-going growth and academic success of each student. Providing opportunities for continued professional development and growth for teachers and leaders who touch the lives of each student every day.
Strategy 2	Increase Social, Emotional, and Behavioral Well-Being of Students Invest in school-based support for students experiencing intensive behavioral challenges (stemming from trauma, mental health and/or social emotional issues). This will enable schools the ability to address the needs of students experiencing behavioral challenges within the school setting. This strategy will also enable the schools to address challenging needs by providing more flexibility for coordination of services including direct and indirect counseling, direct and indirect behavioral support service, programming, support and inclusion.
Strategy 3	Expand High Quality Teaching and Learning Improve outcomes for Culver School District students by increasing the rigor of learning opportunities for students by developing the knowledge and skills of highly qualified educators in the areas of math, science and STEM. Continue to increase the quality and rigor of classroom learning opportunities through the implementation of innovative instructional best practices, specialized training programs, internships and rigorous academic courses were cited as vital for future career and job development opportunities.
Strategy 4	NA
Strategy 5	NA
Strategy 6	NA
Strategy 7	NA
Strategy 8	NA
Strategy 9	NA
Strategy 10	NA
Strategy 11	NA
Strategy 12	NA

Activities and Budget 22-23 - Culver SD 4



Activity Number	Activity	2022-23 (Y2) Budgeted Cost	Total Spent 2022-23	Allowable Use Category	Object Code	FTE	FTE Type	Partnership	Q2 Progress Notes (7/1/22-12/31/22)	Q2 Progress Rating (7/1/22-12/31/22)	Q2 Amount Spent (7/1/22-12/31/22)	Q3 Progress Notes (1/1/23-3/31/23)	Q3 Progress Rating (1/1/23-3/31/23)	Q3 Amount Spent (1/1/23-3/31/23)	Q4 Progress Notes (4/1/23-9/30/23)	Q4 Progress Rating (4/1/23-9/30/23)	Q4 Amount Spent (4/1/23-9/30/23)	Unspent Funds 2022-23	
0	Total	\$626,047.76	\$626,047.76								\$176,071.11			\$449,976.65			\$176,071.11	\$0.00	
0	Administrative Costs	\$31,348.39	\$31,348.39	ADMIN	ADMIN				Will take towards the end of the year	●	\$0.00	Will take the admin fee towards the end of the year.	●	\$0.00			\$31,348.39	\$0.00	
1	Develop and hire an additional administrative position. Federal Programs, Special Education Director and SIA Coordinator	\$226,506.00	\$245,911.19	WRE	113		1	Special Education: All Positions	Hired and thriving in the position	●	79257.41	Hired and thriving in the position	●	54324.3	Hired and thriving. Over budget on this line item as part of this FTE's August 2023 and September 2023 wages were	●	111929.48		
3	Expand full time counselors at each of the schools to increase the ability to meet students' mental or behavioral health needs	\$68,100.00	\$65,390.32	HAS	111		1	Counselor/School Counselor	Hired and thriving in the position	●	29129.32	Hired and thriving in the position	●	21846.40	Hired and thriving.	●	44414.51		
4	Provide equitable access to academic courses in the Culver Middle school program of mathematics	\$62,481.07	\$72,395.05	RCS	111		1	Math Teacher Coach Assistant	Hired and thriving in the position	●	21798.98	Hired and thriving in the position	●	16265.38	Hired and thriving.	●	34310.69		
5	Develop a "grow our own" program to provide financial assistance for current employees who have Bachelor's Degrees who wish to become certified teachers in highly competitive areas of need, e.g. math, science, technology.	\$58,000.00	\$22,271.00	WRE	31x				Formal application process was established this year. We had 8 applicants total and have approved those 8 applicants. We will begin paying out reimbursements as the courses have been completed.	●		0	Formal application process was established this year. We had 8 applicants total and have approved those 8 applicants. We have begun paying out to the applicants that have completed classes and shown proof of payment and a passing grade.	●	15632.2	Although a formal process was put in place this year, we didn't have as many participants as we had hoped for. Also the payouts for some participants were much smaller than anticipated. With that being said, we were still able to help a	●	6638.8	
6	Strengthen partnerships, communication, and access to a well-rounded education program by establishing a District position in charge of STEM (Science, Technology, Engineering and Mathematics), Technology integration, enrichment and community outreach	\$120,682.00	\$134,181.33	WRE	111		1	Other	Hired and thriving in the position	●	41419.83	Hired and thriving in the position	●	31718.56	Hired and thriving.	●	61042.92		
8	Sub-costs for Activity 4 (Math Teacher) FTE	\$3,000.00	\$2,329.39	RCS	12x				Used as needed for the positions	●	1196.19	Used as needed for the positions	●	586.26	Costs were billed as needed for these positions	●	546.92		
9	Sub-costs for Activity 6 (STEM) FTE	\$3,000.00	\$0.00	WRE	12x				Used as needed for the positions	●		Used as needed for the positions	●	0	Costs were billed as needed for these positions	●	0		
10	Purchase a classroom curriculum, supplies and materials for STEM based learning. Implementing a curriculum that can be used year after year will allow for more hands on learning and will help increase the longevity of the STEM based learning in the classroom	\$7,750.32	\$245.76	WRE	4xx				Determining what our needs are at this point and working on what we think would be the best items to purchase	●	245.78	Determining what our needs are at this point and working on what we think would be the best items to purchase. Some of the curriculum that we purchased last year was more expensive than we would have normally lead to purchase, but deemed viable. We are assessing whether we want to stick with the curriculum and	●		No spending this quarter	●	0		
11	Hire a 1.0 FTE Behavior Specialist to increase social, emotional and behavioral well-being of students district wide. (Disember Wages for 2023) - Strategy 2	\$12,000.00	\$9,236.69	WRE	111		1	Special Education: All Positions							Hired and thriving. Working on implementing positive behavior intervention systems at each school.	●	9236.69		
12	Purchase Math curriculum for seven year adoption. Math is a subject that currently has very low scores in the District and this new curriculum has been selected in hopes that it will be the best fit to help bolster student understanding on the subject matter.	\$14,100.00	\$14,068.74	WRE	4xx										Curriculum purchased and in place in Fall of 2023. Teachers are working through implementing the new curriculum in the classroom.	●	14068.74		
15	Below activities are currently removed from budget:		\$0.00																
16	Develop a comprehensive plan for the next 2 years to achieve the best results from these Strategic Investments	\$-	\$0.00																
17	Training to enhance staff skills to continue to provide well rounded education	\$0.00	\$0.00	WRE	340														

Journaling Progress - Culver SD 4



Question	Second Quarter
1 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: https://www.oregon.gov/ode/StudentSuccess/Documents/SIAProgressMarkersFinal.pdf	Taking into consideration the Student Investment Account (SIA) progress markers, growth has been seen within the Leadership arena. An increase in proactive communication has been evidenced between special educators and families regarding student growth, areas suggested for improvement as well as individualized supports necessary for students with disabilities. This area will continue to grow from "expected to see" to a firm "like to see" progression. As the high school special education department was the focus for targeted growth this school year, the special educator is included within the data teams. During the team meetings, data is reviewed frequently that focus on removing barriers to student engagement and attendance. Again, this area will continue to make gains and move from "expected to see" to a "like to see" progression. Social/Emotional/Behavioral growth is an area that was strengthened through SIA funds. Hiring a counselor for each building has made a significant impact. For example, the high school counselor continually shares with students, families and educators as to what it means to be on track by the end of 9th grade. The counselor and the
2 What evidence can you point to that supports the impact you have described occurring?	Evidence of parental involvement within the area of special education include Individualized Education Plan meeting attendance forms and meeting minutes indicating attendance and participation within the IEP meetings. High School data team minutes and staff engagement may be utilized to document a causal link with increased student attendance and increased 9th grade students on track
3 Share any stories or anecdotes about who is contributing to your SIA activities and how they are making significant contributions.	Positive comments from parents has been reaffirming when outreach from the school is made to both inform and engage the parents in the educational progress of their children. An increase in the number of students taking advantage of extra academic support offered by the schools has been evidenced. When comparing the number of students who received failing grades during the 2021-22
4 What lessons, constructive or critical, have you learned throughout this reporting period of SIA implementation?	Additional funding to build positive programs for students is beneficial. Supporting staff in a Grow Your Own effort will assist in ensuring a qualified, stable workforce in rural schools.

Annual Reporting - Culver SD 4



Questions	2022-23 Annual Reporting Response
<p>1 What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>Growth has been seen within the Leadership arena and in particular in the area of special education. Taking into consideration the Student Investment Account (SIA) progress markers, increased proactive communication has been evidenced between the special educators and general education teachers as well as between special educators and families regarding student growth, areas suggested for improvement as well as individualized supports necessary for students with disabilities. Inclusion of special education in all facets of the school planning and data teams has been achieved. During the team meetings, data is reviewed frequently that focus on removing barriers to student engagement and attendance. Again, these data teams monitor the progress of all students and is inclusive of all students who have been identified as needing special education services. Math has been an area of focus for students at all grade levels. Professional development opportunities and the adoption of new curriculums have been completed. SIA funding enabled the addition of a middle level teacher. Professional development for the previous three years has assisted with curriculum alignment as well as the opportunity for teachers to talk about math instruction, instructional expectations as well as participation in actively in selecting the new math curriculum. This area continues to be a like to see given that change is taking place, but closing the achievement gap created by COVID-19 pandemic will take time to close. The addition of STEM teacher at the elementary level has allowed a broadening of student's learning in the areas of science, technology, engineering and math. Social/Emotional/Behavioral growth was an area definitely strengthened though SIA funds. Each building has a full-time dedicated counselor and has made a significant positive impact in our schools. For example, the high school counselor continually shares with students, families and educators as to what it means to be on track by the end of 9th grade. The counselor and the high school success person have conducted an audit for all 9th graders as well as monitoring of students to assist in determining appropriate support needed for successful movement forward for students. Coordination has strengthened in the transition years, e.g., 5th graders moving to middle school and 8th graders moving to high school. This year an early start to the school year for freshman orientation was implemented with great success.</p>
<p>2 What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?</p>	<p>Initial SIA funding occurred during a time when schools were affected by the closure of schools due to the pandemic. During the closure, there were limited opportunities for parental engagement/involvement. Additionally, student attendance rates and academic achievement plummeted. Student attendance rates and academic achievement continue to be at an unacceptable level. However, with additional SIA funding and the resumption of in-person learning, there is evidence of increased parental involvement for all focal groups: *Parent conferences are well-attended and open house events held at each of the school levels has exponentially increased from previous years. *Students experiencing disabilities, a review of Individualized Education Plan (IEP) meeting attendance forms and meeting minutes indicate increased parental attendance and participation in IEP meetings. *Attendance and feedback from entering freshman as well as teachers input indicating a much smoother and calmer start to the school year. *High School data team minutes and staff engagement may be utilized to document a causal link with increased student attendance and increased 9th grade students on track to graduate across time.</p>
<p>3 SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.</p>	<p>Positive comments from parents has been reaffirming in identifying better communication from the schools when outreach from the school is made to both inform and engage the parents in the educational progress of their children. Increased communication has occurred through many different strategies, e.g., new redesigned website, Facebook, Instagram, Parent Square, newsletters, and in-person opportunities to talk and engage with staff regarding their children. Through the aforementioned efforts, an increase in the number of students taking advantage of extra academic support offered by the schools has been evidenced. When comparing the number of students who received failing grades during the 2022-23 school year to the students who received failing grades for the first semester of the 2023-24 school year, a significant decrease was noted in the number of failing grades in the major academic content areas.</p>
<p>4 As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?</p>	<p>Additional funding to support building positive programs for students in the areas of social/emotional/behavioral/mental health is beneficial in particular when there has been a significant increase in overall cost of serving students in the state.</p>

Progress Markers (Optional) - Culver SD 4

Progress Marker	Progress in 2022-23	Explanation of progress marker ratings (optional)
1 Expect to See		
2 Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.		
3 An equity lens is in place, adopted, and woven through all policies, procedures and practices.		
4 Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.		
5 Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.		
6 Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.		
7 Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.		
8 Like to See		
9 Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.		
10 Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.		
11 Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.		
12 Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.		
13 An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.		
14 Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.		
15 Love to See		
16 Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.		
17 School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.		
18 Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.		