

CULVER SCHOOL DISTRICT

INTEGRATED 7/GUIDANCE Application

2025-27

SECTION 1- Needs Assessment-

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.

Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

To complete our Integrated 7 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 January to the end of March to make sure we were focusing on the priorities for our students and gathering as much input as possible. During this process, we were keeping our eyes on:

- Class size targets
- Sufficient instructional time
- Adequate student support services
- Well-qualified staff

We strive to close gaps identified in the Quality Education Commission Model.

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 trends and patterns we are seeing both in engagement responses by students, staff, parents & community as well as in the weekly data team meetings at each building. Factors we considered were learner progress, instructional, climate and culture, family and community factors, and even outlier information that may have some useful value. 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.

These priorities were also present for our 23-25 application, and we have made notable progress in these areas. Additional focus on these areas for the next two years will allow us to make the desired gains and team up to invest in every kid, every day!

SECTION 2- Equity Advanced

Explain how you incorporated your equity lens or tool into your planning and budgeting process.

Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

For each engagement session, as well as weekly RTI meetings at each building, we were able to focus on:

Are their barriers to equitable outcomes & who is affected?

Did we include stakeholders from communities of historically underserved groups?

Will our investment enhance our efforts to ensure each learner's need are met?

How will we modify or enhance our strategies and efforts to ensure each learner and communities' individual and cultural needs are met?

Each building was asked to analyze this data and then principals brought the information forward. The following leaders were also consulted: special education director, ELD lead teacher and ELD director, title programs coordinator, and any other specific staff that serves any of our affected groups of students.

For our student surveys, ethnicity, race, grade level, & special program information was identified for each student. For our parents, they identified the same information for their students. Our survey completion by parents was almost identical to our actual populations- 19% Hispanic, 85% White, 2% Black, 4% Asian Pacific Islander, 4% American Indian/Alaska Native. (Not totaling 100% as some identify as a combination)

For staff, individually as buildings they identified areas where student success isn't being met.

And last, weekly reviews considering all factors, happen at the data team meetings we call "RTI", Response to Intervention meeting.

The needs that came forth are Mental Health, Special Education support, Math support, district wide methods to address bullying, and students wanting a wider variety of offerings.

What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

1. Reading PDX Training for K - 5 Literacy
2. Wayfinder SEL Curriculum Training for 6 - 8, potentially implementing 9 - 12 in 2026-27
3. Curriculum Mapping for K - 12

4. English Language Development State conference
5. Continued ParentSquare (our student & parent communication platform) Training
6. Crisis Prevention Institute Training for special education staff
7. Discreet Trial "STAR" training for special education staff.
8. Oregon School Nutrition Association Training for Nutrition staff
9. Oregon School Facilities Management Association Training for Facilities staff

Note that none of this professional development is funded through our Integrated Guidance funding, it is all funded through General Fund or other Special Revenue funding.

What policies and procedures do you implement to ensure inclusion of children and youth navigating homelessness in all programs and activities?

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. We keep a "whatever it takes" mindset as these students face some of the most challenging barriers.

SECTION 3- Well Rounded Education

Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

Additional requirement if applying with a sponsored charter: Please include any updates for charters.

1. We do not participate in the Early Literacy grant portion of the Integrated Guidance but we have implemented a very robust Early Literacy improvement plan at our elementary this current school year and it will continue into the 25-26 school year.

All elementary staff, certified teachers as well as all educational assistants, have participated in 8 intense days learning the Reading PDX process of teaching literacy. New learning has been implemented in the classrooms and improvements on achievement are being realized. This training will continue in the 25-26 school year with 4 additional days of training to refine all of the implemented practices in all K – 5 classrooms & special education classrooms.

2. Based on all of our stakeholder input, more elective type courses were requested, specifically art & CTE. We will be adding a .5 FTE certified teacher to increase our offerings at our high school.

Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.

If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided in the Application Prep Links above

N/A

How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist 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. In addition, we established a Curriculum Director position during the summer of 2024 using general fund \$. The person has led all teachers through creating curriculum maps, meeting with team mates in same school and in the before & after grade levels to align curriculum and ensure all standards are being addressed. This has been arduous but very successful.

Describe your system for ensuring classroom instruction is well-rounded, 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 do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

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. The most recent surveys conducted in the past 4 months both the students and the parents identified that the staff makes great efforts to connect, care, communicate, create a welcoming and inclusive atmosphere and engage the students. A notable difference was that the students feel they don't get the same behavior from peers. We will be implementing the “WayFinder” curriculum at our middle school for 25-26 and potentially the high school for 26-27.

This year we held an all-district in person Open House and each principal reviewed their behavior expectations and emphasized that safety is our #1 priority.

We have held two trainings, one for leaders & one for the entire district staff on our Emergency Response Protocol System. Our monthly emergency response drill schedule is followed for all staff and students. We have a partnership with the local sheriff's department and they are here whenever we need them.

How do you ensure students have access to strong school 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.

Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

In analyzing current schedules, all CTE classes at the high school are well balanced male/female in student enrollment except the metals & woods fabrication classes. This indicates to us that there are ample CTE options to draw interest for all of our students.

That being said, in the student surveys the top "class to be more of" was art. You will notice additional art FTE for our high school in our Measure 98/HSS funding.

How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Culver School District in Culver, Oregon, employs a comprehensive approach to monitor and support students experiencing mental health challenges such as depression, anxiety, stress, and emotional dysregulation. This approach integrates district-wide frameworks with individualized services to ensure student well-being. We access services through our counselors who use MTSS & County Services. In addition, we have a full time Behavior Specialist on staff who has an assistant and the two of them provide strong support to students who are dysregulated.

Multi-Tiered Systems of Support (MTSS)- The district aligns with Oregon's Multi-Tiered Systems of Support (MTSS) framework, which categorizes interventions into three levels:

1. **Primary Prevention:** Universal strategies promoting mental health for all students, including mental health literacy and positive school climate initiatives.
2. **Secondary Prevention:** Targeted supports for students exhibiting early signs of mental health concerns, such as small group interventions and skill-building sessions.
3. **Tertiary Intensive Services:** Intensive, individualized services for students with significant mental health needs, including individual therapy and crisis intervention.

School-Based Mental Health Services- Culver School District provides direct mental health services through its school counselors and support staff. In addition, we have a school based mental health program through our local county agency, Best Care Treatment Services. They provide a licensed mental health counselor on campus two days per week.

How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups?

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

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. 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.)

If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

We have just begun conversations with Central Oregon Community College on partnering in a 5 course Small Engines certificate for the fall of 2025. This program will not use Integrated Guidance dollars to implement, rather General Fund dollars.

What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities.

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.
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.
See previous question regarding "Small Engines" class.

Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain.

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.

SECTION 4 – Engaged Community

What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

1. We met with the elementary leadership students and were able to ask them nearly the same questions as we did for 6th - 12th grades. They had a bit of a different perspective.
2. We pushed out the parent survey several different ways and had greater participation than usual. We were so pleased.
3. All 6 - 12th grade students were given the opportunity to participate in the survey.
4. Rather than an electronic survey, for staff each leader had staff meetings and met with their group to gather the information. At the high school, the principal went one step farther and met with smaller groups of staff, he met with each content area/department separately. We included all groups- Transportation, Cafeteria, Facilities & Maintenance, District Office, and then each of the school buildings- elementary, middle school, & high school.
5. Our Latino family counsel attempted twice to meet and they were going to discuss the questions however both meetings didn't happen. The first one there was a misunderstanding with the City Manager and the room was double booked. The second one they group didn't feel save meeting due to the threats of deportation from the federal government.

List the strategies used to engage with focal students and families about the integrated plan throughout the planning process.

(At least two strategies are required.)

1. Surveying all 6th - 12th grade students, having them identify race & educational programs they belong in (Sped., TAG, Migrant, LGBTQ, Houseless, etc.)
2. Surveying all K - 12 parents.
3. Sharing about the Integrated Plan and how community engagement drives the process with parents and students and we then analyze their responses and it helps us determine where will focus our efforts and investments.

List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process.

(At least two strategies are required.)

Each leader (principal, supervisor, etc.) Held staff meetings, some were small groups, and had their certified and classified staffs answer the following questions:

1. What are your favorite things about your school/department?
2. What are some things that are going well at your school/department?
3. What are some areas needing improvement at your school/department?
4. What are some ideas/strategies we could implement for improvement?
5. As we look towards setting future goals, what are your top priorities?

I received reports of rich discussions and meetings that went long. Based on our last application and engagement, stakeholders saw we listened and put the money where they identified the needs. I think they value these engagement opportunities because they see improvements actually based on their input.

Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

We learned that all stakeholders were very practical yet honest. They weren't asking for outlandish things; they were very practical and reasonable.

We learned from the students:

What they like about their schools-

- **Social Connection:** The strongest theme is the importance of social connections, particularly friendships.
- **Physical Activity:** P.E. and sports are a significant source of enjoyment.
- **Teacher Relationships:** Positive relationships with teachers are valued.
- **Varied Opinions on Academics:** There's a mix of students who enjoy learning and those who don't.
- **Mixed Feelings:** There's a notable presence of negative sentiments ("nothing").

Challenges students identified-

- Social issues, particularly bullying, are a major concern.
- Academic struggles, especially in math, are prevalent.
- Teacher-related issues and student behavior contribute to a challenging school environment.
- Mental health is a factor that is impacting student success.

What students would like to see offered-

- **Emphasis on Sports:** The overwhelming majority of requests are for new or expanded sports programs.
- **Interest in Creative Activities:** There's a desire for more arts and crafts opportunities.
- **STEM-Related Clubs:** Robotics is a popular request, reflecting interest in STEM fields.
- **Strategy and Social Games:** Chess and gaming clubs are desired for their strategic and social aspects.
- **Variety of Interests:** The responses highlight a variety of interests, from traditional sports to more niche activities like D&D and trap shooting.

When asked about the overall culture of the school? Is it inclusive & welcoming?

General Sentiment:

- **Positive:** A significant majority of students express positive feelings about the school's culture, using terms like "welcoming," "inclusive," "good," "great," and "nice."
- **Mixed:** A considerable portion of students express mixed feelings, acknowledging both positive and negative aspects.
- **Negative:** A smaller but noticeable number of students express negative feelings, citing issues like bullying, exclusion, and a lack of inclusivity.

And we learned from the parents:

When asked about the favorite things about their child's school;

The top 5 most common responses are:

1. Small Community/School Size
2. Staff/Teachers
3. Communication
4. Welcoming/Inclusive Atmosphere
5. Individualized Attention/Knowing Each Student

Challenges parents shared-

The top 5 most common responses are:

1. Bullying
2. Teacher-Related Issues
3. Academic Challenges
4. Lack of Support/Resources
5. Social/Emotional Issues

When we asked about the overall culture of the school? Is it inclusive & welcoming? Parents responded-

Positive Perceptions:

1. Many parents highlight the staff's caring nature and their efforts to get to know each child.

2. The sense of community and the "small-town feel" of the schools are frequently mentioned as positive aspects.
3. Several respondents explicitly state that they feel the schools are inclusive and welcoming.

Concerns:

4. **Bullying:** This is a recurring concern, with multiple parents mentioning bullying incidents and a perceived lack of adequate response from the school.
5. **Favoritism/Cliques:** Some parents feel that there's favoritism shown towards certain students, often related to parental connections or sports involvement.
6. **Inconsistent Application of Rules:** One respondent specifically mentions concerns about the middle school's application of student conduct requirements based on race or gender.
7. **Student Behavior:** Several parents make a clear distinction between the staff's welcoming actions, and the student body's actions, stating that students are not always welcoming.
8. **"Outsiders":** Some parents feel that if you are not from Culver originally, that you will be seen as an outsider.

All information has been useful in considering moving forward with our programs and priorities they identified.

SECTION 5 - Strengthened Systems & Capacity

What at systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups?

What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?

We have seen a positive rebound in the applicant pools over the past year!

We have implemented a formal Mentor Program, we have hired two of our "Grow our Own" teachers, and we continue to strive for staff members that mirror our student population. We now have bilingual staff at every building and we are thrilled about that.

We have 100 employees total; it is a blessing to be able to know every single staff member by name and their interests/what makes them unique. We typically keep our staff for a very long time. The exception is when a newly hired teacher really wants the hype of being in Bend Lapine or Redmond school districts. We see this with young teachers.

We attempt to stay competitive with wages and benefit packages. We boast about how every student is known and so is every staff member. It has been described as one big family. We are the only small rural public K – 12 school district in all of central Oregon. That in itself draws some applicants to us.

Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal 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.

We loop our Special Education director into conversations if the student has an IEP. In addition, we have a counselor at every building and they are also a part of the RTI teams, keeping a keen eye out for mental health and other challenges the student may be facing that is resulting in behavior warranting discipline.

What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands?

Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles

We offer a comprehensive K–12 career exploration and development program that aligns with Oregon’s Career Connected Learning (CCL) framework. We focus on four key domains: awareness, exploration, preparation, and training. The district integrates these domains into its curriculum and activities to support students’ career readiness.

At the elementary level, Culver School District focuses on introducing students to various careers and helping them recognize their interests and strengths. Activities include:

- **Guest Speakers and Career Days:** Professionals from diverse fields visit classrooms to discuss their careers and the paths that led them there.
- **Career Fairs:** Students explore different professions through interactive booths and presentations.
- **Curriculum embedded opportunities for each grade level:** Each grade level has opportunities to incorporate careers into their regular content. Two examples include: our second-grade studies local businesses and they have Helena Chemical, the State Police, Local Firefighters, and Central Oregon Irrigation come visit their students. Secondly, our third graders study their community and they have the mayor & the city manager come visit and share their careers. The list goes on but every grade level incorporates careers.

In middle school, students build on their awareness to understand the skills and education required for various professions. Key activities include:

- **Informational Interviews:** Engaging with professionals to learn about their careers and the paths they took.
- **Classroom Simulations:** Activities that mimic real-world job scenarios to develop problem-solving and teamwork skills.

High school students focus on preparing for their chosen career paths through more specialized coursework and experiences. The district offers:

- **College Now Courses:** Partnerships with Central Oregon Community College allow students to earn college credits in subjects like mathematics, writing, and political science.
- **Career-Related Learning Experiences (CRLEs):** Structured activities such as internships, service learning, and school-based enterprises that connect classroom learning to real-world applications.
- **Career Interest Interviews-** In our School to Career program we interview students in their sophomore & junior year to find their aptitudes and interests. The coordinator then plans field

trips to go see both college opportunities as well as trades, internships, JobCore visits, various specialty companies (i.e., Pape or John Deere) and tried to get every student several visits so they can make an informed choice about future pathways.

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Our plan strives for an educational experience where students engage in elementary level basic skills and exploration, middle school and high school academic instruction that integrates academic instruction with real-world applications, including hands on learning and fostering career readiness and addressing local workforce needs and partnerships.

Vision and Alignment with Needs Assessment

We aim to provide students with practical skills in agriculture, construction, and business management, preparing them for high-wage, high-skill careers. We are small so we can tailor exposure to different options to each specific student.

The plan addresses several strengths and areas for growth identified in the needs assessment:

- **Strengths:**
 - Strong community partnerships that facilitate experiential learning opportunities.
 - Existing infrastructure that supports hands-on projects and real-world applications.
- **Areas for Growth:**
 - Enhancing student engagement through more interactive and applied learning experiences.
 - Expanding Career and Technical Education (CTE) offerings to include a broader range of career pathways.
 - Improving student preparedness for post-secondary education and the workforce.

By focusing on these areas, we will increase graduation rates and ensure that students are well-prepared for future career opportunities.

Addressing Longitudinal Performance Growth Targets

- **Graduation Rate:** We continue to focus on attendance, mental health, motivation through a variety of class offerings, keeping our students engaged, intervening when a student struggles, and determine what makes each student tick/want to do well.
- **9th Grade On-Track Rate:** Offering early exposure to career pathways through middle school programs, opportunities for student to connect, and expressing the importance of a variety of motivators and opportunities to keep students engaged.
- **Regular Attendance Rate:** Striving to deliver a compelling curriculum that encourages regular school attendance by making learning relevant and engaging. Providing support and creating partnerships with families.

By integrating these strategies, we will improve student outcomes in alignment with state performance expectations.

Local Optional Metrics (LOMs)

Our plan also addresses Local Optional Metrics. These include:

- **CTE Participation and Completion Rates:** Expanding CTE programs to include pathways in agriculture, construction, and business, continuing to increase student access to diverse career options.
- **Work-Based Learning Experiences:** Developing partnerships with local businesses and industries to provide students with internships and apprenticeships, enhancing their practical skills and employability. Current examples include: St. Charles Hospital, John Deere, PAPE, Teacher Assistants for our elementary classrooms, COCC, Madras Pioneer Newspaper.

Through these initiatives, we will provide students with the skills and experiences necessary for success in their chosen careers.

How can ODE support your continuous improvement process?

Continue to develop a strong understanding that for every process and initiative at the State Level, one size does not fit all. The smaller the district the fewer employees they have to complete all of the requirements and the fewer community resources there are to partner with.