



Yamhill Carlton Five Year School Improvement Plan

(Second Draft- All vision statements are made in present tense and all action statements are made in future tense)



The Five Year Vision for the Yamhill Carlton School District:

The Yamhill Carlton School District is a “model” district that is the highest performing in state. All of our students graduate and 100% of graduates are enrolled in post-secondary education, or are placed into apprenticeships, or achieve meaningful employment.

Student Outcomes - Vision:

Students exit the YCSD system qualified and confident to take their next step in life. Students are proficient at every grade level, in every subject. Students leave YCSD knowing their skill sets and can explain them. The staff of YCSD embraces the obligation to bring every child to proficiency and to deepen a child’s understanding beyond that point. Teachers designed their curriculum to define specific learning targets, connected to Common Core Standards that students must achieve at every grade level. Students are assessed regularly to determine progress and they have frequent opportunities to demonstrate success. Students are engaged in focused classes where there are few interruptions. All students are challenged in their classes and participate by asking meaningful questions and produce high quality work. The staff and school board have created a culture of self-discipline and high expectations.

Yamhill Carlton schools are relevant to all students whether or not they are college bound. This is evidenced by the amount of opportunities to apply knowledge that exist in our classes. This evidence can come in obvious places like the Viniculture program or in less obvious places like writing samples at all grade levels. Our classrooms provide students with innovative and diverse lessons that kids participate in. Our students are motivated and successful.

Student Outcomes - Focused Programs and Adult Actions to Achieve Vision:

- YCHS will develop a 5th year Associates Degree Program in conjunction with Chemeketa Community College. Students will choose a degree path in the 10th grade and will work toward achieving an Associate's Degree in something specific by the end of their 5th year in high school. Students achieving a high school diploma by the end of their 4th year will be able to graduate from high school, but can delay graduation in favor of the 5th year program. We are working to have teachers approved to teach college courses in various classes.
- YCSD will develop a proficiency based instruction and assessment system. This system will use the Common Core Standards to create appropriate reference points for proficiency assessments. Students that do not achieve learning targets will be given specific interventions until they do. We have skills reinforcement periods or targeted interventions at every school. Daily/weekly feedback provided to students and parents by teachers. Students are presented with learning goals, defined set of skills, early in year – so they can exceed. We benchmark in core subjects every 6 or 9 weeks to determine strengths/weaknesses and use data to drive instruction (by PLCs aligned to CCSS.)
- Learning targets will be used to identify students with true disabilities. Appropriate instructional modifications will be made according to student's IEP's. Students will be provided timely feedback on progress. Appropriate resources will be provided to support SPED program.
- Professional Learning Communities are structured, efficient and data-driven.
- We will establish an all-day Kindergarten program. We will create all-day Kindergarten student entrance expectations and communicate them to pre-schools and parents. We will provide learning guidelines, sample activities, and students' scissors to pre-school programs.
- Staff members will agree and create standard teacher practices (district-wide expectations) for student success and to reinforce learning. Teachers will access all levels of Bloom's Taxonomy to challenge kids and commit to bell-to-bell instruction. Staff will participate in professional development designed to improve instruction in their area.

General Ideas to further develop that may help to achieve vision

- Students who achieve learning targets faster will be able to progress faster. Students will deepen their understanding around established proficiencies.
- YCSD will develop clear and consistent methods of timely feedback based on proficiencies so parents and students monitor growth.
- We will implement a peer-mentor, cross-grade program, as part of skills reinforcement period.
- Teachers will use multi-mode teaching to help students identify (accommodate) individual learning styles.
- Career and Technical Education (CTE) programs and academic programs will collaborate and integrate. There will be early integration of students into applied, real world learning tracks.
- We will provide support for high risk youth and families and we will train our teachers the best ways to work with this group of students.

- We will develop robust academic extension programs – e.g. Mock Trial, Battle of the Books, Spelling bees, etc.
- We will celebrate our successes and reward students intrinsically/extrinsically for achievement and improvement. Success will be celebrated in many areas. We will dedicate people to report successes of school - quality control (quality measures.)
- We will correlate state assessment scores with proficiency assessment to assess accuracy of our local assessment. Students who are passing proficiencies should also be passing state assessments.

School Culture - Vision:

At the Yamhill Carlton School District students have a positive connection to the school community. Our students feel safe and supported at school. Students contribute positively to the school community with defined leadership roles in that community. Older students help improve the learning of younger students. Disruptive student behaviors are minimal and sporadic; in general, students know and live up to high expectations.

YC PBIS teams provide systems and structures that encourage students to behave well. Our school/community interaction attracts people to our district and our school is a resource hub for our community.

Our team of school counselors and school psychologists identify students who need more assistance dealing with emotional, family, or mental health issues and provide the students with the help they need.

School Culture - Focused Programs and Adult Actions to Achieve Vision:

- District-wide PBIS will be implemented.
- We will have a process in place to handle issues of dress, behavior, climate, expectations. These could include a series of open forums, educational opportunities, and assemblies.
- We will develop a clear process and plan that is communicated to at risk families. We will act as a community resource and will partner with local agencies to develop a resource list that we can use to help families.

Technology – Vision:

Technology will facilitate and support student learning. The district will move to a one to one computer model where every student will have access to a computer or wireless device. Digital textbooks will be used to enable teachers and students to have immediate feedback on student progress. Staff members and students will be trained to use the equipment effectively.

Staff members will have current equipment and network supports to do their work. The technological structure of the district will be robust and allow teachers and other staff members to collect data, analyze it, and report it to the state.

Technology - Focused Programs and Adult Actions to Achieve Vision:

- We will budget to meet current technology needs.
- Purchasing and upgrading technical equipment will be preceded by research and small pilot projects before large scale implementation is planned for.
- The district's wireless system will be upgraded to handle the increasingly demanding wireless load.
- Classrooms will have current instructional technology.
- A training plan for fluency for students and staff will be implemented before any technology is purchased.
- Teachers will be aware of and using "best practices" with technology. "Best Practice" refers to techniques that have been proven through research to markedly improve student achievement.

Community Relationships - Vision:

We have a two way relationship with our communities. Our local communities and businesses contribute to the education and the operation of the school district. The school contributes to the community through educating children, community service activities, and service learning activities. In addition, a few school programs contribute to the economy of the community by engaging in profit making enterprises. The YC school buildings are often used for community activities.

Parents will feel invited to participate in school activities and they will have meaningful roles at each school. YCSD will facilitate good relations between disparate organizations in the Yamhill-Carlton Community that work with youth.

Community Relationships - Focused Programs and Adult Actions to Achieve Vision:

- We will develop two way partnerships with community organizations, i.e. fire department
- We will create a plan to engage local businesses over the long term.
- We will clearly explain what supports we desire with service organizations, NWRESA, others.
- We will change the culture of CTE to more professional base – we will demonstrate to local companies why CTE is worth investing in.
- CTE & manufacturing students will gain initial certification from Chemeketa. Our CTE/Manufacturing programs will produce income and trained workers. The Amatrol Lab will be used to make components for partner organizations.
- ELA/Art advertising for winery/local business
- Viticulture program will grow and sell grapes with the goal of becoming self-supporting.
- We will write and receive grants for technology – STEM

Outstanding YCSD staff at every school in every classification - Vision:

The Yamhill Carlton School District recruits, hires, and retains the finest staff possible. We train our staff so that they can fulfill the objectives of the school district. Our staff members are nominated for awards and regularly win. All staff members are given honest and timely feedback on their job performance so that each can continuously improve his or her performance. Our staffs' total compensation packages are better than or are competitive with other school districts of a similar size.

Administrative staff will provide innovative leadership in instruction, student management, budget management, and all other aspects of school building operations. The district has developed and implemented evaluation systems for all staff members that are standards based and take student achievement into account.

Outstanding YCSD staff at every school in every classification - Focused Programs and Adult Actions to Achieve Vision:

- We will utilize NWRESD HR services to recruit and hire the finest staff available.
- We will focus our Professional Development on school district goals.
- Staff members will attend state, regional, or national professional development for best practices. The district will host a national teacher event.
- Staff is adequately compensated through fair and honest negotiations and through the maintenance of a fully funded health insurance program.
- A wellness program will be instituted to help staff stay healthier over the long term.
- An evaluation team in each classification group will develop a new evaluation system. Teachers, classified personnel, and administrators evaluated using new evaluation systems will always be complemented for their strengths and will always be given areas to improve upon. Student feedback and assessment scores will be taken into consideration on the evaluation.
- Administrators will be in classrooms on a regular basis to observe staff members, observe student progress, and do real time problem solving.

Extra-Curricular Activities - Vision:

Athletic teams are fully funded and are operated with discipline and good sportsmanship. High school head coaches take responsibility for organizing the coaches of programs that feed into the high school varsity program and for off-season development activities. i.e. summer baseball, weight training programs, etc. Parents are supportive of players and coaches and display good sportsmanship at events.

Performing Arts programs are fully funded and provide broad opportunities for students.

Academic enhancement programs (FFA, Mock Trial, Battle of the Books, Destination Imagination, etc.) have considerable student participation and will be available at every grade level.

Extra-Curricular Activities - Focused Programs and Adult Actions to Achieve Vision:

- The school board will budget to fully fund extra-curricular activities as soon as it is possible. The priority will be to restore all three categories of activities in equal amounts.
- A parent code of conduct will be created and discussed with parents at coaches and parent meetings.
- Head Coach job descriptions will be changed to reflect an increase in responsibilities. Head coaches will build their programs both horizontally and vertically.

Facilities - Vision:

The full Yamhill Carlton Five Year Facilities Plan has been detailed in a separate document. In summary it says: The facilities of YCSD are adequate to support high level student learning. They are well maintained and visually attractive. The heating and cooling systems work well and the buildings are easy to secure. The facilities are capable of supporting a robust athletic program. The facilities are cleaned every day and are repaired quickly. The new gym and performance building is also built to act as an evacuation center in case of a regional disaster.

Facilities - Focused Programs and Adult Actions to Achieve Vision:

- The school district is working with operational funds to repair as much of the facility as possible. A maintenance list has been created that lists and costs out all projects.
- We are reporting to the community on our progress of repairing the school through the community press. We are using these articles to show fiscal responsibility and built trust with community.
- In May of 2014, we will pass a bond to repair our current facilities and build new ones to meet the level of program need. To pass the bond we need a clear concise plan that we clearly communicate to our community. Our business partners will need to help us pass the bond. We will also work with our local communities to write a grant to gain some funding for disaster preparedness.

Food Service – Vision:

Our food service program is second to none. We use locally sourced foods and other sources to deliver nutritious and delicious meals to students. Our program is financially self-supporting and is continually increasing its student count. USDA nutrition requirements for school breakfast and lunch are met or exceeded by our program. We use our kitchen as a learning laboratory for students who are working in a culinary arts program.

Food Service - Focused Programs and Adult Actions to Achieve Vision:

- The program will comply with all USDA requirements.
- We will research local companies and acquire products from them that are nutritious and within our budget constraints. We will develop partnerships with these companies.
- We will efficiently utilize all of our commodities.
- We will maximize our meals per labor hour and make use of student labor .

Budget – Vision:

The budget supports a full school year of student learning, well maintained facilities, and adequate compensation for staff members. The budget has a planned reserve of 15% or approximately 1.5 million dollars.

Budget - Focused Programs and Adult Actions to Achieve Vision:

- The YC Budget Committee will budget appropriately to gain the maximum benefit for students. The committee will consider both the long term and short term goals of the school district when creating the budget.



Yamhill Carlton School District Operating Principles

- 1) Teachers involve students in learning activities from “bell to bell.” At least one third of instructional time is used engaging students with higher order thinking strategies. Learning time is rarely used for make-up work or entertainment, nor is it interrupted with announcements or other distractions.
- 2) Teachers expect students to be active learners. Teachers insist that students take notes during lectures, participate in discussions and teacher directed learning exercises, work as members of teams, and are on task.
- 3) Teachers use proficiency standards for instruction and assessment. Students are taught to learning targets that have defined knowledge and skills. Students are assessed on learning targets and if they have not reached mastery, they are re-taught using a different instructional strategy and provided with other learning interventions.
- 4) Staff members manage student behavior through the Positive Behavior Intervention System. Student misbehavior is not tolerated. Staff members will instruct and recognize correct behavior, redirect poor behavior, and if unsuccessful, will seek appropriate assistance from counselors or administration.
- 5) Staff members create a safe environment that is warm, friendly, and positive. Staff members connect with students and help them to overcome barriers to learning. Staff members communicate with parents frequently.
- 6) All levels of administration support teachers and students through regular feedback and evaluation, good budget management, and practical and visionary leadership.
- 7) School district personnel use a “pilot to practice” model to improve our programs. We implement new ideas by first trying them in small settings before committing them to large scale implementation. When we commit to large scale implementation we support staff with training and resources.
- 8) Facility cleanliness and maintenance is the responsibility of all staff members and students. Teachers and students clean up after themselves. Facilities are cleaned by custodians every day. Damaged facilities are repaired quickly. The learning environments are maintained at a comfortable temperature.



YC Operating Principles – Condensed

- 1) All students are actively engaged in learning activities from the beginning of class to the end of class. Students are engaged with higher order thinking strategies.
- 2) Students are active learners. Teachers expect students to take notes during lectures and participate in teacher directed learning exercises.
- 3) Teachers use proficiency standards for instruction and assessment. Interventions and extensions are provided to students who need help to meet standards or to surpass standards.
- 4) Staff members manage student behavior through the Positive Behavior Intervention System. Student misbehavior is not tolerated.
- 5) Staff members create safe environments that are warm, friendly, and positive. Staff members communicate with parents consistently.
- 6) All levels of administration support teachers and students through practical and visionary leadership, responsible budget management, and regular feedback and evaluation.
- 7) The district uses a “pilot to practice”* model to improve our school.
- 8) Facility cleanliness and maintenance is the responsibility of all staff members and students.

* “pilot to practice” – All new ideas, new programs, and new technologies will be proven in small trials before the district commits to a full supported implementation.

Yamhill Carlton Professional Development Plan

	Project	Date	Est. Time	Est. Cost
1	Full school district meets to prioritize common core standards between grade levels.	Feb 20th	6 hrs	\$6,868
2	Grade Level and Subject Matter teams create instructional pacing guides.	Mar 20th	6 hrs	\$6,868
3	Grade Level and Subject Matter teams un-wrap standards.	Apr. 24th	6 hrs	\$6,868
4	Grade Level and Subject Matter teams create formative assessments based on unwrapped standards.	May 8th	6 hrs	\$6,868
5	Improve the effectiveness of Data teams with booster training	Fall 2013		
6	Grade level and subject matter teams of teachers align their curriculum to the pacing guides.	Fall 2013		
7	Training on Effective Instructional Strategies	Winter 2013		
8	Pilot proficiency teams teach what they have learned to teachers.			
9	Grade Level and Subject Matter teams prioritize formative assessments and create proficiency assessments.			
10	Intervention systems are developed and implemented into the schools to help students achieve proficiency.			
11	Individual teachers and PLC's identify training that is needed for teachers to increase their effectiveness in a proficiency based environment. Teachers are sent to the training or it is brought into the school.			
12	A report card and assessment committee develops a report card that is aligned with proficiency assessment. It must be sold to the community.			
13	High school teachers identify college courses that they may be able to teach with more training. The teachers take the course work they need.			

Goals to Achieve in the 2012-2013 School Year:

SMART Goals:

Reading: % of students proficient in reading will increase from _____ to _____ as measured by OAKS in June 2013.

- Grade 3- 58.9% to 65.9%
- Grade 4-61.7% to 68.7%
- Grade 5-66.7% to 73.7%
- Grade 6-74.3% to 81.3%
- Grade 7-72.3% to 79.3%
- Grade 8-50% to 57%
- Grade 10/11-81% to 85%

Strategy	Who is responsible	Timeframe	Resources needed
Prioritize CCSS ELA Standards Horizontally & vertically align standards K-12 Map standards by grade level Begin unwrapping process	Teachers	Completed by June 2013 Staff development days and early release Wed.	Support from NWRESD staff \$ for additional teacher pay
Action research by teachers to improve academic achievement in reading	Principals pose challenge to PLCs Principals report back to school improvement team on successful strategies used to increase student achievement	June 2013 Early release Wed. scheduled by PLCs	No additional funding needed

SMART Goals

Math: % of students proficient in math will increase from _____ to _____ as measured by OAKS in June 2013.

Grade 3-47.9% to 58.9%

Grade 4-45.6% to 56.6%

Grade 5-57.1% to 64.1%

Grade 6-60.4% to 67.4%

Grade 7-85.5% to 89.5%

Grade 8-41.7% to 52.7%

Grade 10/11-50% to 57%

Strategy	Who is responsible	Timeframe	Resources needed
<ul style="list-style-type: none"> Ask teachers/PLCs "Why are math scores low and flat?" 	<ul style="list-style-type: none"> Principals initiate conversations PLCs report to principals Principals report to superintendent/ school improvement team 	<ul style="list-style-type: none"> Completed by June 2013 	<ul style="list-style-type: none"> Time for teachers to meet
<ul style="list-style-type: none"> Improve math intervention program K-12 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Completed by spring 2013 	<ul style="list-style-type: none"> Time for teachers to meet Extended contract pay for additional meetings

SMART Goals

Writing: % of students proficient in writing will increase from _____ to _____ as measured by OAKS in spring 2013.

High School: 56.3% to 63.3%

Strategy	Who is responsible	Time frame	Resources needed
<ul style="list-style-type: none">Each building will collect their writing assessment data and report to school improvement team	<ul style="list-style-type: none">Principals and teachers	<ul style="list-style-type: none">February 15, 2013	No resources required at this time