Oregon District Continuous Improvement Plan Template

School Years	2019-2020, 2020-2021, 2021-2022
District	Yamhill Carlton School District

District Direction Section

Vision	The Yamhill Carlton School District will continue to improve its programs for students to become proficient in knowledge and skills specified by the Oregon academic standards. Our proficiency assessment systems will provide reliable and accurate data so that we can equitably help all students meet their potential. Students will embrace a growth mindset and own their learning through purposeful classroom instructional techniques and student academic planning. To ensure proficiency, teachers will use direct intervention systems to identify and provide extra help to students who need it. As students gain proficiency, they will be challenged with rigorous extensions to the curriculum that accelerate their learning. A robust variety of courses such as science, technology, engineering, and math (STEM), career and technical education (CTE), and fine and performing arts courses will be available to all students of all ability levels. College level courses and advanced career learning opportunities will be accessed by all students.
Mission	The Yamhill Carlton School District champions the growth of its students. Our students recognize their individual strengths and talents, overcome their challenges, grow past proficiency, and succeed in their aspirations, so each may contribute positively to the local and global society.

Comprehensive Needs Assessment Summary

What data did our team examine?
Our team reviewed statewide assessment data, local attendance and discipline data, DIBELS data K-6 and Freshman on Track data. Some of this data was loaded into the Forecast 5 system which allowed us to more efficiently look at data by subgroup and compare against other schools in our region. We examined information gathered from a parent satisfaction survey. We also considered qualitative data brought from testimonials from the members of our school improvement team.

How did the team examine the different needs of all learner groups?
We reviewed state assessment data by sub-group. We also analyzed the effects of our recent efforts to close the achievement gap with students. Meetings were held with groups of parents who qualify for Title 1 services and with parent of Hispanic students. We also used the district level ORIS assessment to review all aspects of our district.

Were inequities in student outcomes examined?
Yes they were.

What needs did our data review elevate?
Despite our ongoing efforts, it is clear that economically disadvantaged and special education students are still not achieving at the same rate as the general population - especially at the lower grade levels. We also have a small group of Hispanic students who are failing to make adequate progress. This group has various needs: some are also categorized as ESL, some economically disadvantaged, and some are in special education programs. It was clear that the schools have not established productive communication protocols and relationships with all parents and students.

How were stakeholders involved in the needs assessment process?
Our school improvement team is made up of administrators, teachers, classified personnel, school board members and parents. In addition, our parent satisfaction survey was sent out to all parents in the school district. It had questions

on many topics from instruction to leadership. Despite sending out multiple reminders, only about 14% of our parents responded.

Which needs will become priority improvement areas? Note: Priorities describe where the team intends to go but do not describe how the team will get there. An example priority might be to improve graduation rates or that all students will meet their growth goals.

1) Reduce and eventually eliminate achievement gap in 3rd through 6th grade as measured on statewide assessments between all students, economically disadvantaged students, and Hispanic students.
2) Increase freshman on track to 90%.
3) Increase the 4 year high school graduation rate for all students to 90%. In 2017-2018 our high school graduation rate for all students was at 80.5%, but only 64.9% for students with economic disadvantages.

<div align="center">Long Term District Goals & Metrics</div>

Student Focused, aspirational, aligned with needs, written for all students
Example: *All students will meet their annual growth targets in math.*
Metrics are outlined for the year(s) to come.

Goal 1	By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.		
Metrics	By (year)	By (year)	By (year)
	2019-2020 - Gap <15%	2020-2021 – Gap < 7%	2021-2022 – 0% Gap
Goal 2	Increase the 4 year high school graduation rate for all students to 90% by the end of the 2021-2022 school year. The graduation gap will be eliminated for economically disadvantaged and Hispanic students by 2022.		
Metrics	By (year)	By (year)	By (year)
	2019-2020 – 83%	2020-2021 – 87%	2021-2022 – 90%
Goal 3	The school district will improve the school behavioral climate in our school district through the use of applied SEL strategies that will improve student attachments to school and increase student's positive behaviors. This will be measured by a lowering of incidences of major and minor student misbehavior by 50% by the 2021-2022 school year.		
Metrics	By (year)	By (year)	By (year)
	20% Reduction	30% Reduction	50% Reduction

Initiative Alignment to Support District Goals
Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
Multi-tiered intervention system	Provides data and strategies to help students with their specific academic and SEL needs.
Development/purchase of intervention materials	Gives teachers specific and useful tools to help students with specific academic and SEL needs.
K-12 Student plan for success	Helps students identify their strengths and set college and career goals so they can focus their efforts to achieve higher rates of graduation.
Improvement of Freshman on Track Program	Helps 9th grade students learn and apply the skills they need to be successful in high school so they will not get behind and will graduate on time.

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.			
What are we going to do?	Strategy # 1.1 Written as a Theory of Action and reflects evidence-based practices	If we fully implement a multi-tiered system of support for all students, then staff members will have the information needed to precisely direct academic, social-emotional, and behavioral interventions, and all students will begin to succeed at a higher rate on the state assessment for Language Arts, with students in identified sub groups making the highest rate of growth.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall All staff members are trained in the use of the data warehouse	Winter Information from the data warehouse is being shared with parents and used to make intervention decisions by staff members.	Spring Information from the data warehouse is being used to develop budget priorities. Parents are being given updates about student progress meeting goals.
	Measures of Evidence for Students ("and" statement)	Fall Students are being shown their data regularly and are setting goals with it. Students are given an initial academic assessment and are placed in intervention classes based on the results.	Winter Students are regularly receiving academic and social emotional interventions or extensions as appropriate. Students are evaluating goals and are adjusting actions. 50% of students are making progress on improving their academic skills as measured by DIBELS or another appropriate assessment.	Spring Students from all subgroups will demonstrate better than average growth on the statewide assessment. Students are evaluating goals and are adjusting actions. 70% of students are making progress on improving their academic skills as measured by DIBELS or another appropriate assessment.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Superintendent	1. Make Data Warehouse Available for all staff and budget for intervention resources.		5/15/19
	Principals	2. Plan a systematic strategy for interventions		6/30/19
	Principals	3. Implement PD for Data Warehouse and interventions		9/30/19

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.		
	Teachers	4. Implement sharing data and goal setting with students and parents at fall conferences.	11/30/19
	Principals & Teachers	5. Students are receiving academic and SEL interventions.	3/30/20

ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.5 Provide Multi-Tiered System of Support	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.			
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	If we develop a series of effective academic interventions at all levels then teachers will have the tools they need to help students fill their gaps in skills and knowledge, and students will engage more productively in high leverage tasks during instruction.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall: Staff will create or identify interventions that support targeted skills and knowledge.	Winter: All teachers including SPED, Title 1, and ELD staff will implement interventions in intervention time.	Spring: Staff members will assess what interventions are effective and which are not.
	Measures of Evidence for Students ("and" statement)	Fall: Students will be actively learning in regular classroom settings. Some will participate in pilot interventions. Students are given an initial academic assessment and are placed in intervention classes based on the results.	Winter: Students will be engaging in interventions and learning extensions. 50% of students are making progress on improving their academic skills as measured by DIBELS or another appropriate assessment.	Spring: Students will begin to identify where they need support. 70% of students are making progress on improving their academic skills as measured by DIBELS or another appropriate assessment.

		Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done				
		Superintendent	1. Budget for intervention materials	6/30/19
		Principals	2. Research intervention strategies and materials	8/30/19
		Principals	3. Build intervention time into the schedule and identify the appropriate staff to implement.	8/30/19
		Teachers	4. Participate in Professional Development to improve instruction in all classes. 5. Identify or build intervention material that apply to identified knowledge and skills.	10/15/19
		Teacher teams	6. Students are routinely participating in academic interventions.	12/15/19

The District Goal row (spanning top):

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.

ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.5 Provide Multi-Tiered System of Support	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.	
What are we going to do?	Strategy # 1.3. Written as a Theory of Action and reflects evidence-based practices	If we develop our instruction in general education settings to effectively engage 90% of our students 90% of the time, then teachers will effectively use all available instructional time and will students will increase their learner characteristics and attributes.

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.			
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall: K-8 teachers will be trained in Kagan Cooperative Learning Strategies over two days.	Winter: Trainers from the Kagan Professional Development team will provide personalized coaching for K-8 teachers. All teachers will take part in a coaching session District Instructional coaches lead peer instructional rounds in support of Kagan strategy implementation. 50% of teachers receive observational feedback.	Spring: Kagan Strategies are being employed by all teachers serving K-8 at least 80% of the time.
	Measures of Evidence for Students ("and" statement)	Fall: K-8 students will learn to effectively participate in Kagan Strategies as observed by the teaching staff.	Winter: K-8 students will participate effectively in the Kagan structures with little reminders from teachers as observed by the teaching staff.	Spring: The achievement gap will be reduced by 20% among students as measured by the state language arts assessment.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Superintendent	Budget for Kagan training	6/30/19
	Superintendent	Schedule Training	6/30/19
	Principals	Build training into schedule	8/1/19
	Teachers	Participate in training	8/23/19
	Instructional coaches	Support peers with walk-throughs	10/15/19

ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.5 Provide Multi-Tiered System of Support	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 1.1, 1.2, 1.3 etc.)

		Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.		
District Goal this strategy supports				
What are we going to do?	Strategy # 1.4. Written as a Theory of Action and reflects evidence-based practices	If we employ an instructional assistant who is bilingual, able to assist in the translation of documents, and help create connections to families, then our ESL teacher and school staff will build stronger relationships with Hispanic families, and students would be better able to exhibit successful attitudes and actions in school.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall: ESL Instructional Assistant begins to develop a partnership with .5 ESL teacher and Hispanic families. Measured through principal observations.	Winter: ESL Instructional Assistant proactively communicates with Hispanic families about school expectations, school events, and student progress. Measured through principal observations.	Spring: District Administration holds a meeting with Hispanic families to discuss how the district is doing serving their students and how services can be improved.
	Measures of Evidence for Students ("and" statement)	Fall: Students will establish a relationship with the ESL Aide as observed by the .5 ESL teacher.	Winter: Students will become more productive and connected to their general education classes as observed by the classroom teachers.	Spring: Students will show more than average growth on the state assessment

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	Superintendent	Budget for ESL Aide and hire	8/30/19
	.ESL Teacher	Establish good working relationship with aide	9/30/19
	Office Staff	Establish good working relationship with aide	8/1/19
	ESL Aide	Establish routine communication protocols with families.	8/23/19
	Superintendent	Plan for sustainability	10/15/19

ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.5 Provide Multi-Tiered System of Support	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.			
District Goal this strategy supports	Goal: Increase the 4 year high school graduation rate for all students to 90% by the end of the 2021-2022 school year. The graduation rates will increase for economically disadvantaged and Hispanic students by 2022.			
What are we going to do?	Strategy # 2.1 - Written as a Theory of Action and reflects evidence-based practices	If we implement Naviance, a student college and career planning tool, that emphasizes a student's strengths, and shares accurate current performance data then teachers, students, and parents will have an effective tool for goal setting and communication and students can connect current actions with future results.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall: HS Staff members will be trained in the use of the plan.	Winter: Parents, students, and teachers will learn the student planning tool during fall advisory sessions, freshman success classes and conferences.	Spring: Counselors will revise the plan's structure and begin to prepare the Middle School plan.
	Measures of Evidence for Students ("and" statement)	Fall: HS students will have created their initial plan. Teachers will review each in advisory class.	Winter: Students will have proposed their plan to their parents and modified it in conferences. Every Freshman will be required to have a conference. Freshman Success teachers will report completion rate.	Spring: Students will be actively tracking data on their plan. Teachers will review plans in advisory class.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Counselors	1. First Draft of High School Plan Created		6/30/19
	Principals	2. Student planning time is put into weekly student schedules.		8/20/19
	Principals	3. HS Staff receives PD on Student plans		10/15/19
	HS Teachers	4. HS Teachers meet with parents and students at conferences to finalize plans.		11/30/19
	Counselors	5. Draft HS Planning tool is adjusted and finalized from conference feedback		2/15/19

District Goal this strategy supports	Goal: By the end of the 2021-2022 school year, the achievement gap between all students, economically disadvantaged students, and Hispanic students will be eliminated as measured by language arts state assessments.
ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.1 Student Centered & Relational Principals for Learning	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District Goal this strategy supports	Goal: Increase the 4 year high school graduation rate for all students to 90% by the end of the 2021-2022 school year. The graduation gap will be eliminated for economically disadvantaged and Hispanic students by 2022.			
What are we going to do?	Strategy # 2.2 Written as a Theory of Action and reflects evidence-based practices	If we increase the amount of freshman who complete their 9th grade year with at least 6 credits to 90%, then teachers will be able to offer more electives and fewer remedial classes so students will be able to more fully participate in career and college focused activities so they can graduate high school with meaningful preparation for their next step in life.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall: Continue to refine the freshman on track curriculum to provide student meaningful academic and social skills.	Winter: Appointments during conferences will be made with all Freshman parents to come in and review a plan for high school success for their child.	Spring: Each freshman parent will be contacted by phone or in a meeting with an update on the students' on track progress.
	Measures of Evidence for Students ("and" statement)	Fall: Students are mastering the Freshman on Track curriculum. Students are creating plans for success. The high school Student Services Team (SST) meets monthly to monitor	Winter: Freshman attend parent conferences and discuss their progress and needs. The high school Student Services Team (SST) meets monthly to monitor student progress.	Spring: Student's take stock of their progress and make clear plans for next year. Do they persevere on their original plan or pivot to another approach?

District Goal this strategy supports	Goal: Increase the 4 year high school graduation rate for all students to 90% by the end of the 2021-2022 school year. The graduation gap will be eliminated for economically disadvantaged and Hispanic students by 2022.			
		student progress. Freshman will be reviewed for attendance, behavior, and, academic progress. Interventions will be recommended.	Freshman will be reviewed for attendance, behavior, and, academic progress. Interventions will be recommended.	The high school Student Services Team (SST) meets monthly to monitor student progress. Freshman will be reviewed for attendance, behavior, and, academic progress. Interventions will be recommended.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	HS Principal HS FOT Teacher	1. Research refined Freshman on track curriculum	6/30/19
	HS FOT Teacher	2. Implement refined curriculum	9/15/19
	HS FOT Teacher	3. Coordinate with freshmen advisory teachers to set up conferences for freshman	11/10/19
	Advisory Teachers	4. Hold conferences with every freshman parents	11/30/19
	Advisory Teachers	5. Hold end of year conferences or a follow up phone call with every freshman parent.	5/30/19

ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.1 Student Centered & Relational Principals for Learning	____ Leadership ____ Talent Development ____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning ____ Inclusive Policy and Practice

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

		Goal: The school district will improve the school behavioral climate in our school district through the use of applied SEL strategies that will lower incidences of major and minor student misbehavior by 50% by the 2021-2022 school year.		
District Goal this strategy supports				
What are we going to do?	Strategy # 3.1 - Written as a Theory of Action and reflects evidence-based practices	If we continue to implement the Good Behavior Game (GBG) with fidelity at K-4 then teachers will have a positive system to regulate student behavior and students will develop productive behavioral norms and self-regulation skills and will participate in positive school activities on a regular basis.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements")	Fall K-4 Staff members will receive a refresher / new staff training for GBG	Winter K-4 Staff members will implement at least one, 45 minute game daily. Principals will observe and discussions will be held in building SST.	Spring Tools & Language for GBG will be used consistently in classrooms and all other school spaces. Principals will observe and discussions will be held in building SST.
	Measures of Evidence for Students ("and" statement)	Fall Students and teachers will build and establish classroom behavior goals and norms.	Winter All students participating in games and setting goals. Students that have not been influenced by GBG will receive behavioral interventions. Recommendations for interventions will be made by classroom teachers to Student Services Team.	Spring Meetings with targeted parents to try and build plans for success for students that have not made much progress. Recommendations for interventions will be made by classroom teachers to Student Services Team.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	ES Principal	1. Set up PD for GBG		8/30/19
	Teachers	2. Establish classroom behavior norms		9/30/19
	School leadership team	3. Create format behavior goal setting.		10/30/19
	Teachers	4. Hold Parent Conferences and set goals		11/30/19
	Teachers	5. Using GBG daily		12/15/19

District Goal this strategy supports	Goal: The school district will improve the school behavioral climate in our school district through the use of applied SEL strategies that will lower incidences of major and minor student misbehavior by 50% by the 2021-2022 school year.			
ORIS Domain Alignment	ORIS Domain(s) this strategy supports 5.2: Identify & remove barriers to success	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership _____ Well-Rounded, Coordinated Learning __X_ Inclusive Policy and Practice		

District Goal this strategy supports	Goal: The school district will improve the school behavioral climate in our school district through the use of applied SEL strategies that will lower incidences of major and minor student misbehavior by 50% by the 2021-2022 school year.			
What are we going to do?	Strategy # 3.2 - Written as a Theory of Action and reflects evidence-based practices	If we incorporate relationship building and growth mindset into our PBIS strategies then teachers will employ strategies to teach productive behavior and students will develop problem solving and self-regulation skills and will be more likely to avoid participating in negative behaviors.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("then" statements)	Fall – Staff will reexamine group agreements about behavior standards and positive reinforcement strategies. They will be retrained in PBIS. Classroom observations by administration will spot check posted rules and teachers use of positive reinforcement.	Winter – Staff will use positive reinforcement and growth mindset language. Admin will gather data on positive reinforcement. Classroom observations by administration will spot check posted rules and teachers use of positive reinforcement.	Spring- Positive reinforcement strategies are consistently used by staff members. Classroom observations by administration will spot check posted rules and teachers use of positive reinforcement.

District Goal this strategy supports	Goal: The school district will improve the school behavioral climate in our school district through the use of applied SEL strategies that will lower incidences of major and minor student misbehavior by 50% by the 2021-2022 school year.			
	Measures of Evidence for Students ("and" statement)	Fall- Students will get clear instruction on school behavior expectations. Student behavior incidences will be compared to previous year's data for the time period.	Winter – Student and staff climate survey will be implemented. Student behavior incidences will be compared to previous year's data for the time period.	Spring – Follow up survey Student behavior incidences will be compared to previous year's data for the time period.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Principals	1. Develop climate measurement tool		7/20/19
	Principals	2. Retrain teachers on positive reinforcement		7/25/19
	Teachers	3. Train students on behavior expectations in multiple locations.		9/10/19
	Teachers	4. Employee positive behavior strategies to motivate students.		9/10/19
	Students	5. Students and staff take climate surveys in December and May.		5/20/19
ORIS Domain Alignment	ORIS Domain(s) this strategy supports 4.5	_____ Leadership _____ Talent Development _____ Stakeholder Engagement and Partnership __X_ Well-Rounded, Coordinated Learning _____ Inclusive Policy and Practice		

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

District Plan
Self-Monitoring Routine Preview
This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

	Update Date	Strategy	What does your evidence show?	What is working? What is not?	What will you do? What adjustments are needed?	What supports are being provided? Are they helpful? What more is needed?
Performance Updates						

SAMPLE District Self-Monitoring Routine Template