



YAMHILL CARLTON SCHOOL DISTRICT

120 N. Larch Place - Yamhill, OR 97148 | PH: 503-852-6980 - FX: 503-662-4931 | www.ycsd.k12.or.us

BOARD OF DIRECTORS WORK SESSION AGENDA

LOCATION: YCSO BOARDROOM: 120 N. LARCH PL. YAMHILL OR 97148

Or VIA ZOOM <https://us06web.zoom.us/j/91341315065>

Password: sW66uH

Tuesday, August 27, 2024

Work Session: 6:00 pm

AGENDA

- I. Call to Order Work Session
- II. Flag Salute
- III. Board Goals
- IV. Communications Update



2023-2024 YCSD Goals



District Goals:

1. All district and school administration will participate in a Professional Learning Community (PLC) to support building administrators in ensuring high quality instruction in all classrooms.
2. All schools will have effective MTSS teams as evidenced by regular meeting minutes and an established intervention process to improve student academic and behavioral outcomes.
3. All schools will develop a robust plan to improve communication between the schools, parents, and broader community including city governments and civic organizations in alignment with the district communication plan.

Board Goals:

1. The Yamhill Carlton School District School Board will continue planning and visioning for long term facilities maintenance and improvement by completing a long range facilities plan.
2. Establish and implement a monitoring plan for the Yamhill Carlton School District 5 year strategic plan.
3. Develop and implement a robust plan to improve communication between the schools, parents, and the broader community including city governments and civic organizations.

Superintendent Goals:

1. All district and school administration will participate in a Professional Learning Community (PLC) to support building administrators in ensuring high quality instruction in all classrooms.
2. All schools will have effective MTSS teams as evidenced by regular meeting minutes and an established intervention process to improve student academic and behavioral outcomes.
3. Develop and implement a robust plan to improve communication between the schools, parents, and the broader community including city governments and civic organizations.



2023-2028 YCSD Strategic Plan

District Priority #1: Social, Emotional, Learning

The Yamhill Carlton School District recognizes and prioritizes the critical importance of Social, Emotional, Learning (SEL) such as self-awareness, relationship skills and responsible decision making in order to develop students and staff that are successful and resourceful.

Resources:	Character Strong SEL SPOT DESSA YamCo mental health School counselors YouthTruth Surveys CPS GATE/SST referrals for behavior/emotional needs MTSS OHT
Key Indicators:	Number of behavior referrals DESSA data GATE/SST referrals for behavior/emotional needs MTSS data Referrals for mental health supports OHT - Number of students at least 1 adult PD - provided to staff/participation

Goal 1.1:

All YCSD staff will be trained in Social Emotional Learning strategies and supports.

Goal 1.2:

All students will be able to identify at least one trusted staff member.

Goal 1.3:

Decrease in the number of reported bullying incidents amongst students.

Goal 1.4:

Increase services for students based on the Devereux Student Strengths Assessment (DESSA).

District Priority #2: Climate & Culture

The Yamhill Carlton School District is committed to increasing engagement opportunities by establishing a welcoming and safe culture and climate for all students, staff, families, and community members that promotes a sense of belonging and pride in our school community.

Resources:	<ul style="list-style-type: none">● YouthTruth● ODS● CPS● Character Strong● Parent Square● Social Media● Website● Newsletter● PBIS● Reader boards● Flyers
Key Indicators:	<ul style="list-style-type: none">● Attendance at events (community/students)● Participation in cocurricular/extracurricular activities● Survey data● Volunteerism rates● B.A.G. reports● Number of activities/events

Goal 2.1:

Increase the number of school sponsored, community wide events.

Goal 2.2:

Increase the participation of YCSD students and staff in school sponsored community events.

Goal 2.3:

Develop a robust plan to improve communication between the schools, parents, and broader community including city governments and civic organizations.

Goal 2.4:

Decrease the number of behavioral referrals.

Goal 2.5:

Increase in the number of survey respondents indicating that schools in the YCSD are a welcoming environment for all students, staff, families, and community members.

Goal 2.6:

All staff will receive professional development in creating a safe and welcoming environment.

Goal 2.7:

Identify and implement strategies to improve staff recruitment and retention rates.

District Priority #3: Four-Year Graduation Rate – Every Student, Every Grade Level on Track

The Yamhill Carlton School District is committed to providing high quality instruction, rigorous curriculum, and support systems that ensure all students achieve excellence, prepared with the knowledge, skills, and experiences for future career, college and life success.

Resources:	<ul style="list-style-type: none"> ● iReady ● ODS ● HMH ● Freshman Success ● MTSS ● Gate/SST teams ● Graduation Coach ● Advisory ● Oregon math ● Dibels ● SBAC
Key Indicators:	<ul style="list-style-type: none"> ● Elementary reading proficiency <ul style="list-style-type: none"> ○ 3rd grade ● Standardized test scores ● Progress monitoring data ● Attendance rates ● Class passing rates ● Core subject matter passing rates ● 7-12 grade on track reports <ul style="list-style-type: none"> ○ 7-8: Core class proficiency, attendance, standardized test scores ○ 9-12: credit attainment, attendance, standardized test scores

Goal 3.1:

Increase the percentage of students meeting or exceeding 3rd grade reading proficiency on the state assessment test based on the Longitudinal Performance Growth Target's (LPGT's).

Goal 3.2:

Increase the percentage of students meeting or exceeding 8th grade math proficiency by 3% each year on the state assessment test.

Goal 3.3:

Increase the percentage of 9th grade students on track for graduation based on the LPGT.

Goal 3.4:

Increase the 4 year graduation rate based on the LPGT.

Goal 3.5:

Increase the number of 7-8 grade students considered on track based on core class proficiency, attendance and standardized test scores.

Goal 3.6:

Increase the number of 9-12 grade students considered on track based on credit attainment, attendance and standardized test scores.

Goal 3.7:

All district and school administration will participate in a Professional Learning Community (PLC) to support building administrators in ensuring high quality instruction in all classrooms.

Longitudinal Performance Growth Targets (LPGT)

Measure	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain
3rd Grade Reading	41.4%	44.4%	47.4%	50.4%	53.4%	56.4%	15.0%
9th Grade On Track	93.0%	95.0%	97.0%	98.0%	99.0%	100.0%	7.0%
4 Year Graduation	65.7%	70.7%	75.7%	80.7%	86.7%	92.7%	27.0%
Regular Attenders	76.5%	79.5%	82.5%	85.5%	87.5%	89.5%	13.0%

District Priority #4: Facilities & Safety

The Yamhill Carlton School District will provide facilities that are safe, well-maintained and meet the educational and extracurricular needs of the schools and community.

Resources:	<ul style="list-style-type: none">● Facilities Assessment● Long range facilities plan● Strong maintenance department● Facilities budget priorities● YouthTruth● Facilities survey
Key Indicators:	<ul style="list-style-type: none">● Facilities Assessment● Long range facilities plan● Survey data● Maintenance records● Safety assessments

Goal 4.1:

Complete the district-wide facilities assessment.

Goal 4.2:

Establish a facilities steering committee and develop a long range facilities plan.

Goal 4.3:

Reduce the number of incident reports due to the condition or maintenance of the facilities and grounds.

Goal 4.4:

Increase the number of survey respondents that indicate YCSD has well maintained and safe facilities.

Standard 1: Vision-Directed Planning

- The board collaborates with the community to articulate core values and beliefs for the district
- Board members can clearly articulate the vision and strategic goals of the district
- The board collaborates with the superintendent to develop long-range strategic goals for improving student learning
- The board regularly monitors the progress of strategic goals focused on improving student learning
- The board adopted a budget that aligned resources to the district vision and strategic goals
- The board establishes and models a culture of high expectations for all students
- The board promotes a vision and expectation for excellence beyond the present performance

Standard 2: Community Engagement

- The board promotes practices that solicit input and involvement from all segments of the community
- The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community
- The board recognizes and celebrates the contributions of school and community members to school improvement efforts
- The board is responsive and respectful to community inquiry and feedback
- The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators

Standard 3: Effective Leadership

- Board members are visible in the community
- Board members develop professional community relationships to improve student learning and opportunities for students
- Board activities, analysis, and decision-making are aligned to vision and strategic goals
- The board solicits input from multiple sources to assist in making informed decisions
- The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators
- Board members model an empowering leadership style
- The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district
- Board members promote change through dialogue and collaboration
- Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives

Standard 4: Accountability

- The board ensures funding to implement accountability measures
- The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation
- The board models a culture of high expectations throughout the district
- The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals
- The board ensures the budget aligns resources based on student learning priorities
- The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals
- Disaggregated student results and growth are measures against expectations set by district strategic goals
- The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals
- The board regularly establishes performance goals for itself
- The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system

Standard 5: Using Data for Continuous Improvement and Accountability

- The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making
- Programs approved by the board have effective data collection requirements and measurable results
- The board uses data to identify discrepancies between current and desired outcomes
- The identifies and addresses priority needs based on data analysis
- The board communicates to the public how policy decisions are linked to student learning data
- The board creates a culture that encourages the use of data to identify learning needs throughout the system
- The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals

Standard 6: Cultural Responsiveness

- Board outreach and community engagement activities accommodate cultural differences in values and communication
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups
- The board has a process to review policies for cultural responsiveness and bias

- Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard
- The board ensures district employees are representative of the values and culture of the community
- A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals
- The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student

Standard 7: Culture and Climate

- The board models relationships built on trust and respect
- The board takes time to reflect and improve internal and external relationships
- The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate
- The board creates a system in which high levels of student learning are expected.
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students
- The board models and holds the district responsible for improving a culture of service

Standard 8: Learning Organization

- Board policies nurture leadership capabilities across the organization
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners
- Board members promote positive change through dialogue and collaboration
- The board encourages professional development that increases learning and empowerment
- The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization

Standard 9: Systems Thinking

- The board works to avoid policy decisions that shift problems from one part of the system to another
- The board encourages an organizational structure that enables creative processes
- The board engages in process thinking, seeing beyond the immediate situation and easy solutions
- The board analyzes issues for their impact on other parts of the system
- The board team is solution-oriented
- The board work collaboratively with other agencies to encourage dialogue that fosters continual growth

Standard 10: Innovation and Creativity

- Board members create time and opportunities for their own creative thinking
- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues
- The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation

Standard 11: Board Member Conduct, Ethics, and Relationship with the Superintendent

- Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties
- The board and superintendent trust and respect one another
- Board members represent the interests of the entire district
- Board members preserve the confidentiality of items discussed in executive session
- Board members do not use their office for personal gain or advancement
- Board members do not attempt to individually speak on behalf of the entire board or commit the board
- Board members direct complaints and requests to the superintendent rather than attempting to solve them directly
- The board and superintendent agree on the information needed by the board, and when and how the board receives that information
- The board and superintendent participate in learning opportunities as a team
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items

Standard 12: Budgeting and Financial Accountability

- Board members are knowledgeable of the district budgeting process
- Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs
- Board members have a basic understanding of district revenues and expenses
- The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget



WELCOME!

**School Board
Goal Setting**

Supporting,
Promoting &
Advancing Public
Education



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Board Goal Setting

- ▶ WASB Consultants -
 - ▶ Cheryl Gullicksrud - cgullicksrud@wasb.org
 - ▶ Fran Finco - ffinco@wasb.org



Purpose of this Session

- ▶ Overview
 - ▶ Board goal setting process
- ▶ Goals -
 - ▶ Understanding of the goal setting steps
 - ▶ Ensuring high quality goals
 - ▶ Maintaining good communication

Goal Setting - Where do you start?

- ▶ Definition of a goal
- ▶ Who are your goals directed at?
- ▶ Typical start
 - ▶ Look to see if previously set goals were accomplished
- ▶ Take a step back
- ▶ Maintain focus on all children

How are you doing so far?

- ▶ This would be the time when you take a step back to discuss, do your current goals focus on increasing student achievement for all children?
- ▶ Responses:

Starting - Big Picture Overview

- ▶ **Mission**
- ▶ **Moral Imperative**
- ▶ **Vision**
- ▶ **Strategic plan**

Mission

- ▶ Is your purpose.
- ▶ Mission Statement is a public declaration of your purpose.
- ▶ What is your mission statement?
- ▶ Examples:

Sample Mission Statements - 1

- ▶ Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their local, national, and global communities.
- ▶ It is the mission of the **School District**, in partnership with families, students and the community, to provide all students with the necessary skills to enable them to be productive and responsible members of a free, democratic society.

Sample Mission Statements - 2

- ▶ We will provide a quality education for all students and enable them to realize their full intellectual potential.
- ▶ Our mission is to work together to ensure high levels of learning for all.

Shared Moral Imperative

- ▶ Shared - agreed upon by the entire board
- ▶ What you absolutely must attain as a district
- ▶ Drives the work of the district
- ▶ Geared to real, concrete educational goals
- ▶ Revolves around:
 - ▶ Student achievement
 - ▶ Continuous improvement

Examples of Moral Imperatives

- ▶ All children will achieve; we will not allow an achievement gap in our district.
- ▶ All children will have high quality teachers.
- ▶ All children will be in a safe, healthy learning environment.
- ▶ All children can and will learn.

Vision Statement(s)

- ▶ Three -five years out
- ▶ Based on moral imperative
- ▶ “Reach” statement

Sample Vision Statements

- ▶ St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.
- ▶ **Belong. Serve. Succeed.**
- ▶ **Or Multiple Areas:**
 - ▶ Student Learning
 - ▶ CIA
 - ▶ Parents and Community
 - ▶ Culture

Strategic Planning

- ▶ Determine goals
- ▶ Determine actions needed to achieve goals
 - ▶ Programs
 - ▶ Initiatives
- ▶ Metrics use to measure progress
- ▶ Frequency of examining progress
- ▶ Frequency and manner regarding reporting

Review of Data

- ▶ Current goals and policies
- ▶ Academic achievement
- ▶ Enrollment data
- ▶ Student data
- ▶ Staffing
- ▶ Facilities

Current Goals and Policies

- ▶ Previous and current goals
 - ▶ Examine goal focus
- ▶ Existing policies on goal development, review, and modification

Academic Achievement

- ▶ Student Performance Data
- ▶ State Tests - Grade levels and subject areas
- ▶ Other Data from the School Report Card
- ▶ ACT Test Results
- ▶ Graduation Rate / Drop Out Information
- ▶ Advanced Placement Course Data
- ▶ Other

Enrollment Data

- ▶ Demographic Information
- ▶ Current and historical enrollment numbers
- ▶ Birth data
 - ▶ Local collection
 - ▶ Data from the Wisconsin Department of Health Services

Enrollment Data continued

- ▶ Population and housing estimates from the U.S. Census and the Wisconsin Department of Administration.
- ▶ Local data and municipal plans
- ▶ Students attending school at home, private schools, charter schools, and choice schools

Student Data

- ▶ Attendance
- ▶ Behavior and discipline
- ▶ Population sub categories
 - ▶ Race
 - ▶ Socio-economic status
 - ▶ Special needs
- ▶ Mobility

Staffing

- ▶ Number of teachers, support staff, and administrators
- ▶ Student-to-teacher ratio
- ▶ Hiring needs now and in near future
- ▶ Training needs
- ▶ Retention of quality staff

Facilities

- ▶ Health and safety requirements
- ▶ Functionality of current space
- ▶ Operational efficiency

Areas of Greatest Need - Establish Priorities

- ▶ What data is important?
- ▶ Grade level success
- ▶ Close gaps
- ▶ Immediate, short-term, and long-term

Considerations -

- ▶ State Exam - proficiency rates
- ▶ Grade level
- ▶ Demographic groups
- ▶ Gaps
- ▶ Trends
- ▶ Indicators of long-term success
 - ▶ 3rd grade reading
 - ▶ 8th grade math

Writing Your Goals

- ▶ Based on data
- ▶ Tied to vision and moral imperative
- ▶ Student focused
- ▶ Grade level specific
- ▶ SMART
- ▶ Keep it manageable - no more than 3

Example

- ▶ All children will be able to read at grade level by grade three.
- ▶ All children will score a proficient or higher on the state exam in math in the 8th grade
- ▶ The district's graduation rate will be 96% or higher by 2024.

Collective Commitments

- ▶ Messaging
 - ▶ Why - the reasons for your goals
 - ▶ Seek/gain commitment
 - ▶ Communicating to staff through admin
 - ▶ Communicating to other stakeholders
- ▶ Required resources
 - ▶ Personnel
 - ▶ Funding
 - ▶ Space and materials
 - ▶ Staff training

Accountability

Definition:

an obligation to accept responsibility for activities and to be transparent with the results.

Accountability Measures

- ▶ Requirements:
 - ▶ Aligned - data are focused on goals
 - ▶ Accurate - data can be relied upon
 - ▶ Useful - data will improve decision making
 - ▶ Timely - data will be available when needed

Sharing the Results

- ▶ Determine:
 - ▶ What are the measures, data sets, or indicators for each goal?
 - ▶ How often should progress be evaluated and results be reported?
 - ▶ Who is responsible for preparing and sharing results?
 - ▶ In what way(s) will the results be reported to the public?

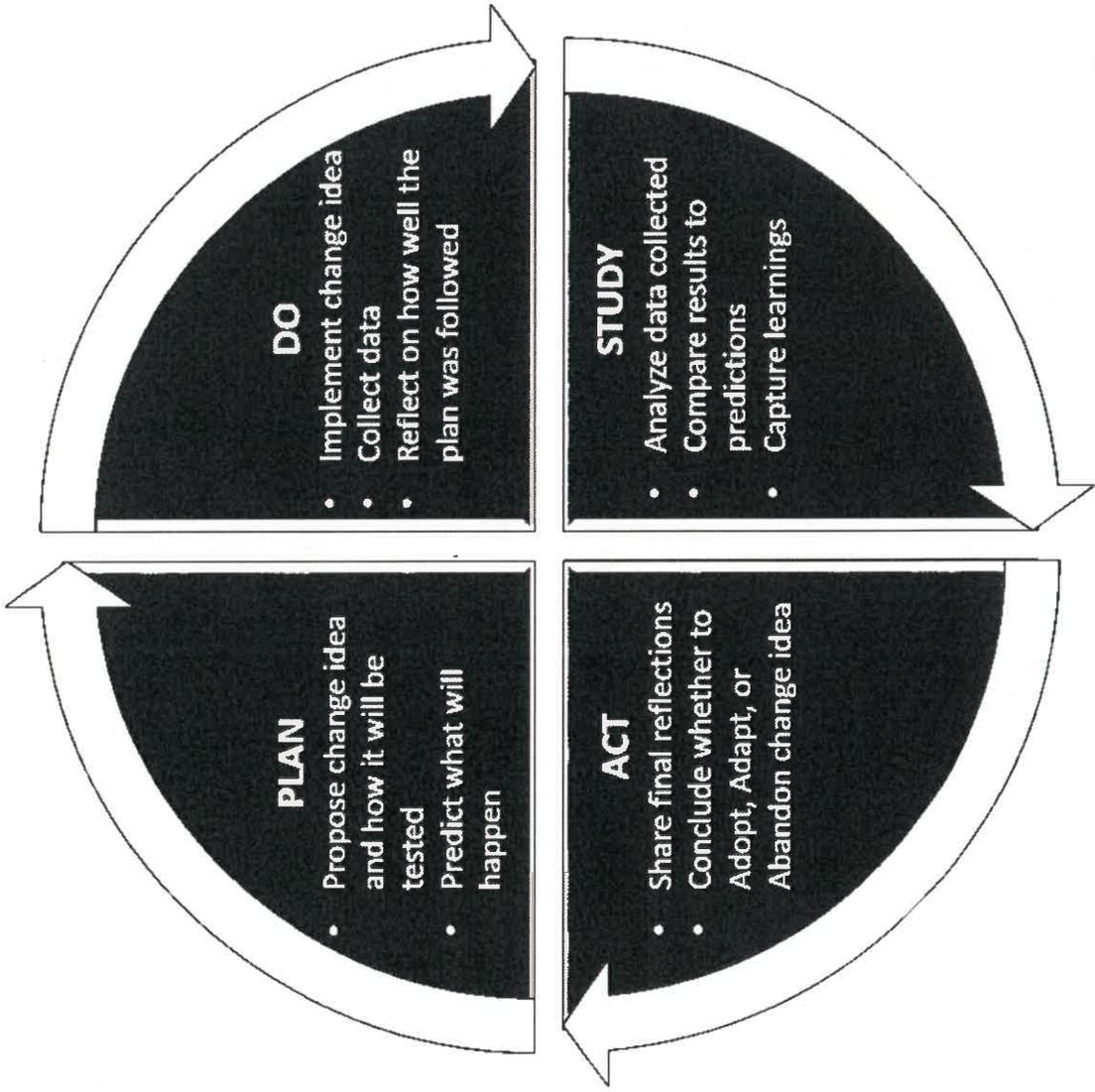
Sample Accountability Plan

Goal	Data Source	Reporting Timeline	Reporter	Indicator
All children will be able to read at grade level by Grade 3.	State Report Card	Annually	Elem Principal	Percent of students reading at grade level; increase each year.
All children in Grade 8 will score a proficient or higher on the state exam in math.	State Report Card	Annually	Middle School Principal	Percent of students achieving proficient or higher; increase each year.
The district's graduation rate will be 96% or higher by 2024.	Student records	Annually	High School Principal	Graduation rate; increase each year.

Sharing the Results continued

- ▶ Begin with a simple system and add layers of complexity over time

The Goal-Setting Cycle

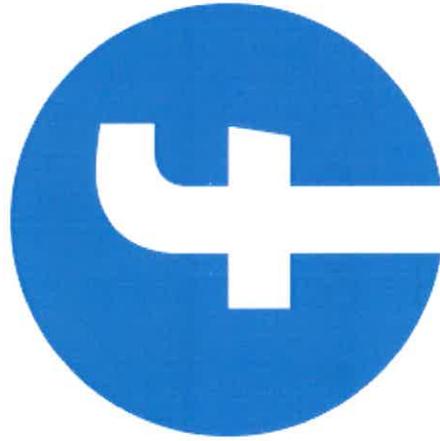


Closing - How to begin

- ▶ Put together a planning team.
- ▶ Include stakeholders - Options: staff, parents, community members, administrators, board members, students.
- ▶ Gather data
- ▶ Make decisions about your data based on your moral imperative and vision.
- ▶ Write your goals
- ▶ Don't worry about making mistakes.
- ▶ Be ready to support what you say is important

WASB Resources

- ▶ Services available to boards in terms of goal setting
- ▶ Data Retreat
- ▶ Using WiseDash Public
- ▶ Others



Stay Informed

- ▶ WASB.org
- ▶ Social Media
 - Facebook
[@WISchoolBoards](https://www.facebook.com/WISchoolBoards)
 - Twitter
[@wasbwi](https://twitter.com/wasbwi)

Parents Students Employment Staff

Select Language | ▼

Forest Grove School Board Goals 2023-2024

We will promote, support and model collaborative learning and collaborative work as we believe collaboration is at the center of our strategic plan at every level. Our goals for 2023-2024 reflect our desire to support the Forest Grove School District strategic plan. We are committed to working in partnership with parents and the community to provide the resources that students and staff need to prepare each student for college and career.



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Goal 1 -- The Board will support the work of the strategic plan

- The Board will support and monitor the district's literacy and math improvement plans PreK-12
- The Board will adopt a budget that supports the strategic plan.
- The Board will adopt updated policies to align with current laws and practices of the district.
- The Board will expect the district to apply an equity lens to policy and curriculum development.
- Board members are encouraged to participate in training through Oregon School Boards Association.
- The board will work to reduce and maintain lower class size.
- The Board will support programs and strategies that will increase academic achievement for students that have historically experienced academic disparities.
- The board will support its decisions by using data.

Goal 2 -- Board members will attend academic activities, community presentations, athletic and activities, student performances, graduation and other activities/events whenever possible

Goal 3 -- The Board will encourage partnerships that support the district

- Board members will participate in presentations to civic groups about district initiatives.
- Board members may serve on City of Forest Grove committee's as requested.
- A Board Member may serve as a liaison with the City of Forest Grove and the City of Cornelius

Goal 4 -- The Board will continue to advocate for adequate and stable funding for K-12 schools

- The Board will participate in the annual Washington County Joint School Boards and Legislators dinner to celebrate accomplishments, maintain relationships and continue to advocate for sustainable, adequate and stable funding.
- Board members will maintain relationships and communicate regularly with legislators.
- The Board will advocate for funding levels that provide adequate resources for district programs as opportunities arise.
- Board members will participate in OSBA conventions and opportunities to support efforts aimed and providing adequate and stable funding to schools.

Goal 5 -- The Board will model our district culture of collaboration, continuous learning and developing cultural competency and humility

- The board will engage in educational conversations.
- Board members will attend conferences to stay up to date on school issues and network with other boards.
- The Board will support continuous and intentional equity work in the district as an ongoing process that changes in response to new situations, experience and relationships.

Schools

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Mary Brown <brownm@ycschools.org>

Board Goals

1 message

Jajetta Dumdi <dumdij@ycschools.org>

Tue, Jul 30, 2024 at 2:57 PM

To: Mary Brown <brownm@ycschools.org>, Susan Fitzgerald <fitzgerald.susan263@gmail.com>

Hi Mary & Susan -

I don't know if I can send drafts of the goals to the entire board, or if that's against some protocol, so I'm sending them to you to compile in preparation for our work session. Here is a draft to consider for the Community Engagement one:

Thanks!

1. Strengthen Community Engagement and Trust

- o **Goal:** Build and maintain trust with the community through transparent communication and active collaboration.

- **Actions:**

- Hold regular town hall meetings and forums to listen to community concerns and feedback.
- Publish detailed reports on school board decisions, budgets, and student performance metrics.
- Establish a community advisory committee to provide input on key issues and initiatives.
- Create a dedicated communication channel for parents and community members to voice their opinions and receive timely responses.