Yamhill Carlton School Board Retreat
Agenda
July 25th, 2019 8:00am to 12:00pm
District Office Boardroom

1. The Year in Review 2018-2019

    a. Highlights and low points

2. 2018-2019 – Data Review

3. Review Continuous Improvement Plan

4. Set Superintendent Goals

5. Set Board Goals

Yamhill Carlton Elementary School

Month	18/19 Count	17/18 Count	16/17 Count	15/16 Count	18/19 ADA %	17/18 ADA%	16/17 ADA %	15/16 ADA %
September	336	352.5	366	379	96.41	96.76	96.65	95.64
October	337	342.5	364	380	95.29	94.48	94.88	94.3
November	337	344.25	364	382	94.87	94.09	93.79	92.87
December	337	344.25	363	379	94.39	94.61	91.97	94.6
January	332	347.75	357	385	94.8	91.91	92.63	93.34
Febuary	332	345.25	357	381	93.11	96.55	93.65	91.9
March	329.75	343.25	354	378	93.1	92.48	94.17	93.15
April	331.75	346.25	352	379	94.59	94.31	93.23	93.33
May	332	344	351	376	94.55	93.69	94.34	93.09
June	331	346	346	376	96.81	95.4	94.97	93.86
Average	333.55	345.6	357.4	379.5	94.79	94.43	94.03	93.61

Yamhill Carlton Intermediate School

Month	18/19 Count	17/18 Count	16/17 Count	15/16 Count	18/19 ADA %	17/18 ADA%	16/17 ADA %	15/16 ADA %
September	325	323	317	327	96.48	95.65	96.8	94.86
October	310	321.5	320	325	95.4	95.32	94.63	93.9
November	312	318.5	319	324	94.9	93.68	93.9	92.24
December	311	314.5	318	321	94.51	93.9	92.19	94.48
January	310	315	313	321	94.86	92.99	93	93.3
Febuary	305	310.5	313	323	93.95	94.39	93.54	91.86
March	304	309.5	314	323	93.43	92.48	94.1	92.41
April	304.75	308.5	312	322	94.64	93	93.08	92.89
May	304	303.5	311	317	94.8	93.39	93.83	92.92
June	303	300.5	311	316	97.25	92.92	94.48	94.09
Average	308.875	312.5	314.8	321.9	95.02	93.77	93.96	93.30

Yamhill Carlton High School

Month	18/19 Count	17/18 Count	16/17 Count	15/16 Count	18/19 ADA %	17/18 ADA%	16/17 ADA %	15/16 ADA %
September	277	312	326	360	96.25	95.75	94.53	93.5
October	277	307	325	361	94.74	93.95	93.53	92.85
November	280	305	325	360	94.48	92.35	92.25	90.99
December	281	304	322	356	93.5	93.18	90.33	93.3
January	278	303	318	352	95.05	92.64	92.84	91.79
Febuary	281	300	324	354	93.12	93.06	93.06	90.93
March	279	300	324	352	92.87	92.99	93.28	90.67
April	274	297	323	346	93.21	92.89	91.34	91.07
May	275	292	318	341	93.07	94.24	92.56	90.71
June	261	292	311	323	96.59	94.58	94.51	92.92
Average	276.3	301.2	321.6	350.5	94.29	93.56	92.82	91.87

Yamhill Carlton Alliance Academy

Month	18/19 Count	17/18 Count	16/17 Count	15/16 Count	18/19 ADA %	17/18 ADA%	16/17 ADA %	15/16 ADA %
September	88	67.5	50	39	96.98	N/A	N/A	N/A
October	89	64	49	38	95.95	N/A	N/A	N/A
November	94	70.25	49	37	95.7	N/A	N/A	N/A
December	94	70.25	48	38	94.96	N/A	N/A	N/A
January	99	75.25	49	42	96.25	N/A	N/A	N/A
Febuary	105	78.25	49	40	94.64	99.2	N/A	N/A
March	105.25	78.25	52	38	94.15	99.01	N/A	N/A
April	105.5	77.25	52	39	94.83	99.01	N/A	N/A
May	103	78.5	62	37	94.78	98.79	N/A	N/A
June	103	78.5	61	37	97.55	100	N/A	N/A
Average	98.575	73.8	52.1	38.5	95.58	99.20	N/A	N/A

Yamhill Carlton Elementary School
Discipline Summary by Grade
09/04/2018 - 06/30/2019

Description	KG F	KG M	KG T	01 F	01 M	01 T	02 F	02 M	02 T	03 F	03 M	03 T	04 F	04 M	04 T	05 F	05 M	05 T	Total
Alcohol (A1)																			
Arson (A2)																			
Assault - Physical/Adult (A4)	2	3	5		6	6					3	3		9	9				23
Assault - Physical/Student (A5)	2	9	11		15	15		6	6		15	15	1	20	21				68
Assault - Sexual (A6)																			
Assault (A3)																			
Behavior - Aggressive (B1)	2	5	7		6	6		2	2		8	8		19	19				42
Behavior - Disruptive (B2)	1	2	3		1	1		1	1		2	2		3	3				10
Behavior - Inappropriate (B3)	2	3	5		1	1		1	1	1	3	4		5	5				16
Behavior - Obscene (B4)	1		1		1	1													2
Behavior - Sexual/Non Violent (B5)																			
Behavior - Violent (B6)		3	3		1	1					6	6		3	3				10
Bias/Hate Crime (B7)																			
Bomb Threat (B8)																			
Bullying (B9)					1	1					3	3							4
Burglary (B10)																			
Cheating (C1)																			
Coercion (C2)	1		1																
Defiance (D1)	1	6	7																
Disrespect (D2)	1	6	7		11	11		4	4		9	9		15	15				46
Dress Code (D3)		6								1	6	7		9	9				34
Drugs (other than Alcohol/Tobacco) (D4)																			
Drugs (paraphernalia) (D5)																			
Electronic Devices (E3)																			
Excessive Unexcused Absences (E1)																			
Extortion/Blackmail (E2)																			
Fighting - Non Violent (F1)																			

Description	KG Female	KG Male	KG Total	01 Female	01 Male	01 Total	02 Female	02 Male	02 Total	03 Female	03 Male	03 Total	04 Female	04 Male	04 Total	05 Female	05 Male	05 Total	Total
Fighting - Violent (F2)		2	2								5	5		8	8				21
Fire Alarm (F3)																			
Fire Starting (F4)																			
Forgery/Unauthorized Use/Possession of S																			
Gambling (G1)																			
Gang Related Activity (G2)																			
Harassment - Racial (H2)		2	2								2	2							4
Harassment - Sexual (H3)					3	3				1	3	4		5	5				12
Harassment (H1)																			
Harassment-Religion (H5)																			
Harassment-Sexual Orientation (H4)																			
Inappropriate Language (I2)	1	6	7		5	5	1	1	2	1	9	10		6	6				30
InappropriateTechnology Use (I1)																			
Inciting Violence (I3)					1	1	1		1		1	1							3
Intimidation (I4)											1	1							1
Kidnapping (K1)																			
Likely Injury To Self Or Others (SPED on																			
Lying (L2)		1	1											1	1				2
Manufacture/Delivery of Controlled Subst																			
Minor Referral (M3)					1	1		1	1										1
Misc/Other (M2)	1	1	1	1		1		1	1					3	3				3
Misconduct (M6)																			1
Missing Materials (M4)																			
No Show for Detention (N1)																			
Non-Compliance (N2)					4	4					1	1							3
Off Campus (O1)											1	1		3	3				7
Over the Counter Medication Violation (O																			2

Yamhill Carlton Elementary School
Discipline Summary by Grade
09/04/2018 - 06/30/2019

Year: 2018-2019
Report: IDS601

Description	KG F	KG M	KG T	01 F	01 M	01 T	02 F	02 M	02 T	03 F	03 M	03 T	04 F	04 M	04 T	05 F	05 M	05 T	Total
Parking (P1)																			
Possession of Fire Starting Device (P2)																			
Property Damage (P3)		1	1																
Public Display of Affection (P4)					6	6	1	2	3	1	2	3		2	2				15
Recklessly Endangering (R1)																			
Refusal to Identify (R2)		1	1					1	1										
Robbery (R3)																			
Serious Bodily Injury (SPED only) (S1)														2					2
Skipping (S2)		1	1																
Stolen Property Possession (S3)																			
Tardies (T1)																			
Theft (T2)																			
Threat (T3)		2	2		1	1		2	2		1	1		4	4				8
Threat of Bodily Harm (T4)																			2
Tobacco (T5)																			2
Truancy (T6)																			
Unlawful Interference (U1)																			
Vandalism (V1)														1	1				1
Weapons - Failure to Report (W1)																			
Weapons (W2)					2	2													2
Totals	15	49	64	0	85	85	2	25	27	5	79	84	1	117	118	0	0	0	378

Description	05 Female	05 Male	05 Total	06 Female	06 Male	06 Total	07 Female	07 Male	07 Total	08 Female	08 Male	08 Total	Total
Alcohol (A1)													
Arson (A2)													
Assault - Physical/Adult (A4)													
Assault - Physical/Student (A5)													
Assault - Sexual (A6)													
Assault (A3)													
Behavior - Aggressive (B1)		10	10		6	6		3	3				19
Behavior - Disruptive (B2)										1		1	1
Behavior - Inappropriate (B3)								1	1		1	1	2
Behavior - Obscene (B4)					1	1							1
Behavior - Sexual/Non Violent (B5)		2	2		3	3					1	1	6
Behavior - Violent (B6)													
Bias/Hate Crime (B7)													
Bomb Threat (B8)													
Bullying (B9)	1	4	5		2	2		5	5		1	1	13
Burglary (B10)													
Cheating (C1)													
Coercion (C2)													
Defiance (D1)	1	14	15		10	10	5	25	30		6	6	61
Disrespect (D2)	1	15	16		9	9	5	23	28		6	6	59
Dress Code (D3)				1		1	2	3	5		1	1	7
Drugs (other than Alcohol/Tobacco) (D4)													
Drugs (paraphernalia) (D5)													
Electronic Devices (E3)													
Excessive Unexcused Absences (E1)													
Extortion/Blackmail (E2)													
Fighting - Non Violent (F1)		2	2										2

Description	05 Female	05 Male	05 Total	06 Female	06 Male	06 Total	07 Female	07 Male	07 Total	08 Female	08 Male	08 Total	Total
Fighting - Violent (F2)		11	11		1	1		11	11		1	1	24
Fire Alarm (F3)													
Fire Starting (F4)													
Forgery/Unauthorized Use/Possession of S													
Gambling (G1)													
Gang Related Activity (G2)													
Harassment - Racial (H2)													
Harassment - Sexual (H3)													
Harassment (H1)	1	3	4		2	2		2	2		1	1	9
Harassment-Religion (H5)											1	1	1
Harassment-Sexual Orientation (H4)													
Inappropriate Language (I2)		4	4		8	8	2	9	11	2	4	6	29
InappropriateTechnology Use (I1)													3
Inciting Violence (I3)													
Intimidation (I4)											1	1	1
Kidnapping (K1)													
Likely Injury To Self Or Others (SPED on													
Lying (L2)					2	2	1		1				3
Manufacture/Delivery of Controlled Subst													
Minor Referral (M3)													
Misc/Other (M2)		7	7	1		1							8
Misconduct (M6)		1	1										1
Missing Materials (M4)													
No Show for Detention (N1)													
Non-Compliance (N2)		13	13		8	8	5	22	27		7	7	55
Off Campus (O1)													
Over the Counter Medication Violation (O													1

Yamhill Carlton Intermediate School
Discipline Summary by Grade
09/04/2018 - 06/30/2019

Year: 2018-2019
Report: IDS601

Description	05 Female	05 Male	05 Total	06 Female	06 Male	06 Total	07 Female	07 Male	07 Total	08 Female	08 Male	08 Total	Total
Parking (P1)													
Possession of Fire Starting Device (P2)													
Property Damage (P3)													
Public Display of Affection (P4)													
Recklessly Endangering (R1)													
Refusal to Identify (R2)								1	1	1	1	1	1
Robbery (R3)													
Serious Bodily Injury (SPED only) (S1)		2	2				3		3				5
Skipping (S2)		2	2		2	2	3		3				
Stolen Property Possession (S3)													
Tardies (T1)													20
Theft (T2)		2	2		2	2	3	7	10		5	5	
Threat (T3)	1		1	1	2	2	1	2	2				2
Threat of Bodily Harm (T4)													
Tobacco (T5)								1	1	1	1	1	2
Truancy (T6)											2	2	2
Unlawful Interference (U1)										1		1	1
Vandalism (V1)					2	2		1	1	1		1	4
Weapons - Failure to Report (W1)													
Weapons (W2)								1	1				2
Totals	6	91	97	1	63	64	24	116	140	5	38	43	344

Description	07H Female	07H Male	07H Total	08H Female	08H Male	08H Total	09 Female	09 Male	09 Total	10 Female	10 Male	10 Total	11 Female	11 Male	11 Total	12 Female	12 Male	12 Total	Total
Alcohol (A1)																			
Arson (A2)																			
Assault - Physical/Adult (A4)																			
Assault - Physical/Student (A5)																			
Assault - Sexual (A6)																			
Assault (A3)																			
Behavior - Aggressive (B1)																			
Behavior - Disruptive (B2)							8	40	48	2	4	6	1	7	8	2	2	4	66
Behavior - Inappropriate (B3)																			
Behavior - Obscene (B4)																			
Behavior - Sexual/Non Violent (B5)											1	1							1
Behavior - Violent (B6)																			
Bias/Hate Crime (B7)																			
Bomb Threat (B8)																			
Bullying (B9)								2	2		1	2			1				5
Burglary (B10)																			
Cheating (C1)										1	3	3							3
Coercion (C2)																			
Defiance (D1)								1	1										1
Disrespect (D2)								1	1										1
Dress Code (D3)								3	3				1	3	4	1		1	8
Drugs (other than Alcohol/Tobacco) (D4)								1	1	1	2	3				1		1	9
Drugs (paraphernalia) (D5)											2	2		2	2				2
Electronic Devices (E3)							1	1	1	1									9
Excessive Unexcused Absences (E1)																			
Extortion/Blackmail (E2)																			2
Fighting - Non Violent (F1)																			2

Description	07H Female	07H Male	07H Total	08H Female	08H Male	08H Total	09 Female	09 Male	09 Total	10 Female	10 Male	10 Total	11 Female	11 Male	11 Total	12 Female	12 Male	12 Total	Total
Fighting - Violent (F2)																			3
Fire Alarm (F3)																			
Fire Starting (F4)																			
Forgery/Unauthorized Use/Possession of S																			
Gambling (G1)																			
Gang Related Activity (G2)								2	2										
Harassment - Racial (H2)									1										
Harassment - Sexual (H3)							2	3	3										3
Harassment (H1)													1						
Harassment-Religion (H5)																			
Harassment-Sexual Orientation (H4)							1		1		1			1	1				2
Inappropriate Language (I2)								19	19	2	4	6		1	1	3	3	6	32
InappropriateTechnology Use (I1)							1	2	3					1	1				4
Inciting Violence (I3)								5	5										5
Intimidation (I4)																			
Kidnapping (K1)																			
Likely Injury To Self Or Others (SPED on																1		1	1
Lying (L2)																			
Manufacture/Delivery of Controlled Subst																			
Minor Referral (M3)																			
Misc/Other (M2)							19	59	78	2	11	13	5	13	18	8	2	10	119
Misconduct (M6)																			
Missing Materials (M4)								3	3								1	1	4
No Show for Detention (N1)																			
Non-Compliance (N2)							4	24	28	1	2	3	3	7	10	1	1		44
Off Campus (O1)								3	3	2	1	3			1	1	1	1	8
Over the Counter Medication Violation (O																			

| Description	07H Female	07H Male	07H Total	08H Female	08H Male	08H Total	09 Female	09 Male	09 Total	10 Female	10 Male	10 Total	11 Female	11 Male	11 Total	12 Female	12 Male	12 Total	Total
Parking (P1)														1	1				1
Possession of Fire Starting Device (P2)																			
Property Damage (P3)								1	1		2	2							3
Public Display of Affection (P4)																			
Recklessly Endangering (R1)																			
Refusal to Identify (R2)								1	1										1
Robbery (R3)																			
Serious Bodily Injury (SPED only) (S1)																			
Skipping (S2)																			
Stolen Property Possession (S3)																			
Tardies (T1)													1	1	2	1	1	2	
Theft (T2)														1	1				1
Threat (T3)							1	2	2	1	1	2							
Threat of Bodily Harm (T4)								2	2	1	1	3				1		1	9
Tobacco (T5)								2	2	1	1								4
Truancy (T6)								2	2	2				4	4				2
Unlawful Interference (U1)																			
Vandalism (V1)							1	3	3										3
Weapons - Failure to Report (W1)																			
Weapons (W2)																			4
Totals	0	0	0	0	0	0	33	182	215	16	35	51	15	43	58	23	10	33	357

Yamhill Carlton School District 2018 - 2019 Oregon State Assessment Scores - Preliminary

Language Arts - SBAC Assessment

	YC 14-15	OR 14-15	YC 15-16	OR 15-16	YC 16-17	OR 16-17	YC 17-18	OR 17-18	YC 18-19	OR 18-19
3rd	34	47	48	48	40	46	49	48	51	47
4th	35	51	42	51	51	48	40	51	67	50
5th	71	55	70	57	49	54	65	56	51	55
6th	76	54	81	54	77	53	75	53	72	53
7th	51	57	73	57	84	57	67	58	60	55
8th	66	58	68	58	79	56	69	57	55	54
11th	56	69	78	71	81	72	79	72	79	68

Math - SBAC Assessment

	YC 14-15	OR 14-15	YC 15-16	OR 15-16	YC 16-17	OR 16-17	YC 17-18	OR 17-18	YC 18-19	OR 18-19
3rd	45	47	56	48	48	47	57	47	53	47
4th	45	45	34	44	49	44	32	44	53	44
5th	63	42	54	41	35	40	57	40	17	38
6th	64	39	58	39	43	40	39	39	43	38
7th	34	44	45	44	54	43	45	42	38	38
8th	30	44	23	43	49	42	36	41	41	39
11th	18	31	16	34	26	35	37	34	25	33

Language Arts 2018-2019

	3rd	4th	5th	6th	7th	8th	HS
YC Schools	51%	67%	51%	72%	60%	55%	79%
YCSD	52%	64%	52%	67%	62%	55%	78%
State	47%	50%	55%	52%	56%	54%	68%

Math 2018-2019

	3rd	4th	5th	6th	7th	8th	HS
YC Schools	53%	53%	18%	43%	38%	39%	25%
YCSD	52%	49%	17%	40%	37%	41%	26%
State	47%	44%	38%	38%	41%	39%	33%

Yamhill Carlton School District 2017 - 2018 Oregon State Assessment Scores - Preliminary

Math-SBAC Assessment

Math-SBAC Assessment	YC 14-15	Oregon 14-15	YC 15-16	Oregon 15-16	YC 16-17	Oregon 16-17	YC 17-18	Oregon 17-18	YC 18-19	Oregon 18-19
3rd	45	47	56	48	48	47	57	47	53	47
4th	45	45	34	44	49	44	53	44	53	44
5th	63	42	54	41	35	32	17	40	17	38
6th	64	39	58	39	43	40	40	39	43	38
7th	34	44	45	44	54	54	43	42	38	41
8th	30	44	23	43	44	49	38	41	41	39
11th	18	31	16	34	26	35	37	34	25	33

Math Assessment - 2018-2019

Math Assessment - 2018-2019	YC 18-19	Oregon 18-19
3rd	53	47
4th	53	44
5th	17	38
6th	43	38
7th	38	41
8th	41	39
11th	25	33

Math Meets and Exceeds - 2018-2019
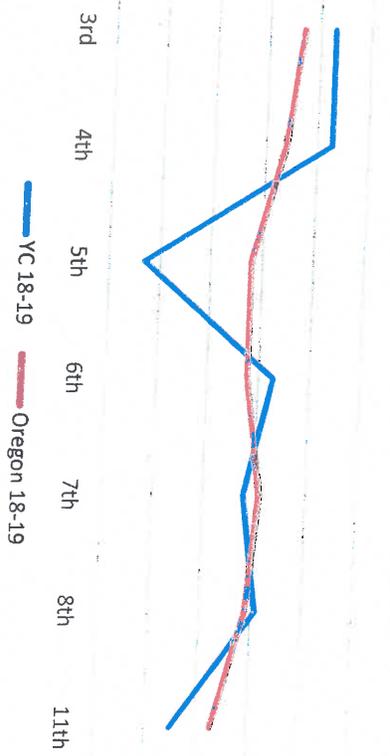
Legend: ▬ YC 18-19 ▬ Oregon 18-19

Y-axis: 60, 50, 40, 30, 20, 10
X-axis: 3rd, 4th, 5th, 6th, 7th, 8th, 11th

Math 2018-2019

	3rd	4th	5th	6th	7th	8th	HS
YC Schools	53%	53%	18%	43%	38%	39%	25%
YCSD	52%	49%	17%	40%	37%	41%	26%
State	47%	44%	38%	38%	41%	39%	33%

Math Assessment - 2017-2018

	YC 17-18	Oregon 17-18
3rd	57	47
4th	32	44
5th	57	40
6th	39	39
7th	45	42
8th	36	41
11th	37	34
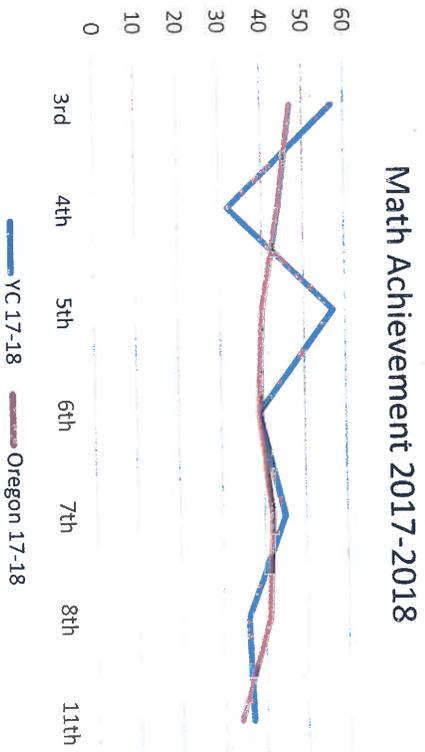
Math- SBAC Assessment

	YC 16-17	Oregon 16-17
3rd	48	47
4th	49	44
5th	35	40
6th	43	40
7th	54	43
8th	49	42
11th	26	35

Math Achievement 2017-2018

Math Achievement 2016-17
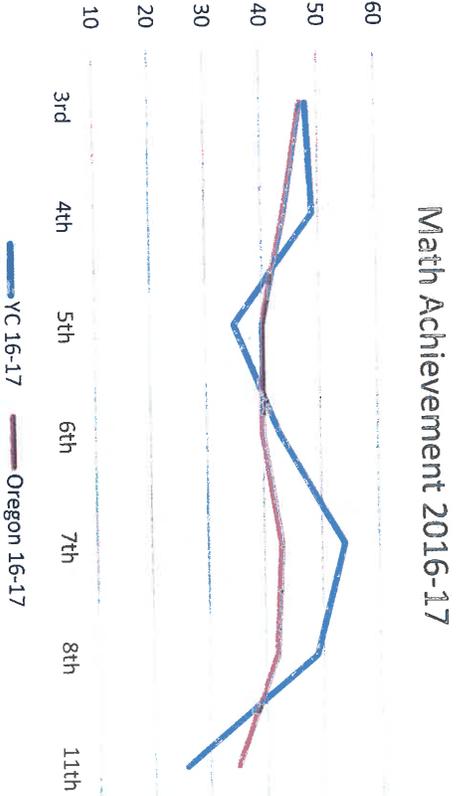
Math–SBAC Assessment

	YC 15-16	Oregon 15-16
3rd	56	48
4th	34	44
5th	54	41
6th	58	39
7th	45	44
8th	23	43
11th	16	34
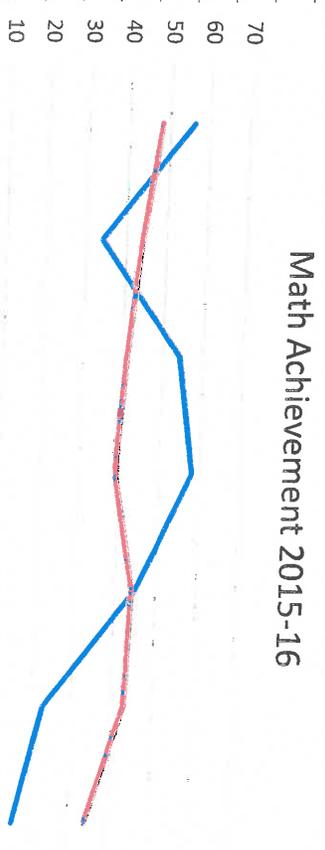
	YC 14-15	Oregon 14-15
3rd	45	47
4th	45	45
5th	63	42
6th	64	39
7th	34	44
8th	30	44
11th	18	31
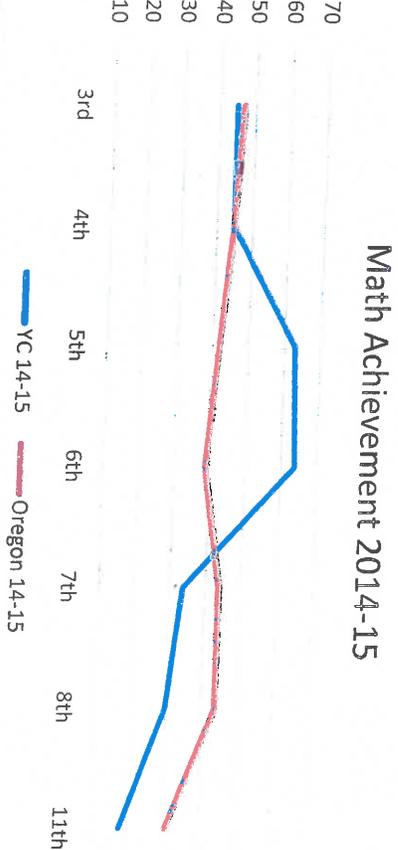
Math Achievement 2015-16

— YC 15-16   — Oregon 15-16

Math Achievement 2014-15

— YC 14-15   — Oregon 14-15

Yamhill Carlton School District 2018 - 2019 Oregon State Assessment Scores - Preliminary

Language Arts - SBAC Assessment

	YC 14-15	Oregon 14-15	YC 15-16	Oregon 15-16	YC 16-17	Oregon 16-17	YC 17-18	Oregon 17-18	YC 18-19	Oregon 18-19
3rd	34	47	48	40	40	46	49	48	51	47
4th	35	51	42	51	51	48	40	51	67	50
5th	71	55	70	57	49	54	65	56	51	55
6th	76	54	81	54	77	53	75	53	72	53
7th	51	57	73	57	84	57	57	53	60	55
8th	66	58	68	58	79	56	58	57	55	56
11th	56	69	78	71	81	72	79	72	79	68

Language Arts 17-18

	YC 18-19	Oregon 18-19
3rd	51	47
4th	67	50
5th	51	55
6th	72	60
7th	60	56
8th	55	54
11th	79	68

Language Arts Achievement 2018-19

Legend: — YC 18-19   — Oregon 18-19

Language Arts 2018-2019

	3rd	4th	5th	6th	7th	8th	HS
YC Schools	51%	67%	51%	72%	60%	55%	79%
YCSD	52%	64%	52%	67%	62%	55%	78%
State	47%	50%	55%	52%	56%	54%	68%

Language Arts 17-18

Language Arts 17-18	YC 17-18	Oregon 17-18
3rd	49	48
4th	40	51
5th	65	56
6th	75	53
7th	67	58
8th	69	57
11th	79	72

Language Arts - SBAC Assessment

	YC 16-17	Oregon 16-17
3rd	40	46
4th	51	48
5th	49	54
6th	77	53
7th	84	57
8th	79	56
11th	81	72

LA Achievement 17-18
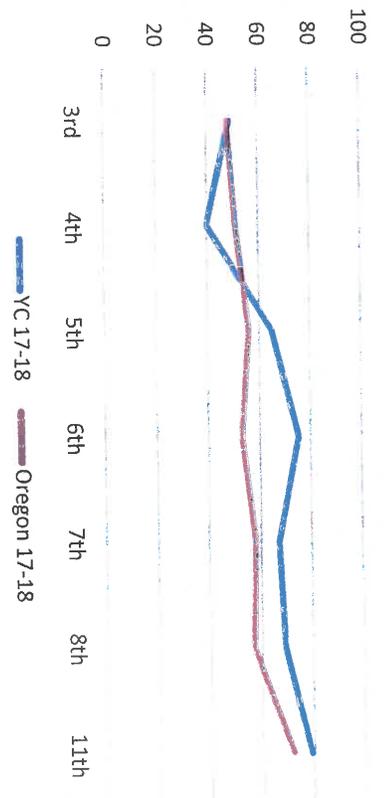
LA Achievement 2016-17
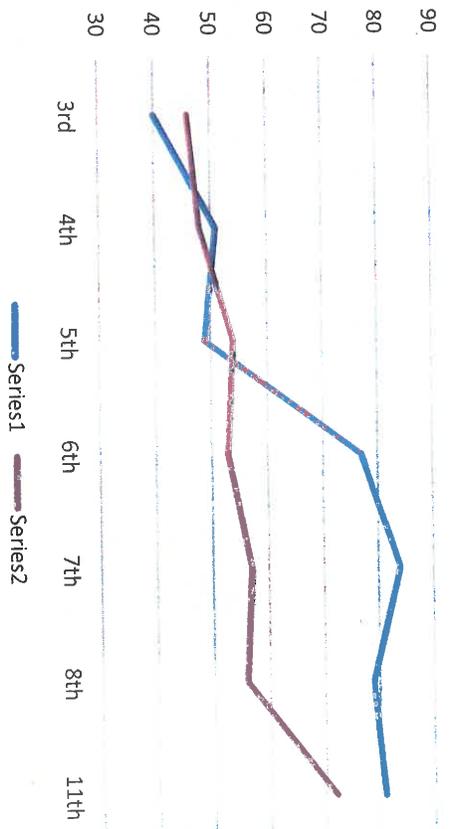
Language Arts - SBAC Assessment

	YC 15-16	Oregon 15-16
3rd	48	48
4th	42	51
5th	70	57
6th	81	54
7th	73	57
8th	68	58
11th	78	71
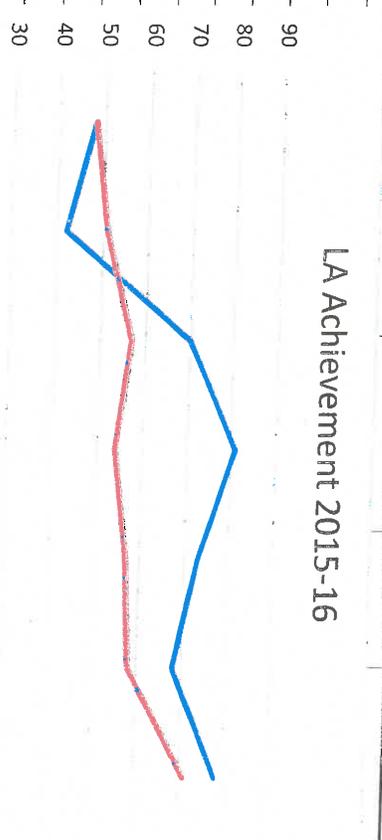
	YC 14-15	Oregon 14-15
3rd	34	47
4th	35	51
5th	71	55
6th	76	54
7th	51	57
8th	66	58
11th	56	69

LA Achievement 2015-16

(legend) YC 15-16, Oregon 15-16

LA Achievement 2014-2015

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.

Long Term District Goals & Metrics			
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.	

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.

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 get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	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
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.

	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			

	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.
How we will know the plan is working	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(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
ORIS Domain Alignment		

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 # 1.4. 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

How we will get the work done	Person or Team Responsible	Action Steps To be completed this year	Due Date
	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.

	Person or Team Responsible	Action Steps To be completed this year	Due Date
How we will get the work done	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

8

		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			
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: 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.		
District Goal this strategy supports				
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?

	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.		
District Goal this strategy supports			
		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.)

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 # 3.1 - 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						

Oregon Department of Education – February 11, 2019

Kagan

It's All About Engagement!

Coming Soon...
Kagan Cooperative Learning
Days 1 & 2

Yamhill, OR • August 26 & October 11, 2019
For K–8 Educators

Workshop Benefits

★ Pump up the fun, friendships, and liking for learning and each other with Classbuilding and Teambuilding

★ Experience why group work simply doesn't work for everyone, and why Kagan Structures do

★ Save valuable time and energy with easy-to-use structures that make lesson planning a snap

★ Keep students on task and effectively manage disruptions with engaging structures

★ Master the different types of pairs and teams, how to form them, and when to use them

★ Provide students the will to work together and the skills to do so successfully

★ Take away hot management tips that will make managing your cooperative class a snap

★ Fully understand and implement basic principles that spell success for your students

★ Create an environment where all students are accountable for complete engagement, everyday

Special Discount Package
Available only to participants. (Limit one per participant No substitutions.).
Your materials package includes:
CL Day 1: 1) Two Books: *Teambuilding* and *Classbuilding,* 2) TeamTools Software, 3) Student Selector Spinner, and 4) Three SmartCards: Cooperative Learning, Classbuilding, and Teambuilding. *Regular Price $102.* **Your Price $79. Save $23! Code: CCL1DB**
CL Day 2: 1) Two Books: Teambuilding and Classbuilding, 2) Student Selector Spinners Class Set of Eight, 3) Selector Spinner, 4) Cooperative Learning SmartCard, 5) Numbered Heads Together Software, and 6) Kagan Structures Poster Set #1. Regular Price $124. **Your Price $99. Save $25! Code: CCL2DB**

Location
Yamhill-Carlton High
275 N Maple St
Yamhill, OR 97148

Time
8:00 am Check-in
8:30 am–3:45 pm Workshop

Teachers Rave!

"Loved everything that was presented. Clearly explained the difference between group work and cooperative learning. Showed research to validate all strategies. Can't wait to implement!"
—Alana Simmons, 7th Grade Civics Teacher

kaganonline   kaganvideo   kaganonline   kaganprofessional development

WS #29057 + 29058

Register Today! • www.KaganOnline.com

2019 August

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
29	30	31	01	02	03	04
05	06	07	08	09	10	11
12 Admin retreat 12:00-5:00	13	14	15	16	17	18
19	20	21	22	23	24	25
26 K-8 Kagan training, high school CDIP PLC work teams 02	27 Staff breakfast, HR Trainings, Building initives 03	28 Teachers in classroom prep	29 Teachers in Classroom prep	30 Non contract	31	01

Notes:

2019 September

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
26	27	28	29	30	31	01
02 Labor Day	03 First day of school	04 Building Activities	05	06	07	08
09 9:00 - 12:00 Manager's/Admin Meeting	10	11 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	12	13 9:00-10:30 Admin inst Rds.- YCES	14	15
16 9:30 -10:30 Admin Meeting	17	18 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	19	20	21	22
23 9:30 -10:30 Admin Meeting	24	25 Trama/CPS YCHS, YCIS/YCES CDIP PLC Notes:	26	27 9:00-10:30 Admin Inst Rds.- YCIS	28	29
30 9:30 -10:30 Admin Meeting	01					

2019 October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	01	02 Building Activities	03	04	05	06
07 9:30 -10:30 Admin Meeting	08	09 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	10	11 K-8 Kagan	12	13
14 9:00 - 12:00 Manager's/Admin Meeting	15	16 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	17	18 9:00-10:30 Admin Inst Rds.- YCHS	19	20
21 9:30 -10:30 Admin Meeting	22	23 Trama/CPS YCHS, YCIS/YCES CDIP PLC	24	25	26	27
28 9:30 -10:30 Admin Meeting	29	30	31	01	02	03
04	05	Notes:				

2019 November

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
28	29	30 Building Activities	31	01 9:00-10:30 Admin Inst Rds.- YCES	02	03
04 9:30 -10:30 Admin Meeting	05	06 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	07	08	09	10
11 Veteran's Day	12	13 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	14	15 9:00-10:30 Admin Inst Rds.- YCIS	16	17
18 9:30 -10:30 Admin Meeting	19	20 Trama/CPS YCHS, YCIS/YCES CDIP PLC	21	22	23	24
25 Conferences	26 Conferences	27 No School	28 Thanksgiving	29 No School	30	01
02	03	Notes:				

2019 December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
25	26	27	28	29	30	01
02 9:30 -10:30 Admin Meeting	03	04 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	05	06 9:00-10:30 Admin Inst Rds.- YCHS	07	08
09 9:00 - 12:00 Manager's/Admin Meeting	10	11 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	12	13	14	15
16 9:30 -10:30 Admin Meeting	17	18 Trama/CPS YCHS, YCIS/YCES CDIP PLC	19	20	21	22
23 Winter Break	24 Winter Break	25 Christmas	26 Winter Break	27 Winter Break	28	29
30	31	Notes:				

2020 January

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30 Winter Break	31 Winter Break	01 Winter Break	02 Winter Break	03 Winter Break	04	05
06	07	08 Building Activities	09	10 9:00-10:30 Admin Inst Rds.- YCES	11	12
13 9:00 - 12:00 Manager's/Admin Meeting	14	15 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	16	17	18	19
20 9:30 -10:30 Admin Meeting	21	22 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	23	24 9:00-10:30 Admin Inst Rds.- YCIS	25	26
27 9:30 -10:30 Admin Meeting	28	29 Trama/CPS YCHS, YCIS/YCES CDIP PLC Notes:	30	31	01	02
03	04					

2020 February

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29	30	31	01	02
03 9:30 -10:30 Admin Meeting	04	05 Building Activities	06	07 Inst Rds.- YCHS	08	09
10 9:00 - 12:00 Manager's/Admin Meeting	11	12 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	13 K-8 Kagan Coaching	14 K-8 Kagan Coaching	15	16
17 9:30 -10:30 Admin Meeting	18	19 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	20	21 9:00-10:30 Admin Inst Rds.- YCES	22	23
24 9:30 -10:30 Admin Meeting	25	26 Trama/CPS YCHS, YCIS/YCES CDIP PLC Notes:	27	28	29	01
02	03					

2020 March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
24	25	26	27	28	29	01
02 9:30 -10:30 Admin Meeting	03	04 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC...	05	06 9:00-10:30 Admin Inst Rds.- YCIS	07	08
09 9:00 - 12:00 Manager's/Admin Meeting	10	11 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	12	13	14	15
16 9:30 -10:30 Admin Meeting	17	18 Trama/CPS YCHS, YCIS/YCES CDIP PLC	19	20 9:00-10:30 Admin Inst Rds.- YCHS	21	22
23 Spring Break	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28	29
30 9:30 -10:30 Admin Meeting	31	Notes:				

2020 April

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	31	01 Building Activities	02	03 9:00-10:30 Admin Inst Rds.- YCES	04	05
06 9:30 -10:30 Admin Meeting	07	08 Trama/CPS YCES, 5-12 Grade PLC,	09	10	11	12
13 9:00 - 12:00 Manager's/Admin Meeting	14	15 Trama/CPS YCIS, K-4 Grade level PLC, HS Subject PLC, CDIP PLC	16	17 9:00-10:30 Admin Inst Rds.- YCIS	18	19
20 9:30 -10:30 Admin Meeting	21	22 Trama/CPS YCHS, YCIS/YCES CDIP PLC	23	24	25	26
27 9:30 -10:30 Admin Meeting	28	29	30	01 9:00-10:30 Admin Inst Rds.- YCHS	02	03
04	05	Notes:				

2020 May

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29 Building Activities	30	01	02	03
04 9:30 -10:30 Admin Meeting	05	06 Trama/CPS YCES, 5-12 Grade PLC, Subject PLC	07	08 9:00-10:30 Admin Inst Rds. Review and Reflect at DQ	09	10
11 9:00 – 12:00 Manager's/Admin Meeting	12	13 Trama/CPS YCIS, K-4 Grade level PLC, HS CDIP PLC	14	15 Senior Project Day	16	17
18 9:30 -10:30 Admin Meeting	19	20 Trama/CPS YCHS, YCIS/YCES CDIP PLC	21	22	23	24
25 9:30 -10:30 Admin Meeting	26	27 Building Activities	28	29	30	31
01	02	Notes:				

2020 June

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01	02	03 Building Activities	04	05	06	07
08	09	10 Last day for students	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	01	02	03	04	05
06	07	Notes:				

2020 July

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
29	30	01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	01	02
03	04	Notes:				

July 2019

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2019-2020

Academic Calendar

Revised 2/2019

Small Schools, Big Achievements

KEY DATES

Registration Day (YCIS,YCHS)	August 14
First Day of School	September 3
End of 1st Semester	January 30
Beginning of 2nd Semester	February 3
Last Day of School	June 10

NO SCHOOL DAYS

State In-Service Day	October 11
Veteran's Day	November 11
Conferences	November 25-26
Thanksgiving Break	November 27-29
Winter Break	Dec 23—Jan 3
Martin Luther King Jr Day	January 20
Teacher Work Day	January 31
President's Day	February 17
Spring Break	March 23-27
Teacher Work Day	May 15
Memorial Day	May 25

* 1st Semester—90 Student Contact Days
* 2nd Semester—85 Student Contact Days

Yamhill Carlton School District

503-852-6980

www.ycsd.k12.or.us
www.facebook.com/yamhillcarltonschooldistrict

January 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Committee	Board Member	Board Member	Administrator/Manager
Facilities & Transportation (Meets Monthly at 7am) Quarterly			
Curriculum (Monthly at 3:30pm)			
Activities (Quarterly)			
Finance (Quarterly at 4:30pm)			
Communications (Quarterly at 3:30pm)			