

Yamhill Carlton School District



2025-27 Integrated Application Presentation

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Purpose for Presentation

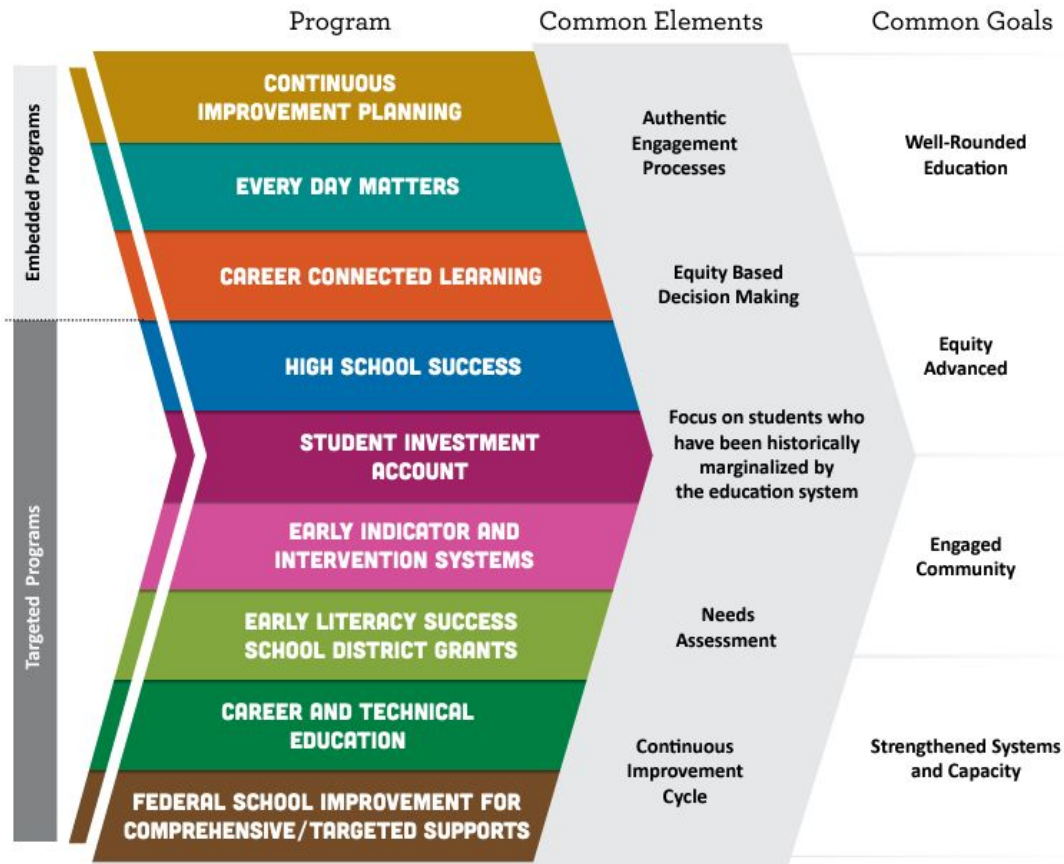
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the six other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet our Planning Team Members

- Tami Zigler
- Amanda Dallas
- Chad Tollefson
- Clint Raevers
- Tanner Smith

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making

Oregon Equity Lens

Community Engagement Highlights

Youth Truth Family, Student, Staff Survey

Oregon Teen Health Survey

Multicultural Family Night

PTO YCES/YCIS

EL Parent Empathy Interviews

Special Education Parent Empathy Interviews

Supporting All Students Committee

Public Comment at Board Meetings

Community Phone Survey

Community Events: Open House/Supply Drop Off, Black and Orange Night,
Parent/Teacher Conferences, Fall Festival, Trunk or Treat, Fall Sports Tailgate, Winter
Sing Along, Grinchmas, Winter Wonderland, V.I.P. Day, Family Bingo, Spring Fest

Needs Assessment Highlights

These priorities emerged:

- SEL supports K-12
- Community communication, engagement and involvement.
- Academic systems of support K-12 for students needing both intervention and acceleration.
- Expand academic course offerings
- Continued focus on student safety and well being.
- Diverse extracurricular offerings. Specifically K-5.
- Continuation of mental counseling and mental health supports.
- Investments in facilities and campus safety.
- College and career preparation.

Our intended outcomes are:

Outcome A: Improve academic student achievement.

Outcome B: Increased student sense of safety, wellbeing and belonging.

Outcome C: Enhanced community engagement.

These key strategies will help us achieve our intended outcomes:

A1: Provide additional staff to alleviate primary schedule to allow staff professional learning, coaching and team-planning time for best practices to support student learning with priority to our focal groups including BIPOC, SPED, ELL, and students experiencing poverty.

A2: Utilize systems, positions, and processes to continuously examine data to ensure academic growth, with priority to our focal groups including BIPOC, SPED, ELL, and students experiencing poverty.

A3: Reduce class sizes to ensure students remain on track to graduate from high school.

A4: Reduce class sizes in primary classrooms to ensure student growth.

A5: We will plan, staff and implement classes during which each student will connect with their advisor, 9th grade teachers and coaches, explore CTE programs, college opportunities, and electives to create early conditions for belonging and engagement. Through these programs, students will be guided to college credit opportunities. Our focal groups will be encouraged and ensured equitable access to our CTE programs.

These key strategies will help us achieve our intended outcomes:

B1: Implement a school-wide system of culturally affirming and sustaining pedagogy, trauma-informed practices, and a social emotional curriculum to improve our climate for all students, focusing on BIPOC, SPED, ELL, and students experiencing poverty.

B2: Facility improvements for safety and wellbeing

C1: Develop communication plans, systems, and protocols to enhance how we inform, receive feedback, and engage with families and our community.

Key Investments:

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- Counselors
- Behavior teacher
- Associate Principal
- Director of Special Projects
- Primary grade teacher
- YCES Intervention specialist
- STEAM Teacher
- Additional math teachers
- YCIS Language arts teacher
- YCHS Attendance Secretary
- Early Intervention Data System
- YCHS Graduation Coach
- CTE instruction and supplies
- Communications consultation

[INSERT: Budget Link on Website]

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

1. Alternative education program teacher
2. Increased K-6 extracurricular opportunities
3. HS Student advocate position
4. Additional secretary staffing
5. Credit recovery staffing

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

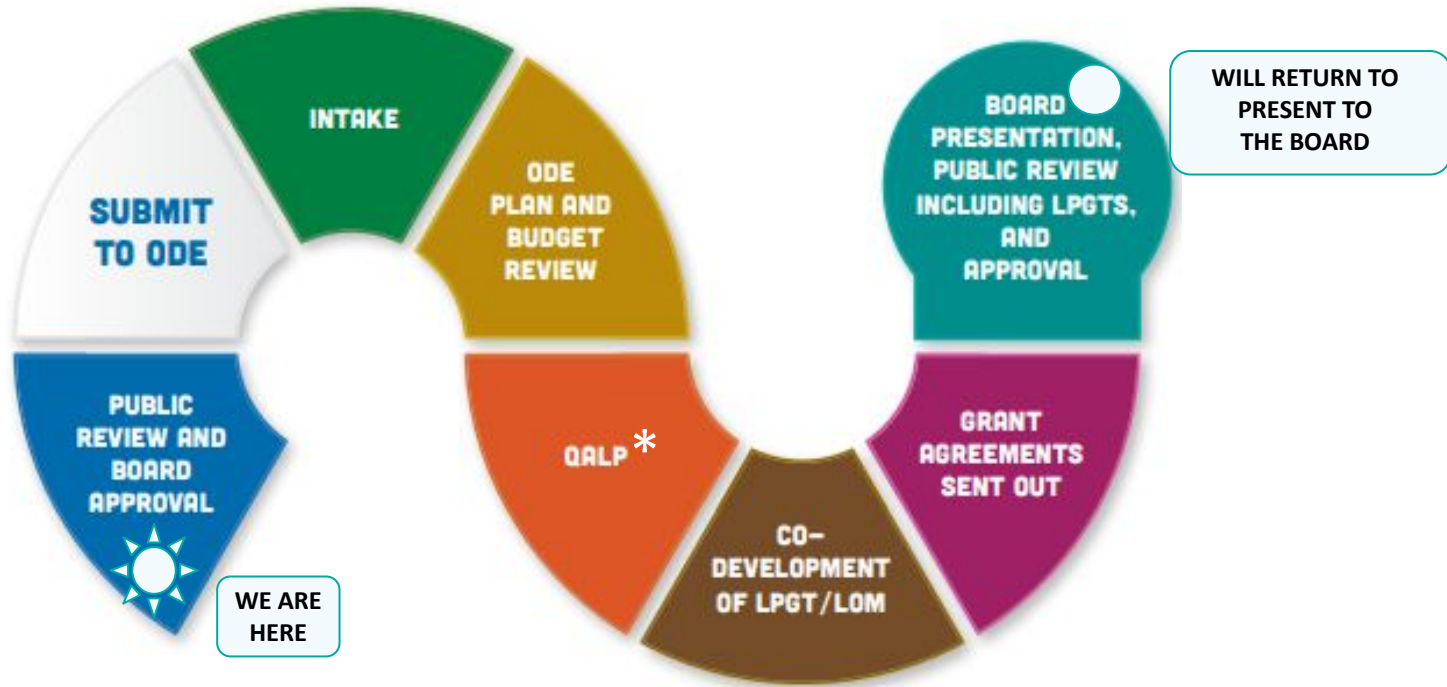
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

*Grantees may also set local optional metrics

How we understand success

- Increase the percentage of students meeting or exceeding 3rd grade reading proficiency on the state assessment test.
- Increase the percentage of students meeting or exceeding 8th grade math proficiency by 3% each year on the state assessment test.
- Increase the percentage of 9th grade students on track.
- Increase the 4 year graduation rate.
- Increase the number of 7-8 grade students considered on track based on core class proficiency, attendance and standardized test scores.
- Increase the number of 9-12 grade students considered on track based on credit attainment, attendance and standardized test scores.
- Decrease the number of behavioral referrals.
- Decrease in the number of reported bullying incidents amongst students.

What Happens Next?



Questions & Comments
