

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

2/28/2017

Central Medford High School NCES - 410804004187

Medford SD 549C

Comprehensive Achievement Indicators

Key Indicators are shown in RED.

Comprehensive Achievement Indicators

District and School Structure and Culture

Indicator	DSC1.1 - The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Central currently uses our school-wide behavior tracker, PBIS, SWIS and a dean. SWIS data is continually entered to make it available for review by the PBIS team. 2015-2016 Update We have had a stronger focus on social-emotional learning and restorative practices this year.	
Plan	Assigned to:	Amy Herbst	
	How it will look when fully met:	All students, parents and staff understand school rules and expectations. There is a solid procedure to inform new students, parents and staff of school rules and expectations. SWIS data will be used to determine if students are following school rules and expectations.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Teacher and student handbooks will be reviewed and updated to reflect needed changes in our school rules and expectations.		
	Assigned to:	Amy Herbst	
	Added date:	11/12/2014	
	Target Completion Date:	09/08/2015	
	Frequency:	once a year	
	Comments:		
	Task Completed:	08/31/2015	
	2. SWIS data entered, reviewed and shared with staff throughout the school year to determine if students are following school rules and expectations.		
	Assigned to:	Brian Corbett	
	Added date:	11/12/2014	

	Target Completion Date:	05/29/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	06/01/2015	
	3. Attendance data is reviewed by administration and shared with staff in an effort to raise attendance rates.		
	Assigned to:	Brian Corbett	
	Added date:	02/11/2016	
	Target Completion Date:	05/31/2017	
	Frequency:	monthly	
	Comments:	Query attendance data for each student and share with staff. 2016--As this is a goal for next school year, we will extend the completion date of this task.	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	
Indicator	DSC1.2 - The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Central's mission statement was reviewed and revised three years ago. We have three separate SIP goal PLCs that meet to address interventions, attendance and graduation. 2015-2016 Update We adjusted our SIP goal PLCs for this year. Since we have a good foundation for interventions and our graduation rate is increasing, we added PLCs to address issues we believe we need to focus on now-- social-emotional learning, parent engagement and career pathways. Attendance is an ongoing struggle for our students, so that PLC remains.	
Plan	Assigned to:	Not yet assigned	
Indicator	DSC1.3 - The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.(3163)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Central is using MOODLE as a gradebook system starting with the 2014-15 school year. This will enable parents to review their students' grades and learn more about the expectations for each course.	

		2015-2016 Update Teachers are becoming more and more comfortable with MOODLE.
Plan	Assigned to:	Amy Herbst
	How it will look when fully met:	Teachers, students and parents will use MOODLE as a way to instruct, learn, assess, and report.
	Target Date:	05/31/2017
	Tasks:	
	1. MOODLE teacher training before school in fall and throughout year as needed.	
	Assigned to:	Amy Herbst
	Added date:	11/24/2014
	Target Completion Date:	05/31/2015
	Comments:	Before school in fall: August 22 Additional trainings throughout the year: November 3, February 23, March 30 All training was provided by our Southern Oregon ESD. Teachers and support staff received a training before school started to acquaint us with the basics of using the grade book portion of the program. On November 3, our training was focused on creating a virtual classroom. The February 23 training showed us how to use Moodle to move toward blended learning in our classes. March 30 was a follow-up to the February 23 training.
	Task Completed:	05/31/2015
	2. MOODLE parent training as part of guidance night.	
	Assigned to:	Amy Herbst
	Added date:	11/24/2014
	Target Completion Date:	03/31/2015
	Comments:	
	Task Completed:	05/31/2015
	3. MOODLE student training.	
	Assigned to:	Amy Herbst
	Added date:	11/24/2014
	Target Completion Date:	05/31/2015
	Frequency:	twice a year
	Comments:	
	Task Completed:	05/31/2015
	4. Additional MOODLE training for staff, parents and students will be provided for 2015-2016 and 2016-2017 school years.	
	Assigned to:	Amy Herbst
	Added date:	02/11/2016
	Target Completion Date:	05/31/2017

	Comments:	While training for staff, parents and students did occur in 2014-2015, more training is needed for all.	
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)	
Indicator	DSC1.4 - School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)		
Status	Tasks completed: 4 of 5 (80%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
		Objective Met - 06/01/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All students at Central are at-risk. They are attending our alternative school because traditional schools were not working for them, and they were in danger of not graduating. We have a population of migrant students as well as many students that are or have been homeless. Students most at need for intervention in reading were found through OAKS scores, need of Essential Sills in reading for graduation, amount of credits earned and lexile scores from the Scholastic Reading Inventory. 2015-2016 Update We are now using the Scholastic Math Inventory (SMI), as well as state assessment scores and math credit, to identify students in need of math intervention. We are extending our day by one period to allow students to catch up or get ahead on credits.	
Plan	Assigned to:	Heather Taylor	
	How it will look when fully met:	Students will be placed in intervention classes based on academic need using available data--OAKS, SRI, SMI, SMARTER BALANCED.	
	Target Date:	05/31/2017	
	Tasks:		
	1. SIP PLC for intervention and testing will review reading and math data at each meeting to make decisions on the best interventions for students.		
	Assigned to:	Heather Taylor	
	Added date:	11/24/2014	
	Target Completion Date:	05/15/2015	
	Frequency:	monthly	
	Comments:		
	Task Completed:	06/01/2015	
	2. Reading data will be reviewed to bring to PLC meetings for group decisions.		
	Assigned to:	Heather Taylor	
	Added date:	11/24/2014	
	Target Completion Date:	05/15/2015	

	Frequency:	monthly
	Comments:	
	Task Completed:	06/01/2015
	3. Math data will be reviewed to bring to PLC meetings for group decisions.	
	Assigned to:	Earl The
	Added date:	11/24/2014
	Target Completion Date:	05/15/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	06/01/2015
	4. Reading data for each incoming student will be evaluated to determine need for reading intervention class placement.	
	Assigned to:	Heather Taylor
	Added date:	02/11/2016
	Target Completion Date:	05/31/2016
	Frequency:	monthly
	Comments:	Review the following: OAKS, Smarter Balanced, SRI, MAZE, English class credits/grades, previous placement in interventions
	Task Completed:	05/25/2016
	5. Math data for each incoming student will be evaluated to determine need for math intervention class placement.	
	Assigned to:	Earl Tye
	Added date:	02/11/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	Review the following: OAKS, SMI, Smarter Balanced, math credits/grades, past math intervention classes
Implement	Percent Task Complete:	
	Objective Met:	6/1/2015
	Experience:	6/1/2015 Reading, writing and math data were reviewed each term to ensure students were getting needed interventions. Data was also used to determine if students were proficient and could exit intervention classes.
	Sustain:	6/1/2015 Reviewing this data and making decisions about interventions classes is something we will continue to do every term.
	Evidence:	6/1/2015 Monthly SIP PLC notes and sign-in sheets Reading, writing and math data
Indicator	DSC1.5 - School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary.(3165)	
Status	In Plan / No Tasks Created	
Assessment	Level of Development:	Initial: Limited Development 10/29/2014

	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	CMHS has requirements and procedures for students transitioning from the two comprehensive high schools to CMHS, the alternative high school. This process is continually being enhanced to make the transition as easy as possible for students. As an alternative high school, we recognize that not all of our students are college bound. Because of this, we attempt to guide each student toward a post-secondary path—a skills program, the military, community college, career technical programs and/or university. We currently have a partnership with College Dreams that provides a full-time, on-site college and career counselor. This counselor meets with students and gives them direction and opportunities to lead them toward careers and/or college. Among the many activities for students are college tours and informational Job Corp field trips. One of our top school initiatives is a partnership with Rogue Community College. We will offer dual-credit courses aligned to RCC's Career Pathways program. Our goal with this is to help students find a career path and leave high school with a "head start." We also have electives geared around post-secondary choices. Every junior takes the Career Academy class where they build resumes, complete interest surveys, take field trips to local businesses and RCC, take the National Career Readiness Certification test and find job shadowing opportunities. In the Military Exploration elective, students explore options available for military service including preparation for taking the Armed Services Vocational Aptitude Battery (ASVAB) test, and interact with military guest speakers.	
Plan	Assigned to:	Not yet assigned	
Indicator	DSC1.6 - School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Central has systems in place to identify and provide support for our students most at-risk. Our Wednesday electives include several community partners to further serve our students. Community partners include the Job Council, the Maslow Project, public and mental health, and many more. 2015-2016 Update Electives are now on Fridays. We are now working closely with Rogue Community College and their	

		Career Pathways program. This allows our students to get dual credit and get a head start on an RCC program.	
Plan	Assigned to:	Not yet assigned	
Comprehensive Achievement Indicators			
Educator Effectiveness			
Indicator	EE2.1 - All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The new district English Language Arts curriculum for secondary has helped to align our language arts and social studies classes. Blended learning is found in many classes. 2015-2016 Update Our department PLCs meet twice a month to plan for instruction. This year we added double blocks of some classes. Some of these blocks are interdisciplinary and some are single discipline.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.2 - All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The training for the new district secondary English Language Arts curriculum, Collections by Houghton Mifflin Harcourt, is providing our English teachers with new instructional strategies for the 21st century learner. The Scholastic READ 180 program is our reading intervention curriculum. Because of the diverse needs of our students, some students will have a period of the intervention class as well as an English class, while others will only have the intervention class. 2015-2016 Update Last year a group of teachers, counselors and the principal studied blended learning. This year we implemented blended learning in many of our classes. The biggest change came to our math curriculum. We are now using Peak as part of the FuelEd program.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.3 - Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)(SIG)		

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers attend professional development classes in their subject areas often. As a whole staff, our professional development this year focuses on our teaching and assessing through MOODLE. 2015-2016 Update Last year a team of teachers, counselors and the principal studied blended learning. We did a book study, attended conferences and met often to decide how to make this work for our students. This year we began using blended learning in more of our classes. This year we are continuing to focus on blended learning but are also focusing on assessments and restorative practices. We all attended an assessment training in the fall, and PLCs are meeting with our district proficiency TOSA as followup.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.4 - Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The students of Central are ever-changing. We must review and change our instructional strategies to serve our students in the best way possible. Looking at academic as well as behavioral data helps us with this.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.5 - All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We must adapt and make changes to classroom management practices because of the ever-changing needs of our students. Central teachers must use a variety of classroom management techniques. All staff, especially new teachers, are coached on what works for our students.	

		2015-2016 Update As a school, we are focusing more and more on restorative practices. The district is providing restorative practice training to all schools, too.	
Plan	Assigned to:	Not yet assigned	
Indicator	EE2.6 - Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Central follows the Medford School District plan for educator evaluations.	
Plan	Assigned to:	Not yet assigned	
Comprehensive Achievement Indicators			
Family and Community Involvement			
Indicator	FC3.1 - School staff create and maintain a welcoming environment for all families and community members.(3173)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parents and community members are always welcome in our school. When a student registers, administration and office staff work hard to ensure that parents understand our policies and where their students stand academically and behaviorally. Our community partners are an important part of our school. They attend several meetings each year, participate in our electives and help our students in a variety of ways each day.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.2 - School staff create and maintain connections between the school community and the broader community to support student learning.(3174)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/24/2014	
	Evidence:	We offer Wednesday afternoon classes taught by our staff and community partners. Our community partners include DHS, JDH, public and mental health, the Job Council, Maslow, and many others.	
		2015-2016 Update We continue to add community partners and include them in our elective courses (now taught on Fridays). The bimonthly community partner meeting continues to be invaluable to our program. The	

		community partners have really driven our successful parent nights this year.	
Indicator	FC3.3 - The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We currently have a school improvement plan and student handbook that are reviewed and revised each year.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.4 - School staff educate families and provide needed resources for supporting their children's learning. (3176)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
		Objective Met - 04/15/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This year we will provide parent guidance nights that are aligned with the American School Counseling Association. 2015-2016 Update Three parent/student/teacher conferences were added to the calendar this year. Parents are able to see how their students are doing academically and behaviorally at our school. Surveys have shown that the parents find the conferences valuable. We decided to make our parent nights that same day as the conferences. They have helped us provide added resources for the topics discussed in the conferences. The first parent night was around college/career readiness and included College Dreams and Rogue Community College. Our second parent night was a Community Partner Fair and included all of our community partners. Both nights were great successes. Our final parent night will include summer school information and provide students the opportunity to sign up.	
Plan	Assigned to:	Amy Herbst	
	How it will look when fully met:	We will increase turn-out for parental involvement activities by 25% during the 2014-2015 school year.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Plan three guidance nights for families--academic, social-emotional, college/career.		

	Assigned to:	Amy Herbst	
	Added date:	11/24/2014	
	Target Completion Date:	05/15/2015	
	Frequency:	three times a year	
	Comments:		
	Task Completed:	04/14/2015	
	2. For each school year, plan three parent nights that are engaging and relevant for families.		
	Assigned to:	Amy Herbst	
	Added date:	02/11/2016	
	Target Completion Date:	05/31/2017	
	Comments:	Consider the following: academics, social/emotional, post-secondary, MOODLE, community outreach.	
Implement	Percent Task Complete:		
	Objective Met:	4/15/2015	
	Experience:	4/15/2015 The parent guidance nights have been well-planned to benefit parents and students. Working with our counselor and other community partners has been informative for the staff, too. "Advertising" has been a very important component. We used the school website, flyers posted in the building and sent home, the school newsletter, the reader board in front of the building, our One Call System and individual phone calls home. Despite this, attendance was very low.	
	Sustain:	4/15/2015 The setup of the meetings has been great. We do not see a need to change this structure and content. While we feel we did just about everything we could to get parents to attend, we must look for other ways to get parents in our building.	
	Evidence:	4/15/2015 Flyer Agenda Reader Board Website Newsletter	
Indicator	FC3.5 - School staff ensure families have the opportunity for meaningful involvement in the school. (3177)(SIG)		
Status	Objective MetAdd a Task 6/1/2015		
Assessment	Level of Development:	Initial: Limited Development 10/29/2014	
		Objective Met - 06/01/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	This year we will provide parent guidance nights that are aligned with the American School Counseling Association. Parents also are invited to attend our open house, community Thanksgiving dinner and graduation and reception. 2015-2016 Update Again, the parent/student/teacher conferences provided a new opportunity for us to involve parents.
Plan	Assigned to:	Amy Herbst
	How it will look when fully met:	We will increase turn-out for parental involvement activities by 25% during the 2014-2015 school year.
	Target Date:	05/31/2017
	Tasks:	
	1. Newsletter, flyers posted in the hall, flyers sent home with students and One-Call system will be used to inform families about our open house and barbecue.	
	Assigned to:	Amy Herbst
	Added date:	11/24/2014
	Target Completion Date:	05/15/2015
	Comments:	
	Task Completed:	10/01/2014
	2. Newsletter, flyers posted in the hall, flyers sent home with students and One-Call system will be used to inform families about our Thanksgiving dinner.	
	Assigned to:	Amy Herbst
	Added date:	11/24/2014
	Target Completion Date:	05/15/2015
	Comments:	
	Task Completed:	12/01/2014
	3. Newsletter, flyers posted in the hall, flyers sent home with students and One-Call system will be used to inform families about guidance nights throughout the year.	
	Assigned to:	Amy Herbst
	Added date:	11/24/2014
	Target Completion Date:	05/15/2015
	Frequency:	three times a year
	Comments:	
	Task Completed:	05/01/2015
	4. Staff will plan for and implement three student/parent/teacher conferences for the school year.	
	Assigned to:	Amy Herbst
	Added date:	02/10/2016
	Target Completion Date:	04/29/2016
	Frequency:	three times a year
	Comments:	Include transcripts, personalized education plans, attendance information, essential skills,
	Task Completed:	04/19/2016

	5. A Title I Parent Library will be set up near our office so parents can check out reading material pertinent to the development of their children.		
	Assigned to:	Heather Taylor	
	Added date:	05/25/2016	
	Target Completion Date:	05/31/2017	
	Comments:	Provide parents with brochures, books and family games.	
	Task Completed:	11/18/2016	
Implement	Percent Task Complete:		
	Objective Met:	6/1/2015	
	Experience:	6/1/2015 Many families attended Open House and Thanksgiving. These events proved to be positive experiences for families. Parent Guidance Nights had much lower attendance despite ample advertisement.	
	Sustain:	6/1/2015 We will continue to focus on parent involvement. We will continue with our current communications home and will develop more ways to get and keep parents involved.	
	Evidence:	6/1/2015 Event sign-in sheets Event agendas and materials Event advertisements	
Indicator	FC3.6 - School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While we provide opportunities for parental involvement, we have little participation. Many of our students are over 18. We are continually working on this area and are adding parent guidance nights as a way to get more parents in the building.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.7 - School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We prepare our students for post-secondary education and careers in many ways. We have a college counselor, "Life After High School" class, military interest class, and college and career nights for students and parents. 2015-2016 Update The parent/student/teacher conferences gave us the perfect platform to help students and parents set academic and behavioral goals for school and beyond. Our third parent night will also give students the opportunity to learn about and sign up for summer school, which will help many to reach their goals. The first parent night was around college/career readiness and included College Dreams and Rogue Community College. Our second parent night was a Community Partner Fair and included all of our community partners. The community partners provide help with the roadblocks that keep students from attaining their goals.	
Plan	Assigned to:	Not yet assigned	
Indicator	FC3.8 - School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have a newsletter, district parent access link to attendance and graduation progress, MOODLE for grades, school and district website, and the One-Call system for timely announcements. 2015-2016 Update Parent/student/teacher conferences gave us one more way to communicate with parents this year. It was a great way to get information in their hands.	
Plan	Assigned to:	Not yet assigned	
Comprehensive Achievement Indicators			
Teaching and Learning			
Indicator	TL4.1 - All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Teachers use formative and summative assessments and learning targets to align with Common Core. 2015-2016 Update Our new teacher teams have helped us move toward better alignment with standards.	
Plan	Assigned to:	Not yet assigned	
Indicator	TL4.2 - A system is in place for assessing and monitoring student achievement relative to state standards. (3182)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers us formative and summative assessments. Our intervention/testing PLC reviews student data to make informed decisions about student placement.	
Plan	Assigned to:	Not yet assigned	
Indicator	TL4.3 - All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our small PLCs analyze student assessments. 2015-2016 Update Our new teacher teams have been able to take this a step further this year.	
Plan	Assigned to:	Not yet assigned	
Indicator	TL4.4 - All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Differentiated instruction is what we do at Central. We use data to determine how the curriculum should be delivered to each student. 2015-2016 Update Our new teacher teams use assessment data to group students and	

		have been very creative in how they use the double-block time to ensure all students are getting the instruction and support they need.	
Plan	Assigned to:	Not yet assigned	
Comprehensive Achievement Indicators			
Technical and Adaptive Leadership			
Indicator	LDR5.1 - A distributed leadership process is used to build the capacity of others in the school.(3185)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Because of our small staff, everyone has some type of leadership role, such as guiding a PLC or running a guidance night.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.2 - School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs.(3186)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We use the new Medford School District evaluation system. 2015-2016 Update This year, a program called Teachboost has been used by all administrators and certified staff as a way to establish goals and evaluate staff.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.3 - School leadership has established team structures with clear and specific duties.(3187)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have three school improvement PLCs, everyone participates in PBIS, and our 252 meetings involve all teachers to offer extra support to struggling students.	
Plan	Assigned to:	Not yet assigned	

Indicator	LDR5.4 - School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School district administration gives our principal the support needed to make decisions that will increase learning outcomes.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.5 - School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We prepare our students for post-secondary education and careers in many ways. We have a college counselor, "Life After High School" class, military interest class, and college and career nights for students and parents.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.6 - The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.(3190)(SIG)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our principal understands, addresses and guides the staff in meeting the needs of our high-risk students.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.7 - The principal ensures that all teachers are highly qualified in their assignment.(3191)(SIG)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/24/2014	
	Evidence:	All of our teachers are highly-qualified, and the principal will ensure that future hires are also highly-qualified.	
Indicator	LDR5.8 - School leadership has a plan to recruit and retain highly qualified staff.(3192)(SIG)		

Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district human resources department helps our principal recruit and retain highly qualified staff.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.9 - School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Each spring, our data is reviewed as a team. The executive summary also informs the staff of our results.	
Plan	Assigned to:	Not yet assigned	
Indicator	LDR5.10 - School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 11/24/2014	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This work is done formally every four years as part of our accreditation through NOWAC and informally as needed.	
Plan	Assigned to:	Not yet assigned	