



2023-2024 School Improvement Plan Goal Setting Sheet



23-24 School: South Medford High School

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| School Goal #1 | By the end of the 2023-24 school year, 65% of students will demonstrate at least one year's growth, or learning gain, as measured by the ELA, Math and Science statewide assessments. |
| MSD Key Performance Indicator: <u>(Board/District Goals)</u> | <i>#4 Students Graduate:</i> Four Year Graduation Rate and Five Year Completer Rate Priority and Desired Outcome: Identify and adopt effective teaching and learning methods and strategies with a focus on reading and literacy. |
| ORIS Indicator: | 4.1 Student Centered & Relational Principles for Learning 4.2 Materials & Practices to Inform Instruction 4.3 Cultivate Academic Success |

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| <p>Analysis of Baseline Data</p> <p>The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. <i>ESSA Section 1114(b)(6)</i></p> |
| <p>What <u>data sources</u> did our team examine? (<i>Attach a copy of two or more data sets</i>)</p> <ul style="list-style-type: none"> ● ODE Achievement Data ● SMHS Grade Data |
| <p>What <u>needs</u> did the data review reveal?</p> <ul style="list-style-type: none"> ● For the 22-23 School Year SMHS saw an increase of 23.1% in ELA OSAS performance. The 55.6% of students scoring level 3 or 4 is now above the state average. We also saw an increase in Math to 23.3% of students scoring 3 or 4, a 3.2% growth and above the state average. Both of these indicators are increases from the prior year. ● However, given that many of our students are performing below grade level there is a clear need to implement an aligned framework in ELA, Math and Science to ensure all students are receiving a guaranteed and viable curriculum. There is also a need for each department to focus on a specific area of curriculum that allows for improvement of the overall instructional product. |



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| Action (include correlation to needs revealed) | Staff Responsible | Timeline | Accountability/Monitoring Measurement | Resources (building allocation, people, money) |
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| SMHS ELA staff will engage in Professional Development centered on the new ELA Framework | Principal ELA Dept Staff | Throughout the 23-24 School Year | Department updates to the Instructional Leadership team on progress | Professional Development Time allocated during the school year |
| ELA Staff will work with MSD staff to continue development of Units around the ELA Framework | ELA Dept | Fall of 2023 department meetings | Creation of units for implementation | |
| Creation of an ELA Subcommittee on common assessments (will be part of the larger MSD common assessment discussion) | ELA Dept, Site Administration | Winter 2023 | Meetings with MSD staff and development of Common Assessments | |
| SMHS Math Department will engage in course study to align with new ODE guidance on the 2+1 model | Math Dept, Site Admin, ILT | 23-24 School Year | Creation of new course outlines for Integrated 1 and 2 courses to be implemented the following school year. | |
| SMHS Science Department will continue redesign of the course map to align with ODE guidance around NGSS | Science Dept, ILT, Site Admin | 23-24 School Year | Finalize shift in 9th grade course with a new course outline and scope and sequence | |
| SMHS Social Science Department will embed the concepts from The Civics Learning Project and Teaching American History | Social Science Dept, Site Admin, ILT | 23-24 School Year | New units that align with the Professional Development provided to teachers. Common Assessments administered surrounding new content will be | |



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| | | | developed, administered and analyzed for both content and writing strategies | |
| SMHS will present regular updates on a wide array of student Data (ELL performance data, PSAT/SAT/ACT data) to the staff to identify trends as it relates to student performance | EL Coordinator, Test Site Coordinator, District office staff | 23-24 School Year | Data analysis presentation and discussion at staff, department and PLC meetings | |
| SMHS Art Department will engage in a book study to identify common teaching and assessment practices | Art Department, Site Admin Liaison | 23-24 School Year | Review of Book study and evidence of implementation in lesson plans and through Snapshot tool | |
| SPED focus on Post Secondary Transition planning | Dept, Site Admin, SPED Coordinator, Career Learning coordinator | | Student plans embedded in Major Clarity | |
| CTE focus on Completer Percentage through a Summer Bridge Program (Panther Camp) | CTE Dept, Site Administration | | Revised Panther Camp offerings | |
| PE articulation with RCC for Dual Enrollment Credit | | | | |

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| School Goal #2 | SMHS will implement the MSD Snapshot tool to effectively identify fidelity to the MSD Instructional Model |
| MSD Key Performance Indicator: <u>(Board/District Goals)</u> | #4 Students Graduate: Four Year Graduation Rate and Five Year Completer Rate Priority and Desired Outcome: Identify and adopt effective teaching and learning methods and strategies with a focus on reading and literacy. |
| ORIS Indicator: | 1.3 Routines and Structures |



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| | 1.4 Distributed Leadership 2.1 Staff Growth 2.2 Professional Learning |
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| <p>Analysis of Baseline Data</p> <p>The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. <i>ESSA Section 1114(b)(6)</i></p> |
| <p>What <u>data sources</u> did our team examine?</p> <ul style="list-style-type: none"> ● <i>ODE Achievement Data</i> ● <i>Snapshot Data</i> |
| <p>What <u>needs</u> did the data review reveal?</p> <ul style="list-style-type: none"> ● It does not appear that SMHS staff were engaged in the roll out of the MSD Instructional Model and as such this year is a pre-assessment opportunity. Early returns on the Snapshot show that teachers have a wide range of understanding of the model and its components. There is a need to provide Professional Development around the aspects of the tool and its uses. |

| Action (include correlation to needs revealed) | Staff Responsible | Timeline | Accountability/Monitoring Measurement | Resources (building allocation, people, money) |
|--|--------------------------|-----------------|---|--|
| SMHS Site administration will introduce the MSD Snapshot tool to faculty | Site Administration | August | A copy of the presentation will be made available via the shared Principal Google Classroom | |
| Each Department will identify a key area of focus from the Snapshot | Departments | September | Department Action Plan component | |
| Site Admin anchoring of Snapshot process | Site Administration | August/Sept | Initial Feedback results based on early walkthroughs | |



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| District Walkthrough #1 | Site Administration, District Office Staff | October | Snapshot Data Recorded by walkthrough team | |
| Site Admin Walkthrough #2 | Site Administration | January | Snapshot Data Recorded by team | |
| ILT Training on Snapshot | Site Admin, ILT | February | Snapshot training guide | |
| ILT Walkthrough #3 | Site Admin, ILT | March | Snapshot Data Recorded by team | |
| End of Year review of Data | Site Admin | April | Data from yearlong walkthroughs used to identify potential PD | |
| Staff PD around all six elements of MSD Instructional Model | | | | |

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| School Goal #3 | SMHS will develop a shared set of expectations and supports to address student behavior |
| MSD Key Performance Indicator: (Board/District Goals) | <p><i>3. Students Are Engaged: YouthTruth, Engagement Measure</i></p> <p><i>Priority and Desired Outcome: In order to know every student by name, strength, and need, identify the academic, social, and emotional needs of every student and develop a plan to help meet those needs. Improve Safety and Security</i></p> |
| ORIS Indicator: | <p>1.1 Guiding District Vision & Mission</p> <p>1.3 Routines and Structures</p> <p>3.2 Communication Systems to Gather & Share Information</p> <p>3.3 Review and Incorporate Stakeholder Input Well-Rounded,</p> <p>4.1 Student Centered & Relational Principles for Learning</p> <p>4.5 Provide Multi-Tiered Systems of Support</p> <p>5.1 Equity & Access</p> <p>5.2 Identifying & Removing Barriers to Success</p> |



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| <p>Analysis of Baseline Data</p> <p>The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework: Leadership, talent development, stakeholder engagement and partnerships, well-rounded coordinated learning principles, and inclusive policy and practice. <i>ESSA Section 1114(b)(6)</i></p> |
| <p>What <u>data sources</u> did our team examine? (<i>Attach a copy of two or more data sets</i>)</p> <ul style="list-style-type: none"> ● Youth Truth Data ● SMHS Culture Analysis |
| <p>What <u>needs</u> did the data review reveal?</p> <ul style="list-style-type: none"> ● While there is a desire for engagement with students and an overall positive school spirit, a clear definition of what defines a successful student at SMHS is lacking. There is a need to define our school culture through the prism of student learning and develop systems to support students who are not finding success in the traditional path. |

| Action (include correlation to needs revealed) | Staff Responsible | Timeline | Accountability/Monitoring Measurement | Resources (building allocation, people, money) |
|--|--------------------------|-----------------|---|--|
| SMHS Staff will conduct a review of the school mission and vision to better define the key attributes of the school culture (THE PANTHER PRACTICE) | All Staff | Fall 2023 | Revised School mission, vision and values as determined by the staff study | |
| SMHS staff will analyze the current state of small schools and redesign to align with the changing philosophy of the school | All Staff | Spring 2023 | New Small School/Pathway outlines | |
| Staff will be in-serviced in school rules and procedures for addressing student behavior in the classroom. | Site Admin | Fall 2023 | All Staff Presentations at the start of the school year. Staff completion of mini-lessons in classrooms | |



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| SMHS will assess and redefine the MTSS model being used and determine the appropriate system for identifying students in need of intervention | AP Student Services, ILT, Intervention Teachers | Fall 2023 | MTSS Intervention Framework Data from Intervention Analysis | |
| SMHS Admin will conduct focus group sessions in select classrooms to engage students around school rules and policies | Principal, Select Teachers | Winter 2023 | Findings from listening sessions will be shared with staff and key stakeholders | |
| The school will create a School Tardy Task Force made up of teachers, admin and students to address the on-going tardy issues | Site Administration, Teachers, Students, Classified Staff | Winter/Spring 2023 | Recommendations for changes in practice or policy sent to ILT for review | |
| Development of a comprehensive social support system for Tier 2 and Tier 3 identified students (PANTHER WELLNESS DEN) | AP Student Services, ILT, Intervention Teachers | | | |



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End of Year Goal Implementation Review

Question 1: Comprehensive Needs Assessment

Describe how and when the school has completed a comprehensive needs assessment, which includes record of input from community, school, and caregiver stakeholders. The summary should include information from multiple measures of data from all five key domains as shown in the ORIS needs assessment framework domains, as listed below. The data should be cross-analyzed to identify the needs of educationally disadvantaged students. *ESSA Section 1114(b)(6) ESSA Section 1114(b)(6)*

List of dates & participants:



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Question 2: District Support & Leadership

Provide date of Annual SIP presentation to district staff and summarize meetings with Principal Supervisors, Principal PLCs regarding SIP, and any other relevant professional development. *ESSA Section 1114(b)(3)*

Question 3: Talent Development

Please list professional development opportunities provided to your school personnel and improve instruction/use of data and connect each to your annual goals. *ESSA Section 1114(b)(7)(A)(iii)(IV)*



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Question 4: Stakeholder Engagement

Please describe the impact of your Family Engagement plan on your school goals. Include specific dates, data and the content of the family and community engagement events and/or communications . *ESSA Section 1114(b)(2)*

Question 5: Well-Rounded Learning System: Instruction and Academics

Please describe methods and instructional strategies used in the school to strengthen the academic program, increase the quality and amount of learning time, and provide opportunities for enriched and/or accelerated learning. *ESSA Section 1114(b)(7)(A)(i)*

Question 6: Student Needs

Please describe strategies used to address student needs



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Question 7: Inclusive Policy and Practice

Please describe strategies used to provide all students with opportunities to meet challenging state academic standards. Include strategies used to reach economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners. ESSA Section 1111(c)(2) ESSA Section 1114 (b)(7)(A)(i).