23-24
School:

South Medford High School

School Goal #1	By the end of the 2024-25 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. **Provide pedagogically sound professional development for all K-8 and/or math/science/STEAM/CTE 6-12 teachers**
MSD Key Performance Indicator: (Board/District Goals)	*#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:	4.1 Student Centered & Relational Principles for Learning 4.2 Materials & Practices to Inform Instruction 4.3 Cultivate Academic Success

Analysis of Baseline Data
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. *ESSA Section 1114(b)(6)*
What <u>data sources</u> did our team examine? *(Attach a copy of two or more data sets)* ● *ODE Achievement Data* ● *SMHS Grade Data*
What <u>needs</u> did the data review reveal? ● For the 23-24 School Year, ELA Performance declined from 52% to 44% proficient. Those same students also saw a decline in math performance from 26% to 19%. ● When examining strand data in ELA, 17% of 11th grade students scored Above Standard in writing, 24% in reading, 9% in Listening and 15% in Research/Inquiry.

Action (include correlation to needs revealed)	Staff Responsible	Timeline	Accountability/Monitoring Measurement	Resources (building allocation, people, money)
All staff will analyze OSAS strand data on writing to determine ways to increase writing proficiency in all students	**All Staff**	**Fall 2024**	**Additional writing prompts in classrooms to align with proficiency needs**	
ELA Staff will work with MSD staff to continue development of Units around the ELA Framework with a focus on embedding rubrics into Unit Summative Assessments	ELA Dept	24-25 School Year	Creation of units for implementation	
As a component of the district Title 1 assistance plan, Algebra 1 teachers will engage in the implementation of Math Studio	Algebra 1 teachers	Fall 2024	Implementation of Math Studio	
As part of the Math Studio implementation there will be regular data analysis at both the PLC and Grade Level	Algebra 1 teachers	Quarterly through 24-25	Data from formative and summative assessments	Federal Program Funds, Support from Federal Program Office
SMHS Math Department will engage in developing the scope and sequence for our math classes to align with new ODE guidance on the 2+1 model	Math Dept, Site Admin, ILT	24-25 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	24-25 School Year	Finalize shift in 9th grade course with a new course outline and scope and sequence	
SMHS Social Science Department will analyze the course sequence with the goal of defining each year's target grade level.	Social Science Dept, Site Admin, ILT	24-25 School Year	New course sequence for 25-26 school year	
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	Site Admin. Select Staff	24-25 School Year	Data analysis presentation and discussion at staff, department and PLC meetings	
SPED focus on Post Secondary Transition planning and identifying least restrictive environment options	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	

School Goal #2	Using the Medford Instructional Model as a guide, SMHS will conduct a year long study around the ways to increase rigor in our overall course of study and our instructional practices.
MSD Key Performance Indicator: (Board/District Goals)	#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 1.4 Distributed Leadership 2.1 Staff Growth 2.2 Professional Learning

Analysis of Baseline Data 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. *ESSA Section 1114(b)(6)*
What <u>data sources</u> did our team examine? ● *ODE Achievement Data* ● *Snapshot Data*
What <u>needs</u> did the data review reveal? ● Over the course of the 23-24 school year SMHS staff were observed via the SNAPSHOT tool in all areas of the MSD model. One area that was less observable was the segment addressing prompts, cues and questioning for rigor. The snapshot data indicated that out of 63 total walks, only 28 observables in the area of questioning, prompts and cues for rigor with an average score of 2.5 (out of 4)

Action (include correlation to needs revealed)	Staff Responsible	Timeline	Accountability/Monitoring Measurement	Resources (building allocation, people, money)
SMHS Site administration will review the MSD Snapshot tool to faculty with a focus on the section around prompts, cues and questioning for rigor	Site Administration	September 50/50	A copy of the presentation will be made available via the shared Principal Google Classroom	
Each Department will identify ways to address rigor/questioning techniques in their various courses	Departments	September	Department Action Plan component	

Site Admin anchoring of Snapshot process with a focus on the Rigor component	Site Administration	August/Sept	Initial Feedback results based on early walkthroughs	
District Walkthrough #1	Site Administration, District Office Staff	October	Snapshot Data Recorded by walkthrough team	
SMHS staff will conduct a Best Practices Showcase around rigor and questioning techniques in the classroom	Site Administration, Select Staff	December 50/50	Staff will be provided tools via various presentations to increase their class rigor and better define questioning techniques	
Site Admin Walkthrough #2	Site Administration	January	Snapshot Data Recorded by team	
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	

School Goal #3	SMHS will develop a comprehensive College and Career Guidance Program culminating in all students having a post-secondary plan
MSD Key Performance Indicator: (Board/District Goals)	*3. Students Are Engaged: YouthTruth, Engagement Measure* *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*
ORIS Indicator:	1.1 Guiding District Vision & Mission 1.3 Routines and Structures 3.2 Communication Systems to Gather & Share Information 3.3 Review and Incorporate Stakeholder Input 4.1 Student Centered & Relational Principles for Learning 4.5 Provide Multi-Tiered Systems of Support

	5.1 Equity & Access 5.2 Identifying & Removing Barriers to Success

Analysis of Baseline Data

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. *ESSA Section 1114(b)(6)*

What <u>data sources</u> did our team examine? *(Attach a copy of two or more data sets)*
- Youth Truth Data
- SMHS Culture Analysis

What <u>needs</u> did the data review reveal?
- As part of the school's newly adopted "Marks of A Panther" student outcomes students are expected to articulate a sense of purpose to their education and be prepared for their next steps.
- Youth Truth data indicated the following:
  - 43% of students feel the school has helped develop the skills and knowledge needed for college level courses
  - 32% of students feel the school has helped them understand the steps to apply for college
  - 31% of students feel the school has helped them understand the steps to have the career they want
  - These numbers are significantly lower in grades 9 and 10

Action (include correlation to needs revealed)	Staff Responsible	Timeline	Accountability/Monitoring Measurement	Resources (building allocation, people, money)
SMHS Student Services Team will partner with the MSD College and Career Coordinator and the Student Services Director to develop program of study for Major Clarity (BEYOND SOUTH)	AP of Student Services, District Staff, Counseling Team, Panther Future Center Staff	Fall of 2024	Usage rates of Major Clarity	

Staff will be provided Professional Development on the new Post Secondary Program (BEYOND SOUTH) for all students	Principal	2024-25	Program Implementation Guidelines	
The SMHS College and Career Center will increase the number of college recruiter visits to the site from prior years	College/Career Coordinator	Fall of 2024	Attendance to College Recruiting Visits	
The Counseling Team and the Panther Future Center will re-design the Parent information nights to focus on essential questions to be answered at each grade level	Student Services Department	2024-25	Attendance to Parent Nights	

School Goal #4	By the end of the 24-25 school year, at least 50% of students will be able to identify components of the PANTHER PRACTICE as a means of increasing overall school culture.
MSD Key Performance Indicator: (Board/District Goals)	*3. Students Are Engaged: YouthTruth, Engagement Measure* *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*
ORIS Indicator:	4.1 Student Centered & Relational Principles for Learning 4.2 Materials & Practices to Inform Instruction 4.3 Cultivate Academic Success Well-Rounded, Coordinated Learning Principles 4.5 Provide Multi-Tiered Systems of Support 5.1 Equity & Access Inclusive Policy & Practice

5.2 Identifying & Removing Barriers to Success

Analysis of Baseline Data

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. *ESSA Section 1114(b)(6)*

What <u>data sources</u> did our team examine? *(Attach a copy of two or more data sets)*
- Youth Truth Data
- SMHS Culture Analysis

What <u>needs</u> did the data review reveal?.
- Youth Truth data indicated the following:
  - 28% of students feel their classmates want to de well in school
  - 28% of students feel discipline in school is fair
  - 33% of students feel part of the school community

Action (include correlation to needs revealed)	Staff Responsible	Timeline	Accountability/Monitoring Measurement	Resources (building allocation, people, money)
SMHS will engage in an awareness campaign of the new PANTHER PRACTICE including digital and print media	Site Admin, Leadership	Fall 2024	Baseline Data from internal survey	
Teachers will embed their own definition of PANTHER PRACTICES in their course syllabus	Staff	Fall 2024	Copies of Staff Syllabus	

Teachers will be provided a list of teacher PANTHER PRACTICES to help increase overall accountability	Site Administration	Fall 2024	PANTHER PRACTICES for Teachers Documents	

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 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)*

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)*

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

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).