



2025-2026 School Improvement Plan



25-26
School: South Medford High School

School Goal #1	By the end of the 25-26 school year, student achievement on OSAS tests in ELA and Math will increase by at least 5% from prior year
MSD Key Performance Indicator: <u>(Board/District Goals)</u>	<i>#4 Students Graduate: Four Year Graduation Rate and Five Year Completer Rate</i> 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 data sources did our team examine? (*Attach a copy of two or more data sets*)

- ODE Achievement Data
- SMHS Grade Data

What needs did the data review reveal?

- For the 23-24 School Year, ELA Performance declined from 44% to 43% proficient. Those same students also saw an increase in math performance from 19% to 27%. Science OSAS performance rates rose from 17% to 34%
- 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.



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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 2025	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	25-26 School Year	Creation of units for implementation	
SMHS Math Department will implement the Integrated Math 1 curriculum using the teachings of Math Studio to bolster instruction	Math Dept, Site Admin, ILT	25-26 School Year	Creation of new course outlines for Integrated 1 and feedback on program throughout the year	
SMHS Social Science Department will review the Planned Course Statements for World Studies and American Studies.	Social Science Dept, Site Admin, ILT	25-26 School Year	New course sequence for 25-26 school year	
SPED focus on development of the 9th grade SDI model for resource	Dept, Site Admin, SPED Coordinator, Career Learning coordinator	25-26 School year	SDI Course materials and pacing guides	
Development of a Site Based PD Team	Principal	Fall of 2025	PD team roster and lesson design for PD implementation	



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Professional Development on Writing Revolution from PD Team via PLC's	PD Team	2025-26 School Year	Observations by site admin to measure usage of Writing Revolution strategies	
Expansion of Sheltered course offerings for ELD Students to include English, History and Science at the 9th grade level.	Assistant Principal Student Services	Fall of 2025	Addition of Sheltered 9th grade ELA, World Studies and Biology	

School Goal #2	Using the Medford Instructional Model as a guide in order to provide pedagogically sound professional development for all teachers , SMHS will conduct a year long study of the process of gradual release of responsibility.
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

<p style="text-align: center;">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>	
What <u>data sources</u> did our team examine?	<ul style="list-style-type: none"> • ODE Achievement Data • Snapshot Data
What <u>needs</u> did the data review reveal?	



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- Over the course of the 24-25 school year SMHS staff were observed via the walkthrough process on the 6 metrics identified. Site admin reviewed the data and found that in all of the areas teachers averaged a score of 2.0 or better. In our conversation we found that focusing in on gradual release of responsibility will tie in all the other areas of the MSD model to improve student engagement and instruction

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 gradual release of responsibility	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 gradual release of responsibility in their various courses	Departments	September	Department Action Plan component	
Staff will continue to explore various AI systems to enhance student engagement and learning	Departments	1st Semester of 2025	AI platform analysis protocol and adoption/usage statistics	
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 methods of releasing responsibility	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	



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in the classroom to improve student engagement				
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 hybridized learning structure for students to have access to non-traditional classroom systems
MSD Key Performance Indicator: (Board/District Goals)	<i>3. Students Are Engaged: YouthTruth, Engagement Measure</i> <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>
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)*



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What data sources did our team examine? (*Attach a copy of two or more data sets*)

- Youth Truth Data
- SMHS Culture Analysis

What needs 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:
 - 42% of students have a sense of belonging while at school
 - 42% of students feel they have good relationships with others
 - 22% of students feel the school has a strong culture

Action (include correlation to needs revealed)	Staff Responsible	Timeline	Accountability/Monitoring Measurement	Resources (building allocation, people, money)
SMHS Staff will develop protocols and procedures for 11th and 12th grade students to access non-traditional classroom experiences.	Principal, Assistant Principal Student Services, Counselor, Engage Staff	Fall of 2025	Panther Hybrid High Program Outline	
The counseling team and Panther Future Center will promote RCC and SOU course options for online learning	Counseling Team, Panther Future Center,	Fall of 2025	# of students enrolled in SOU or RCC courses for Original Credit	
Continued expansion of BEYOND SOUTH for all students to expose them to online learning models	Principal	2025-26	BEYOND SOUTH usage data	
Redesign work experience	Counselor for Hybrid High	2025-26	Work Experience Data, program of study for additional work experience topics	



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School Goal #4	Continue embedding THE PANTHER PRACTICE into classroom/school wide culture
MSD Key Performance Indicator: <u>(Board/District Goals)</u>	<i>3. Students Are Engaged: YouthTruth, Engagement Measure</i> <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>
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 data sources did our team examine? (*Attach a copy of two or more data sets*)

- Youth Truth Data
- SMHS Culture Analysis

What needs did the data review reveal?.

- Youth Truth data indicated the following:



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Action (include correlation to needs revealed)	Staff Responsible	Timeline	Accountability/Monitoring Measurement	Resources (building allocation, people, money)
Teachers will embed their own definition of PANTHER PRACTICES in their course syllabus	Staff	Fall 2025	Copies of Staff Syllabus	
Review of PANTHER PRACTICE for teachers	Site Administration	Fall 2025	PANTHER PRACTICES for Teachers Documents	
Development of Grade level specific measures of success for each MARKS OF A PANTHER	Staff	2025-26	Grade Level profile documents used during Grade Level PLCs	



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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:

- Aspects of the SIP are discussed at every staff meeting and 50/50 professional development day.



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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).