



2021-2022 CMHS/MO School Improvement Plan



School:	Central Medford High School/Medford Online
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MSD Strategic Plan Outcome # 1	MSD students show increased academic achievement and reduced academic disparities for identified focal student populations.
Title Indicator	<ul style="list-style-type: none"> 1.2 - Using Data to Prioritize and Plan 1.3 - Routine and Structures (CDL, Bell Schedule, Synchronous/Asynchronous time) 2.2 - Professional Learning - Instructional Coach support for sharing best practices in teaching 2.3 - Evaluation Process (Professional Conversations for Improvement of Practice) 4.1 - Student centered & relational principles for learning 4.3 - Cultivate Academic Success - Discovery Program 4.5 - Provide Multi-Tiered Systems of support - RTI 5.1 - Equity and Access - Welcoming environment which supports ALL students 5.2 - Removing barriers to success
School Goal #	<p>Coaching Model - Best Practices (1.0 FTE in instructional coaches) - Professional Conversations</p> <p>Goal 1 - By June 1st of 2023 all 11th grade students at CMHS/MO will increase ELA achievement on the SBAC by either meeting or exceeding at an average of 3% per year for the next 3 years.</p> <p>Goal 2 - By June 1st of 2023 all 11th grade students at CMHS/MO will increase math achievement on the SBAC by either meeting or exceeding at an average of 3% per year for the next 3 years.</p>

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ● Historical SBAC data <ul style="list-style-type: none"> ○ ELA - 2018 - 23.6% (Meets or Exceeds), 2019 - 11.7% (Meets or Exceeds) ○ Math - 2018 - 0% (Meets or Exceeds), 2019 - 5.3% (Meets or Exceeds) 	<ul style="list-style-type: none"> ● SBAC ● SRI (ELA) ● I-Ready (Math) ● District Universal Screener Data

*Due to the school closure for COVID-19 the measurement was incomplete. Therefore, we may use the 2019 data set to inform our school improvement plan for 2021-22.



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Additional Notes (Title I)

The MSD ELA department has developed agreed upon learning targets for ELA 9-12 and the ELA department at CMHS/MOA has aligned their assessment plans with proficiency rubrics for standards-based instruction. Reading intervention is provided by our Title 1 Coordinator/ELA teacher and SPED teacher. In these classes, both iReady and Achieve 3000 are utilized. All students that have not already met their Reading essential skills are assessed for Lexile scores to determine the level of intervention and then monitored. Writing strategies are implemented across all content areas. CMHS serves Grades 10-12+ because they have academic deficiencies, many of whom are in their 11th grade year upon referral. At CMHS the #1 SIP Goal is to improve attendance and efforts are made during SBAC testing to increase attendance among the students in 11th grade. MOA serves students 9-12+ also as an on-line option for students of all academic abilities. CMHS/MOA is working with the district to improve district screeners and creating baseline data with planning.

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School Goal #	<p>Coaching Model - Best Practices (1.0 FTE in instructional coaches) - Professional Conversations</p> <p>Goal 1 - By June 1st of 2023 all 11th grade students at CMHS/MO will increase ELA achievement on the SBAC by either meeting or exceeding at an average of 3% per year for the next 3 years.</p> <p>Goal 2 - By June 1st of 2023 all 11th grade students at CMHS/MO will increase math achievement on the SBAC by either meeting or exceeding at an average of 3% per year for the next 3 years.</p>

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Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
Retention 1.0 FTE Instructional Coaches	Daye Stone/Wendy Ross	Annual	1.0 FTE	Site Budget District Budget Title 1 Additional Funds
Track student achievement in identified focal populations	Instructional Coach - Nathan Breeden ELA teachers - Gabrielle Headings, Jay Schroder, Vanessa Brazil, and Darren Grippando Math teachers - Earl Tye, Kelli Martin, and Julie Guyton MTSS- Sallie Johnson	Annual	SBAC I-Ready SRI Identified District Screeners	Site Budget District Budget Title 1 Additional Funds I-ready program SRI program Identified District Screeners
Project-Based Learning	Instructional Coach Whole Staff	Annual	Each core area content will roll out one PBL project per semester. Additional emphasis on interdisciplinary planning and cooperative learning for project planning	Site Budget District Budget Title 1 Additional Funds Distance Learning Playbook text for all teachers

Additional Notes (Title I)

Data driven decisions for student placement is based on district screeners (2-3 x a year). Math classes are differentiated based on the student's scores and then an intervention plan is developed. CMHS/MOA hired an Instructional Coach through Title 1 to redesign math instruction into a blended model, using Edgenuity, Imagine Math, Big Idea and I-Ready curriculum and much progress has been made in those efforts. CMHS/MOA made the decision to build a menu of math courses which include Integrated Math 1a 1b and 2 along with transitional math and Algebra I, Geometry, Algebra II, and Pre-Calculus in order to fill the math gaps of students referred to CMHS/MOA and offer something different to meet graduation requirements. CMHS/MOA serves Grades 9-12+ because they have academic deficiencies, many of whom are in their 11th grade year upon referral, which makes the math portion of the SBAC challenging. At CMHS/MOA the #1 SIP Goal is to improve attendance/engagement and efforts are made during SBAC testing to increase attendance among the students in 11th grade for participation. Next step is curriculum alignment with MSD for Planned Course of Study initiative.

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2021-2022 CMHS/MO School Improvement Plan



MSD Strategic Plan Outcome # 2	MSD students' social-emotional development, mental health needs, and behavioral needs are supported.
Title Indicator	<ul style="list-style-type: none"> 1.1 - Guiding Vision & Mission 1.2 - Using Data to Prioritize and Plan 1.3 - Routines and Structures 1.4 - Distributed Leadership 2.1 - Staff Growth 2.2 - Professional Learning 3.1 - Inclusiveness, Recruitment, & Participation 3.2 - Communication Systems 4.1 - Student Centered & Relational Principles for Learning 4.2 - Materials & Practices to Support Instruction 4.3 - Cultivate Academic Success 4.4 - Data-Informed Decision Making 4.5 - Provide Multi-Tiered Systems of Support 5.1 - Equity & Access 5.2 - Identifying & Removing Barriers to Success
School Goal #	By June 1 of 2023 the Discovery Program and SEL counselor lesson plans will be completely implemented by staff utilizing Restorative Practices that will focus on connecting all students post pandemic.

Analysis of Baseline Data	Measurement
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- Pre/Post attendance comparisons of Discovery/SEL Implementation
- Pre/Post behavior/referral comparisons of Discovery/SEL Implementation
- Pre/Post comparisons of CDL Discovery/SEL implementation (student pass rate per Disco term session)

- Chronic Attender increases
- Analysis of referral data and comparison of major and minor referral numbers
- Student credits earned via Discovery Program
- Youth Truth Survey Results
- District Survey Results
- Student Exit Survey

Additional Notes (Title I)

SIP Goals for this year will again address attendance/engagement as a top priority that will also increase graduation rates in line with district goals. This school year, CMHS/MOA teaching staff worked together to implement the Discovery program after going through 4 days of PD to learn the program. Full implementation was launched at the beginning of the 2019-20 school year at CMHS and we already are seeing a 10% increase in attendance overall. The benchmark we are measuring school-wide is among the regular attenders with over 90% attendance that we are celebrating an increase from 12% to over 30% of regular attenders.

Although behavior referrals are up and may continue to go up as part of the protocols of Discovery, we will see less 'longer' suspension and reduce the number of expulsions due to the school-wide initiative. Our Social Emotional Learning Goal is to promote positive social-emotional learning and implement a consistent expectation message that all students understand and they can then predict the school response if the behavior expectations are not met.

Also, important to note, that CMHS has been in the 3rd phase of implementation in Restorative Justice in partnership with Resolve. As part of both initiatives, Disco and RJ, all teachers host community circles and case manage students for goal setting and barrier removal. We continue to have 1 hour a week as Tiger Time Advisory, to further these efforts and we look forward to even better results next year.

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MSD Strategic Plan Outcome # 2	MSD students' social-emotional development, mental health needs, and behavioral needs are supported.
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School Goal #	By June 1 of 2023 the Discovery/SEL Program will be completely implemented by staff utilizing Restorative Practices that will focus on connecting all students, including on-line learning.

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
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Instructional Coaches help with Discovery Structure and On-line application	Instructional Coaches and Admin	Ongoing	Graduation rates of Discovery Credits earned during Discovery program	Instructional Coach FTE Admin and staff training for Discovery
Discovery team communication and analysis	Instructional Coaches Discovery Teaches Counselor Administrator Dropout Prevention Coordinator Mental Health Counselor	Ongoing and with each term and trimester	Graduation rates of Discovery Credits earned during Discovery program	Instructional Coach FTE Admin and staff training for Discovery Continued resource allocation to mental health counselor on campus full time

Additional Notes (Title I)

Central Medford High School/Medford Online knows that the positive relationship and rapport with our students is the key contribution to student success, this is reflected as our highest ranking on our Youth Truth survey across all grades.

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MSD Strategic Plan Outcome # 2	MSD students' social-emotional development, mental health needs, and behavioral needs are supported.
Title Indicator	1.2 - Using Data to Prioritize and Plan 1.3 - Routines and Structures 3.1 - Inclusiveness, Recruitment, and Participation 3.2 - Communication Systems 4.1 - Student Centered & Relational Principles for Learning 4.3 - Cultivate Academic Success 4.5 - Provide Multi-Tiered Systems of Support 5.2 - Identifying & Removing Barriers to Success
School Goal #	During the 2020-2021 school year CMHS will meet weekly to discuss and plan for student support systems around individual students.

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ● 41% On time graduation cohort (2018-2019) ● 53% 5th year completer rate (2018-2019) ● 2018 1st term - 12% of students “regular attenders, 2019 1st term - 38% of students regular attenders ● Sept 2018 - 71.65% average attendance, Sept 2019 83.5% average attendance ● MOA data is not available due to being a new program 	<ul style="list-style-type: none"> ● Students “on track” - 4 year cohort ● 5 year completer data ● Credits earned upon registration ● Regular attendance ● Referral and Behavior Incident Numbers ● Call log

Additional Notes (Title I)

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Central/MO staff, admin, attendance support, counselor, and mental health therapist meet weekly in our “Circle of Care” meeting to review weekly updated student data (credits earned, engagement, attendance, etc.) and discuss strategies to remove barriers and provide support for ALL struggling students.

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School Goal #	During the 2021-2022 school year CMHS will meet weekly and MO will meet bi-weekly to discuss and plan for student support systems around individual students.

Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
Weekly Team Meetings - Attendance	Pabst Valavala	Weekly throughout the year	Increased attendance in targeted student population	SARB board
	Johnson	Bi-Weekly throughout the year		

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Circle of Care team meetings - Data Tracking/Support Services	Pabst Valavala	Weekly throughout the year	Increase in attendance and credits earned in targeted student populations	Data team Synergy Family Solutions Maslow
	Johnson	Bi-Weekly throughout the year		
Discovery Cohort Teams	Dana Pabst Gabrielle Headings	As needed	Increase in Discovery graduation and continued engagement in post-Discovery classes Systematic approach to discipline with whole staff aligned redirect process and closed-loop parent, teacher, student communication	Data team Synergy Discovery Program
On Site Mental Health Support	Greg Simmons	As needed, available for ALL students	Reduction in adverse behaviors Student engagement in school increases Synergy Data Teams	Ongoing partnership with Family Solutions

Additional Notes (Title I) Along with the Medford School District attendance initiative, CMHS school site council made the decision to hire a full time Positive Attendance Support staff through Title 1 and that has also been a good decision with the attendance % increase. Due to the high transience of CMHS population we have a goal to lower the number of students enrolling throughout the year to show that more students are staying in school to reduce the “revolving door” effect.
MO has hired a Student Services Coordinator to assist with positive emotional/behavioral support including attendance and social activities.

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MSD Strategic Plan Outcome # 3	MSD staff employ high quality, evidence-based professional practices to support diverse learners through classroom practices, and commitment to professional learning and development.
Title Indicator	1.1 - Guiding vision and mission 1.2 - Utilize data 1.3 - Routines & Structures 1.4 - Distributed leadership 2.1 - Staff growth 2.2 - Professional Learning 2.3 - Evaluation Processes 3.1 - Inclusiveness, recruitment, and participation 3.2 - Communication systems to gather & share info 3.3 - Review & Incorporate stakeholder input 4.1 - Student centered & relational principles 4.2 - Materials & Practices 4.3 - Cultivate academic success 4.4 - Data-informed decision making 4.5 - Provide multi-tiered systems of support 5.1 - Equity & Access 5.2 - Identifying & Removing Barriers to Success

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2021-2022 CMHS/MO School Improvement Plan



School Goal #	During the 2021-2022 school year CMHS/MO will increase the number of evidence-based learning opportunities that encourage innovation in teaching with best practices (both in-person and online) with ALL students to ensure access to learning pathways that are linked to college and career readiness.
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Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ● Only have 1 CTE program (culinary arts) currently ● Minimal project-based learning occurring in classrooms ● Minimal student participation in available CTE programs ● Grad and 5th year completer rates (2018-2019 On time grad 41% and 5 year completer rate of 53%) ● 11.7% of juniors in 2019 met or exceeded SBAC in ELA and 5.3% in math ● 2018 1st term - 12% of students “regular attenders, 2019 1st term - 38% of students regular attenders ● Sept 2018 - 71.65% average attendance, Sept 2019 83.5% average attendance ● MO being a new program, baseline data is not available 	<ul style="list-style-type: none"> ● Increase in CTE availability from one to three programs of study ● One comprehensive PBL project per classroom per trimester ● Increase in student participation in available CTE programs (e.g. 715 VocEd training program) ● Increase on all graduation or completer metrics by 5% per year over 3 years ● Increase in SBAC (ELA, Math) meets or exceeds percentages by 5% per year over 3 years ● Increase in regular attenders (those attending 90% or more) by 5% per year over 3 years

Additional Notes (Title I)

Students are able to participate in a variety of vocational education training opportunities, but we are working to increase the number and types of VocEd options, and to increase student engagement in these programs. Already this year we have increased CTE opportunities in art and culinary classes, and have been awarded an Early Childhood Education grant of \$70,000 to help provide opportunities for ALL of our students to learn about and engage in the “job rich” field of early childhood education. We also have partnered with Project Youth Plus in developing a paid work experience option for students to choose pathways of interest in regards to employment foundations.

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2021-2022 CMHS/MO School Improvement Plan



MSD Strategic Plan Outcome # 3	MSD staff employ high quality, evidence-based professional practices to support diverse learners through classroom practices, and commitment to professional learning and development.
Title Indicator	<ul style="list-style-type: none"> 1.1 - Guiding vision and mission 1.2 - Utilize data 1.3 - Routines & Structures 1.4 - Distributed leadership 2.1 - Staff growth 2.2 - Professional Learning 2.3 - Evaluation Processes 3.1 - Inclusiveness, recruitment, and participation 3.2 - Communication systems to gather & share info 3.3 - Review & Incorporate stakeholder input 4.1 - Student centered & relational principles 4.2 - Materials & Practices 4.3 - Cultivate academic success 4.4 - Data-informed decision making 4.5 - Provide multi-tiered systems of support 5.1 - Equity & Access 5.2 - Identifying & Removing Barriers to Success
School Goal #	During the 2021-2022 school year CMHS/MO will increase the number of evidence-based learning opportunities that encourage innovation in teaching with best practices (both in-person and online) with ALL students to ensure access to learning pathways that are linked to college and career readiness.

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2021-2022 CMHS/MO School Improvement Plan



Action	Person Responsible	Timeline	Measurable Progress	Resources (building allocation, people, money...)
Subscribe to PBL Project and infusion of resource into classrooms and teaching	Daye Stone Wendy Ross	Ongoing	Implementation of professional development around project based learning with at least 1 training per trimester	Subscribe to PBL Project (supplemental resource for PBL learning) Time for training and staff development
Canvas professional development that will enhance On-line learning	Nate Breeden Tisha Richmond	Ongoing	Professional development conversation and PD throughout the school year	Continued instructional coach FTE Tisha Richmond support (Office hours) IT intervention when needed
Implementation of the new observation evaluation standards and protocols.	Daye Stone Wendy Ross	Ongoing	Ladder schedule for due dates of observation and evaluations	Marsha Moyer - Coaching conversations PD Staff training on new evaluation system
Implementation of new CTE programs of study	Daye Stone Wendy Ross Instructional staff	Ongoing	Ordering of needed equipment Application process started that includes cross-section of CTE constituency	CTE Equipment Time to meet with industry personnel Professional development money for instructional staff (resources & training)
Implementation of Scholastic Basal readers/curriculum	Instructional Staff Daye Stone Wendy Ross Gabrielle Headings	Ongoing	Ordering and use of Scholastic resource	Title funds to purchase Staff time linked to professional development
Increase in community CTE partnerships	Daye Stone Wendy Ross Hal Jones	Ongoing	Increase in student engagement in CTE programs	Paid Internships (WIOA funds)

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2021-2022 CMHS/MO School Improvement Plan



	Project Youth +			Busing/Transportation to attend programs
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Additional Notes (Title I)

As stated above, students are able to participate in a variety of vocational education training opportunities, but we are working to increase the number and types of VocEd options, and to increase student engagement in these programs. Already this year we have increased CTE opportunities in art and culinary classes, and have been awarded an Early Childhood Education grant of \$70,000 to help provide opportunities for ALL of our students to learn about and engage in the “job rich” field of early childhood education.

With an increased focus on Project-Based Learning this year and our project based/proficiency approach in classrooms, we hope to see an increase in student engagement, academic rigor and attendance and look forward to continuing to see improvements in our metrics.

Increased CTE/VocEd opportunities, coupled with Project-Based Learning in our classroom will hopefully have multiple impacts on attendance, engagement, behaviors, career and college readiness, and academic achievement,

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MSD Strategic Plan Outcome # 4	MSD families and community members are provided ongoing opportunities for engagement.
Title Indicator	1.1 - Guiding vision and mission 3.1 - Inclusiveness, recruitment, and participation 3.2 - Communication systems to gather & share info 3.3 - Review & Incorporate stakeholder input 4.1 - Student centered & relational principles 4.4 - Data-informed decision making 5.1 - Equity & Access 5.2 - Identifying & Removing Barriers to Success
School Goal #	Over the next 3 years CMH/MO will include increased access and communication regarding community-level CTE programs that include career readiness through big picture learning, paid internships, 71-5 industry partners, and trades partnerships that include local industry partners with that are linked to high wage, high demand careers

Analysis of Baseline Data	Measurement
<ul style="list-style-type: none"> ● Only have 1 CTE program (culinary arts) currently ● Minimal project-based learning occurring in classrooms ● Minimal student participation in available CTE programs ● MO share students with SMHS/NMHS enrollment with CTE programs 	<ul style="list-style-type: none"> ● CTE completers - CTE completers graduate at a much higher rate ● Grad rate and completer rate increases ● Attendance improvements ● Youth Truth survey results improvements for hope, opportunities, along with college and career readiness score improvements

Additional Notes (Title I)

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We value Community Partnership at CMHS/MO. We invite all partners to attend a “Collective-Impact” meeting to problem-solve any issues and enhance wrap-around services for our students and families multiple times a year with one Parent-night dedicated to A Community Partner and Industry Night Resource Fair. Communication among our partnerships is always positive and the support we receive from them is invaluable. The relationship and rapport among our faculty, staff, community partners, and parents/families in working with this population is the most critical component to our success we have seen. Our students know they have not only a physically safe environment, but an emotionally safe one as well. Our students come to school and follow expectations outlined in our Discovery/SEL Program, because they truly care and want CMHS/MO to have a great reputation and believe in hope and opportunities for their future.

MSD Strategic Plan Outcome # 4	MSD families and community members are provided ongoing opportunities for engagement.
Title Indicator	<ul style="list-style-type: none"> 1.1 - Guiding vision and mission 3.1 - Inclusiveness, recruitment, and participation 3.2 - Communication systems to gather & share info 3.3 - Review & Incorporate stakeholder input 4.1 - Student centered & relational principles 4.4 - Data-informed decision making 5.1 - Equity & Access 5.2 - Identifying & Removing Barriers to Success
School Goal #	Over the next 3 years CMHS will include increased access and communication regarding community-level CTE programs that include career readiness through big picture learning, paid internships, 71-5 industry partners, and trades partnerships that include local industry partners with that are linked to high wage, high demand careers

Action	Person Responsible	Timeline	Measurable Progress	Resources
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				(building allocation, people, money...)
Tiger Roar (Monthly Newsletter) Yeti Yodeler (Weekly Newsletter)	Mollie Winchester April Harrison Laurie Taylor Wendy Ross Greg Simmons	Weekly	Tracking view count Deliverable newsletter each week Parent and student engagement (survey results)	Staff time Smore program access District and school website support
Paid Internships (Big Picture Learning)	Daye Stone Troy McNichols Shane Brady Rene Peugh Wendy Ross Hal Jones	Ongoing	Increased student participation in paid internships - Leave to Learn Increased graduation rate Increased attendance rate	Early Learning Hub Grant (for Early Childhood Education) WIOA funds Project Youth + partnership Early Learning Hub Partnership
71-5 program - VocEd training	Troy McNichols Wendy Ross Matt Sweeney Dana Pabst	Ongoing	Increased student participation in 71-5 VocEd programs Increased graduation rate Increased attendance rate	71-5 Ministries partnership Ongoing partnerships with local industry
Administration involvement with Rogue Advanced Manufacturing Partnership	Daye Stone Wendy Ross Hal Jones	Monthly / Quarterly (fluctuates)	Increased involvement linking students to engagement in advanced manufacturing and CTE opportunities in internships Strengthen the workforce pipeline Increased Post K-12 opportunities	Time to meet Industry tours

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School: **Central Medford High School/MO**

Name	Signature
Daye Stone	
Dana Pabst	
Wendy Ross	
Laura Sanglas-Crespi	
Laurie Taylor	

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