

Goal I: Oregon High School students will demonstrate 5-8% growth in the percentage of students who meet/exceed SAT/PSAT benchmarks. PSAT data for 2018-19 juniors indicates that 26% meet/exceed in Math and 51% meet/exceed in ERW.

Rationale: Data shows that students at Oregon High School are under-performing on state testing. There was a 3% increase in English over 2017-2018 (58% vs. 55%), BUT a 5% drop in math (25% vs. 30%).

Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
<p>Further development of the skill of <i>reading for information</i> by an instructional focus on this skill and practice activities across all content areas</p> <p>Reading</p>	<p>All OHS instructors, academic support staff and admin</p>	<p>Development of bank of example <i>reading for information</i> activities & formative assessments that are rigorous (by Oct. 5)</p> <p>Ongoing throughout the year</p> <p>Data on FA collected, analyzed and discussed once/month</p>	<p>Student proficiency on formative assessments that include questions focused on reading for information</p> <p>Increase student scores on classroom assessments tied to SAT type questions. (tracked by quarter)</p> <p>Increase in scores on SAT practice test administered in house.</p>
<p>Further development of the skill of <i>analyzing text to develop an argument</i> by an instructional focus on this skill and practice activities across all content areas</p> <p>Writing</p>	<p>All OHS instructors, academic support staff and admin</p>	<p>SS and English department will collaborate on this skill and develop FA to measure this skill (by Oct 5)</p> <p>Data on FA will be collected, analyzed and discussed once/month</p>	<p>Student proficiency on writing task related to this skill and formative assessments</p> <p>Increase student scores on classroom assessments tied to SAT type questions. (tracked by quarter)</p> <p>Increase in scores on SAT practice test administered in house.</p>

<p>Bell ringers/warm-up activities/class starters/exit slips will be utilized to include specific SAT areas of needed growth; Examples may include: math problems, reading/analysis of charts & graphs, test vocabulary, reading of for information short passages, text analysis to develop an argument, etc.</p>	<p>All OHS instructors, academic support staff and admin</p>	<p>Continuous beginning Fall 2018</p>	<p>Observation/self-reporting/staff share-outs of these activities</p> <p>Increase student scores on classroom assessments tied to SAT type questions. (tracked by quarter)</p> <p>Increase in scores on SAT practice test administered in house.</p>
<p>Math/ERW</p> <p>Instructors will implement "single sitting; timed" assessments; number of these will be determined by department</p>	<p>All OHS instructors; academic support staff; admin</p>	<p>Continuous beginning Fall 2018</p>	<p>Assessment completion rate of timed classroom assessment at the start and end of first quarter.</p> <p>Proficiency rate on these assessments will be tracked starting in the second quarter.</p>
<p>All content areas will embed SAT/ISE-formatted questions into their curriculum and exams</p>	<p>ELA, Math, Science, SS Instructors</p>	<p>A team will work on creating a Google folder of potential questions that elective teachers could embed on their exams</p> <p>Continuous beginning Fall 2018</p>	<p>Students will show <u>growth</u> in their ability to answer these types of questions.</p> <p>Increase in scores on SAT practice test administered in house.</p>
<p>All students will set up their College Board account and become familiar with how to use it for test prep both in and out of school</p>	<p>OHS Counseling Department</p>	<p>By the end of the first quarter for sophomores and juniors</p> <p>End of third quarter for freshman</p>	<p>Increase in scores on SAT practice test administered in house.</p>
<p>An assessment team will review and define gaps based on the results of the PSAT and SAT from 2018 and in-house practice tests to inform curriculum/instructional decisions, guide development of formative</p>	<p>Department chairs, SIP team members and admin</p>	<p>By November 2</p>	<p>OHS department chairs and members of the SIP team will do this work, with the help of the admin team.</p> <p>The assessment team will share information about the test with all subject areas.</p>

assessments that are focused on needed skill-growth areas

Goal II: 96% of Oregon High School students in the class of 2022 will be on-track at the conclusion of their freshman year.

Rationale: 2017-2018 data demonstrates that 93.69% of students in the class of 2021 are on-track at the conclusion of their freshman year. Oregon High School aims to reach 100% of students on-track, reaching over 2% in the school goal for the upcoming year.

Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
<p>Oregon High School will provide supports and interventions for 9th grade students:</p> <ul style="list-style-type: none"> - OHS Bridge/Hawks Take Flight - Study Skills - Math Lab - Intervention Center - Freshmen Team 	<p>OHS Principal, Dean of Students, classroom teachers, Intervention Center Supervisor</p>	<p>Continuous beginning Fall 2018</p>	<p>Run on-track reports at each quarter for 9th grade.</p>
<p>Oregon High School will implement a problem solving team (PST) that will look at data weekly and collaborate with the freshmen team to determine tier 2 and tier 3 interventions</p>	<p>PST Counselors Freshmen team Admin</p>	<p>Starting at the beginning of the year and on-going</p>	<p>EWS for all students looking at failing grades, discipline referrals, Bi-weekly problem solving team meetings and flexible interventions implemented and monitored.</p>
<p>Oregon High School will have a plan for MTSS (multi-tiered systems of support).</p>	<p>OHS Principal, Counseling Department, Committee</p>	<p>November 2018</p>	<p>Plan is research based, developed & implemented; staff is trained on the plan; plan includes progress monitoring mechanisms, interventions at all 3 levels and exit criteria</p>

90% of freshmen will be involved in some type of extracurricular activity (sports or clubs).	Activities director Admin Freshmen team	Quarterly	Students report their involvement; team rosters; club rosters
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Goal III: Oregon High School will have an overall attendance rate of 94% for the 2018-2019 school year.

Rationale: 2017-2018 data demonstrates that Oregon High School has an attendance rate of 92.77%.

Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
A parent-student meeting will be scheduled with Oregon High School students who are truant.	OHS Principal, Dean of Students	Continuous beginning Fall 2018	Individual student truancy rate will drop due to parent meetings. (tracked quarterly)
Oregon High School will develop a attendance/ home visit team for student with attendance concerns.	OHS Principal, Dean of Students, Intervention Center (IC)	End of Quarter 1	Attendance rate for students of concern will increase after home visits. (tracked quarterly)
The Intervention Center (IC) will provide follow-up meetings and check-ins following a student's extended absences (hospitalization, long-term suspension, etc.)	OHS Principal, Dean of Students, IC Coordinator	Continuous beginning Fall 2018	Students who attend the IC for follow-up meetings will show successful re-entry based on attendance and grades.
A committee will be created to explore attendance incentives during the Fall 2018 term	OHS Principal, Dean of Students	December 2018	An attendance incentive plan will be created for pilot for the Spring 2019 semester.

Goal IV: Oregon High School staff will have students set a daily goal and then recite the suggested daily affirmation, "I will work to achieve my goal today," during the 2018-2019 school year.

Rationale: The Oregon CUSD #220 will work support our students through the use and inclusion of affirmations districtwide.

Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
<p>Every first hour teacher will provide a daily bell-ringer that sets aside time for students to set a personal goal and to recite the school affirmation.</p>	<p>OHS Principal, Classroom teachers</p>	<p>Continuous beginning Fall 2018</p>	<p>Student connectedness as measured on the quarterly student survey will increase based on daily affirmations. Daily announcements will include an affirmation</p>
<p>Classroom teachers and coaches will develop and implement specific affirmations for their area following the affirmation framework:</p> <ul style="list-style-type: none"> • Be Exceptionally Clear About the Real Issue • Affirm in the Present Tense • It is All About You • Engage your Emotions • Be Positive • Be Short and Specific • Be Accurate • Visualize Vividly • Make Use of The Very Best Time of Day 	<p>OHS admin, classroom teachers, counselors, coaches</p>	<p>Continuous beginning in Fall 2018</p>	<p>Shared folder for classroom/athletic affirmations</p>