2016-2017 Oregon High School Improvement Plan

Our Mission:

1) To educate students to be life-long learners who are productive, responsible citizens

2) Imbue in our students the importance of: 1) Academics 2) Service 3) Leadership 4) Activities

3) To become the premier small high school in Illinois

Our Rationale:

1) Students and faculty/staff deserve a school that encourages and maintains a strong sense of belonging and purpose by fostering productive relationships.

2) Students and faculty/staff deserve a school that encourages responsible risk-taking and innovation to drive the act of self-actualization.

3) Students need to be empowered with the freedom to responsibly manage themselves, but with the overarching knowledge that with freedom comes responsibility.

4) Students need to be empowered with the information and feedback to help them improve their current academic and social performance.

Goal I: Oregon High School staff and students will show an increased connection to OHS community during the 2017-2018 school year.

Rationale: Students and faculty/staff deserve a school that encourages and maintains a strong sense of belonging and purpose by fostering productive relationships.

Starting Point:	Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
Present SIP goal and its rationale	**Presenting SIP goal and its rationale to faculty, staff, students and PPAC.**	**Nelson**	By August 31st for OHS By September 14th for PPAC	Short survey to gauge understanding of SIP and purpose
Baseline Survey/Follow Up Surveys during year.	• Survey of OHS faculty and students measuring connectedness • Admin teaching SIP plan and its rationale to students	**Distribution:** OHS teachers/Office Staff **Analysis:** Administration/ SIP Team/Principal Student Advisory Council	Beginning of each quarter	Quarterly surveys will provide indicator of strengths/weaknesses during the course of the year. (OHS/Britteny/CO Angela)
Daily Announcements	• Create a live or pre-recorded video version of daily announcements (and post to Facebook via You Tube) • Feature student groups at end of each broadcast • Include student shout-out/student of quarter/athlete of the week/senior of distinction recognition scroll	Creation: Admin/Counseling /Student Groups/Band/Coaches/Secretaries	Beginning of school year Ongoing during year	Increase in sense of community (connectedness) as shown in student surveys.
School Celebration	• Merge Day and Bridge 8th Grade	9th Grade Team/Bridge Class	Spring	Survey after 9th grade orientation and merge day to determine if message

	Visit Day • Adopt an 8th grader (Bago HS) • New Student Orientation to include district welcome cookout • Spirit Fridays featuring OHS Drum line • Spirit Fridays encourage Hawk wear every Friday	Admin/Bridge Admin/Counseling/Staff Band/Coaches All Staff	Spring August Bi-Weekly - Monthly Weekly on Fridays	was received.
Service Days/Athletic projects	• Create Service Day projects for Fall 2017 • Create Service Day project for Veteran's Day • Create Service Day Projects for Spring 2017 • Service projects athletic teams • Display service projects after service day • Provide pre-coaching prior to service days to display impact of projects they will complete	Service Day Committee/ Hawk Projects Coaches/Lawton Office Staff Admin/Service Day Committee/Possible AV group	Plan set by August 31st. Plan set by October 31st. Plan set by March 31st. Ongoing by season After each service day Spring	Quarterly surveys will provide indicator of strengths/weaknesses during the course of the year. Provide update after each season to staff to celebrate projects completed. All-school presentation at end of the year Completion of video project Increased student attendance on service days

Goal II: 50% of Oregon High School Students will improve their Hawk Profile (based on Academics, Service, Leadership, and Activities) Index before the end of the school year.

Rationale: 1) Students and faculty/staff deserve a school that encourages responsible risk-taking and innovation to drive the act of self-actualization. 2) Students need to be empowered with the freedom to responsibly manage themselves, but with the overarching knowledge that with freedom comes personal responsibility. 3) Students need to be empowered with the information and feedback to help them improve their current academic and social performance.

Starting Point:	Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
Provide students with weekly HPI-related data updates	• Reserve Mondays for "No Pass Mondays" • Create weekly reports for study hall distributions on Mondays. (includes: grade graph, current GPA, missing assignments for week, attendance, service hours, quarterly goal)	Adam/Admin – creation Study Hall Teachers	August Weekly - Mondays	 Whole school HPI report run quarterly, with breakdown of individual categories to determine trends. (Adam runs report)
Increase conversation with parents regarding HPI	• Add the graphic for each students' HPI graph to the bottom of each progress report and report card • Include HPI conversations into PTC	Adam/Admin – creation Staff	August Progress Reports October/November PTC Scheduled PTC throughout the school year	Addition of graphic to the report Conversations occur in meetings
Add a dashboard visible to teachers and students showing graduation credits met/required	• Add an online dashboard for students and teachers to track	Adam/Admin/Counseling	August	Addition of dashboard to PowerSchool (Adam)

	credits towards graduation			
Increase number of students who demonstrate leadership qualities in school	• Provide students with PD on what it means to be a leader (leadership assembly)	Admin		Overall growth of leadership data for students in HPI taken from whole school HPI report run quarterly, with breakdown of individual categories to determine trends. (Adam)
	• Display leadership posters in classrooms and hallways	Admin/Secretaries/Staff		
	• Provide teachers/students PD on how to teach leadership skills to students	Admin/Ed Gerety Sessions	September	Increase in teachers noting students demonstrating leadership in classroom.

Goal III: Improve Percentage of Students Meeting Math and English PSAT/SAT Benchmarks by (departments will set percentage) over 2016 benchmark results.

Starting Point	Action Steps	Who is Responsible?	Target Dates and Timelines	Evidence of Effectiveness/ Lead Measure(s)
PSAT 9: 61% met in English PSAT 9: 31% met in math PSAT 10: 64% met in English PSAT 10: 35% met in math SAT: 55% met in English SAT: 31% met in math	Departments determine areas of weakness based on student scores tied to 2017-2018 class rosters. Areas of weaknesses addressed and assessed with PSAT/SAT type questions on formative, unit and summative assessments Results will be reported to Andrew quarterly.	Admin, English and math department chairs, Mike Boyer, Phil Yordy	End of each quarter.	Assessment results will provide lead measures on student performance, giving clearer picture on how students will perform before state testing in April.