

Big Idea	Strategy	Resources/How?	Measure	Trimester 1	Trimester 2	Trimester 3
Decrease the number of students who are chronically absent.	1. Increase frequency and accuracy of tracking student attendance.	1a. Coordinate attendance intervention efforts of Attendance Secretary, Dean of Students, Student Success Coach, Counselors, and Teachers with a focus on proactive intervention with students and families. 1b. Create form that allows homeroom teachers to complete regular check on grades and attendance.	Compared to the average of the previous three school years, the number of students defined as chronically absent (absent +10% of class periods) will decrease by a minimum of 3% at each grade level. Current three year averages for each grade level are: 9th (19.1%), 10th (26%), 11th (27.3%), 12th (37%)			
	2. Increase early intervention contacts with students and families when attendance concerns are identified.	2. Create profile of students who are chronically absent and utilize Student Success Coach to proactively address these attendance concerns. This work will be in partnership with county wide efforts through Kaiser Chronic Absenteeism grant.	Compared to the average of the previous three school years, the number of students defined as chronically absent (absent +10% of class periods) will decrease by a minimum of 3% at each grade level. Current three year averages for each grade level are: 9th (19.1%), 10th (26%), 11th (27.3%), 12th (37%)			
Increase support for at-risk and trauma impacted students by removing barriers for all learners.	1. Provide professional development for staff in trauma informed practices.	1a. Continue development of Universal Design for Learning as a framework for classroom instruction. 1b. Introduction of ACEs as a partner framework to UDL.	1ab. Once monthly professional development with a focus on UDL and/or ACEs.			
	2. Increase support structures for students impacted by trauma.	2. Implementation of Trillium Family Services.	2. Track number of students that are utilizing Trillium services.			
	3. Provide additional support structures for mathematics students, with a specific focus on Algebra I interventions.	3. Implementation of Math Intervention Teacher & Instructional Coach.	Decrease failure rate in Algebra 1a from 33% in 2017-18 to less than 20% in 2018-19			
	4. Increase support structures for incoming 9th grade students identified as at-risk.	4. Implementation of two week summer academy for incoming 9th grade students for summer of 2019.	4. Increase 9th grade on track for graduation percentage from four year average of 79.2% to 85% for 9th grade class entering MHS fall of 2018.			
	5. Development of supports for transfer students.	5. Student Success Coach will oversee implementation of a transition support structure for incoming transfer students.	5. 85% on-time graduation rate for transfer students (66% of non-grads from previous three years were transfer students)			
Work towards dissolving the line between General Education and Supported Education.	Continued professional development for all teachers and instructional assistants with a focus on meeting the needs of all students.	1. Continue development of Universal Design for Learning as a framework for classroom instruction.	1. Once monthly professional development with a focus on UDL and/or ACEs.			
		2. Explore professional development options for implementation of co-teaching structure.	2. By end of 2018-19 school year, a professional development plan is in place regarding co-teaching.			
Increase opportunities for college and career exploration and skill development.	Continue to embed additional opportunities for students to gain skills in knowledge on various college and career pathways.	1. Renewed professional development in Naviance.	1. Professional development plan designed and implemented for 2018-19 school year.			
		2. Coordinate opportunities for all students to access visits to college campuses and businesses. Prioritize bringing presenters in these areas to MHS.	2. Documentation of opportunities throughout 2018-19 school year.			
		3. Implementation of fire science courses and development of EMT coursework as a partnership with Molalla Fire District and Clackamas Community College.	3. Fire science courses are offered during the 2018-19 school year with partnership expanded to include EMT coursework for the 2019-20 school year.			
		4. Continued refinement of scope and sequence of homeroom curriculum focused on career, college, and citizen readiness.	4. Grade level homeroom teams continue development of curriculum appropriate to each grade level.			