

# SOAR Analysis

## Strengths

- Buildings
- Personnel
- Community involved
- Safety – low crime
- Core curriculum
- Personnel
- Facilities
- Community card piece
- Low crime
- Community Support
- Good Curriculum
- The people
- It's a community center piece
- Facilities
- Personnel
- Safe
- Parent involvement
- Teaching staff and administration
- Facilities are good – could be better location
- Safety – low crime in schools and in community
- Variety of programs
- Facilities
- Being relational with students
- Great staff
- Programs
- Good people /community members
- Good budgets
- Teachers
- Teachers
- Programs
- Fiscal responsibility
- Fund balance
- Staff
- Size of district
- People who care about kids / Medford
- Financially stable
- Competitive
- Great staff
- Leadership (school board / principal)
- Safe
- Community involvement
- Staff
- Genuine caring – of staff and school board
- School nurse – full time
- Safe school – trainings, i.e. "Alice Program"
- Good dollar responsibility to fiscal issues in recent years
- Caring and devoted teachers/administrators
- Expanding programs for special needs kids
- Teacher / Staff training is progressive for safety of students / staff
- Buildings taken care of
- Student body support and other
- School board – supports staff in decisions
- Good community support
- Test scores are positive
- Special needs students' needs met and looked at
- Progressive steps for safety
- Caring staff (not 9 – 5)
- Rural Virtual Academy
- Sped
- Staff
- Family structure (solid) involvement
- Size
- Maintenance & custodial
- Fiscal foothold
- Rural Virtual Academy
- Special Ed Department
- High quality teacher / staff / support
- Family structure
- Fiscally in good place
- Rural Virtual Academy
- Special Ed Programs
- Staff
- Family structure
- Size of district
- Well maintained facilities
- Fiscally good position
- RVA
- Special Education
- Staff
- Family structure – involvement
- Size
- Condition of facilities
- Financial condition
- Staff
- Financial responsibility
- Distance learning
- True concern for student welfare
- Execution of guidelines / policies
- Fiscally responsible
- Great staff – willing to learn and improve
- District and board willing to adapt and change
- Fiscally responsible
- AP classes
- Extra-curricular choices that are available
- Opportunity for AP classes, extra-curricular activities
- Board involvement, setting priorities
- Ag programs
- Tech ed

- Financially responsible
- Financial responsibility
- Special Ed Program – Wilson
- Administrative team / board
- Vast majority of faculty and staff excellent
- Facilities well maintained
- Student choices and opportunities
- Faculty
- Infrastructure
- Faculty
- Clean facility
- Excellent teachers and facilities for the most part
- Facilities
- Excellent teachers
- Teachers
- Facilities
- Safety
- Open to technology
- Open to continuous learning
- High percentage – graduation rate
- Good budget / finances
- School facility
- Community support
- Relatively stable population in community
- Facilities
- Fiscal management
- Sincere
- Community-Supported
- Forward- focused
- Solid leadership
- Transparency
- Community – engaging
- Family - supporting
- Clean facilities; well cared for
- Engaged student body
- Technology
- Variety of co-curricular activities
- AP classes
- District willing to experiment with  $\Delta$
- Fiscally responsible
- Community support, they attend events, programs, approved referendum, attendance tonight
- Middle school building
- Other improvements as the result of the referendum
- New engineering classes
- Staff
- Supported school board
- Dedicated staff (teaching)
- Clean / beautiful facility
- 60% co-curricular activities
- Quality teachers
- Strong / caring group of community members
- Engaged student body
- Technology
- Community
- Our dedicated and sincere support staff
- Our technology
- Our engaged student body
- Strong curriculum
- Our fiscally responsible board – willing to  $\Delta$  and try new things
- Strong leadership / administrative team and nice variety
- High co-curricular involvement
- Transparent
- Clean, beautiful facilities
- Good teachers
- Good facilities
- Not too big of a district – students all have the opportunity to be a part of something and not just a number
- Broad-based community support
- Strong school board
- Quality teachers
- Variety of programs offered
- People know people – connected relationship-based
- Communication – using technology, parent communication
- Not so large a district – so everyone has an opportunity to participate
- Our students – their ideas
- Parents get involved – volunteer, raise dollars
- Pride of students, community and staff
- Retention of staff
- Smaller community involvement
- Choices for students
- Majority of teachers are committed to students
- Community support for most part
- Teachers
- Parents
- Small town – people know people – connections
- Retention
- Teachers and people
- Public support and interest
- Parents involved
- Students
- Community (?)
- Retain staff
- Good strong school board
- Quality teachers
- Involved community
- Pride of students, community and staff – the school
- School board
- Teachers / Staff
- Variety of programs
- Parents that are involved
- Businesses / opportunities in Medford
- Connection – Community
- Students
- Staff
- Co-curricular
- Intervention programs
- Financial \$

- Facilities
- Strong traditions
- Technology
- Quality staff
- Strong co-curricular program
- Intervention programs
- Financial position
- Quality facilities and well maintained
- Technology
- RVA – alternative
- Sports
- Good teachers
- Finances
- Good facilities
- Co-curriculars
- Intervention programs
- Finances – sound
- Staff – staff and student relationship
- Quality facilities / upkeep
- Strong traditions
- Chromebooks – technology
- RVA
- Safety
- AG Program
- Awesome staff
- Co0curriculars
- Numerous programs for all abilities and needs
- Finances
- Quality facilities
- Strong traditions
- Technology
- RVA
- Staff
- Staff to student relationships
- Community size
- Range of classes – offerings / programs – classes, co-curriculars, clubs
- Facilities
- Community resources
- Staff
- Teacher / student relationship
- Variety of programs – number of opportunities – what is the number of students that participate in co-curricular activities
- Safe environment
- Well cared for facility
- Resources within the community
- Technology
- Staff (all team players)
- Relationships between staff and students
- Smaller community
- Offerings (variety, wide range) programs
- Facilities
- Technology
- Safety
- Community involvement / support
- Staff (team effort)
- Relationship between student and staff
- Wide variety of programs – sports, co-curricular, academics
- Well maintained facilities
- Technology available
- Safe environment for students
- Community resources
- Staff – teamwork
- Staff / student relationship
- Variety of different programs
- Facilities
- Variety of resources
- Technology
- Staff & teamwork of staff
- Staff / student relationships
- Program offerings – wide variety
- Well-maintained facilities
- Safe school
- Approachable administration
- Resources of the community
- Wonderful staff / special education
- Financial responsibility
- Accountability

## Aspirations

- Leaders in society
- Get a job
- Meaningful , productive members of society
- College is not for everyone
- More options
- More dollars
- High speed internet
- To become vital leaders of society
- Mean in fully employed
- Morally strong
- More assistance and guidance for post-high school choices – even if that is not a college or tech school
- Let student direct how they learn best – allow them to modify curriculum to match their learning styles (within reason)
- Every student succeeds
- Contributing to the community
- For our students to get jobs and become productive members of our society
- Students that can learn
- Enjoy the process of learning
- Move beyond just graduation
- Rural internet improvement
- Develop more cost effective partnerships with business
- More dual-credit options
- Provide avenues for future
- Direct trade training?
- Every student to be productive to society
- Facilities: grounds, performance & athletic
- Buildings & grounds kept up
- Quality of educators and support staff
- No drugs – alcohol, etc. – safety
- Maintaining good staff
- Find strengths and dreams of students and help them achieve them
- Fine arts bedng (?)
- Mental health aspects always addressed
- All students achieve maximum potential, including special needs students
- Continued fiscal responsibility
- Social emotional functioning of students / families are addressed so academic achievement improved
- Sustaining staff
- Drug/alcohol/pregnancy free
- 100% graduate rate
- Building latest in technology and equipment
- Grounds and pool excellent condition (new field and pool)
- New performance center (upgrades)
- No drugs
- Modern facilities – classrooms
- Always be above state average
- Adjust to current employment need
- Be positioned to acquire area districts
- Be ready to handle diverse ethnicity
- Rural internet
- Modern education facilities
- Adjust to employment needs right out of school to what is taught
- Take in district (additional)
- Diversity in schools (race) educator and staff adjustments
- High speed rural internet capabilities
- Better facilities
- Improve student performance
- Adjust better to employment needs of the community
- Be in a position to acquire other districts
- Be ready to handle increased diversification
- Better facilities – modern
- Test results – to always be above state average
- React to work force needs
- Culture diversity
- Be ready to accept other district
- More positive moral
- Listening sessions (parents – school/community)
- Achieve at top of students' abilities
- All graduate or provide options for students
- More positive attitude as (?) their education / self esteem
- Better staff moral
- Parent / student / educator communication
- Improved dollars
- Reach the top of the child's individual abilities
- Graduate with a positive attitude regarding their education
- Learn basic living skills
- Technical education skills being learned
- Positive environment – staff
- Positive morale
- Communication about making things known
- Communication about how to request properly
- FBLA
- DECA
- Positive environment (feel good) about graduating
- Increase initialize (?) (pride)
- Communicate to parents (class / options /availability)
- Student self-esteem – less negative comments from students
- Show how our schools pride in community
- Meaningfully employed
- Prepare students to make a difference in life
- Prepare students for life after school
- Facilities – wow factor
- To move from “average” or statistically average to top percentile in graduation rate, ACT exams, etc.
- Excellent teachers
- To find a way to connect with our senior citizen population better
- Give students the tools they need to succeed in their education
- Vested in community
- Top school in our state
- Employable skills
- Problems solvers

- Deep thinkers
- Reduce number of students at risk / using drugs, alcohol
- Prepared for post high school, college, tech, etc.
- School is recruitment, plus – acavtificble (?)
- Ability to communicate, especially write clearly
- Develop school for those with handicaps / disabilities
- Smaller class sizes
- Curious learners, dep thinkers, problem solvers
- Employable skills
- Sense of pride – graduate from Medford
- Every child is “known”
- Life skills
- Match the education with needs of society
- Every student comes away with a sense of pride
- Drug-free environment
- Problem solvers
- Identify ways to improve quality of life for students
- Increase volunteers
- Encourage student involvement in community
- Come away with sense of pride (lofty)
- Student that are prepared to pursue their passions in the work force, community and/or high education system
- Drug free environment
- Deep thinker and problem solvers – ready for whatever realm
- Nonnegotiable
- Concrete
- Educate whole child
- Make sure each graduate is known
- Continually invest in our facilities and technology
- 21<sup>st</sup> century infrastructure – not necessarily brick & mortar, technology too
- Place to attract future community growth
- Continue to keep quality staff and administration
- Continue to provide education to students with all learning disabilities
- Preparing students for adulthood – life after school
- Every student graduates
- Every student is involved in co-curriculars
- Every kid to understand and know what’s possible for the future
- Place to attract future community growth
- Prepare students for their future goals
- Every student is ready for education beyond high school
- Every student graduates
- Every student is involved in co-curriculars
- Graduate with best all-around education possible
- Be prepared for adult life (?)
- All students equal
- 21<sup>st</sup> ? intolerance ???
- Continue to keep quality staff and administration
- Better prepare graduates to be ready for life after school
- Proved good education to students of all learning abilities
- Technology
- Prepare grads for life
- Businesses vs teachers vs students – working together more
- All students are productive citizens
- No drugs – drug free
- 100% graduation
- Eliminate bullying
- Parents more responsible for kids education
- All students become productive citizens and drug free
- 100% graduation
- Eliminate bullying
- Parents take more responsibility for their kids
- 100% graduation
- To eliminate bullying
- After school programs
- Have parents be more responsible for kids' education
- Drug free
- 100% graduation
- Eliminate bullying
- Parents take responsibility for child's education
- Prepare students to make a difference
- Above average
- Deep thinkers and problem solvers
- Strong morals
- Pride
- Self-esteem
- Become productive citizens
- Drug free
- 100% graduation
- Eliminate bullying
- Increase co-curriculars so everyone has a place
- Get parents to accept responsibility for child's education
- More program support – extended hours for shifts, other than 1<sup>st</sup> – Sandbox / Little Lambs
- Increased parent involvement – “Buy in and goals”
- Transportation for all – after school programs
- Changing perception of those not accepting programs accepted IE/FRL
- Drug-free district – education – replace DARE
- Expand the CLC concept – almost like a “day care” for those who would go home to an empty house, Sandbox and Little Lambs are the only “programs” in town
- Need for more pride from our graduates – self-esteem
- Drug free schools (replace DARE)
- Support for students who may be in need of extended hours of programming
- Drug free / education program
- Prepare students to make a difference in their community and in their lives
- Become vital leaders
- Students return to Medford
- Support for families and children for child care
- Drug free / drug education program
- Students to return to Medford
- No stereotyping related to kids on free / reduced lunch, remediation classes, etc.
- Those that need the help aren't afraid / ashamed to receive it
- Get drugs out of schools – program to replace “DARE”

- Teach students how to engage with their communities – how to give back

- More positive attitude upon graduation
- Better moral – feeling of pride

## Opportunities

- Lower crime
- Increased safety
- Accommodations
- Facilities – meetings, work at
- Low crime
- Police Officer Liaison
- School-to-Work
- We provide the opportunity for students to be educated
- We provide parents a chance to see their children perform
- Support of the business and community members
- Arts – plays, drama
- Great many offerings for extra curriculums
- Adult education
- Improve public perception
- Direction toward communication positively
- Education
- 22 sports
- Extra-curricular clubs
- Mentorship
- RVA
- CLC
- Pool / Fitness Center access
- AP classes
- Electives (tech ed, ag)
- Co-curriculars
- CLC
- RVA
- After curriculum activities
- Various programs (29 / Alt H.S.)
- Advanced classes – AP
- Parent involvement
- Technology progressive
- Pool and fitness also for community
- Mentorship – workplace previewing
- Special needs students offered choices
- Volunteer with co-curriculars
- Committee membership = voice for community partners
- AP classes
- Mentorship
- RVA
- CLC
- Several co-curriculars
- Technology is progressive
- Mentoring work release program for Medford businesses
- AP classes
- Pool & Fitness Center access
- Electives / AG
- RVA
- Work release – apprentice
- Adult diploma opportunity
- Project Lead the Way
- High performing students
- Work study / apprentice
- Adult diploma
- Chromebooks
- Project Lead the Way
- Work release program
- MADA (Medford Adult Diploma Academy) Technology
- Project Lead the Way
- Programs for high achieving students
- Work release / work study
- MADA – Adult diploma
- Students / computers
- Project Lead
- AP classes
- Sharing of facilities
- Variety of classes (to a point, given size of district)
- College level classes
- Provide more opportunities and challenges to gifted & talented students (need more)
- Ag and tech ed programs
- We provide AP classes
- We provide extra-curricular choices
- Opportunities to improve - Increase tech ed
- Opportunities to improve - consumer living skills
- Opportunities to improve - method to better communicate what parents see / want to what the teacher sees
- Variety of activities
- AP and dual credit classes – business / medical
- RVA option / distance education
- Special education
- Educational choices
- Not one size fits all
- Continue to expand
- Get people to Medford (industry, health care, diverse business environment)
- How to deal with more students
- Work study
- All anyone wishes to accomplish
- Difficult are to recruit talented, community focused educators
- Disconnect between the different demographic populations
- The ability to increase involvement as the job market improves
- We have
- Tech ed program – Project Lead the Way
- Rural Virtual Academy
- Large enough to offer many clubs / activities
- Large enough to offer more course offerings
- Connect with RVA offerings
- Foreign languages
- AP classes
- Prepared for college
- Extra curriculars
- More opportunities than ?

- Meeting needs of underprivileged
- Teacher retention
- Outcomes – based teachers performance reviews – salary increased based on teaching skills, not just years of service
- Education vs behavior
- STEM classes
- CLC
- Free lunch / breakfast
- Homegrown success
- Large area – school, co-curricular activities wide variety
- STEM
- STEM / PLTW classes
- AP classes
- Advanced classes for elementary / middle school kids
- Multimodal education
- 1:1 technology and face to face
- Community education
- Life skill / co-curricular
- Improve teacher retention
- Performance based
- Quality education
- Sense of pride with the quality of our schools
- Many opportunities for co-curricular participation
- Many community events from sports to arts
- Variety of programs – giving opportunities
- Quality staff
- Commitment to wellness – staff and students
- Ability to connect with businesses and community
- Variety – special ed, band theater
- Mentorship – students and community
- Sense of pride, quality of our education
- Facilities – used by community
- Mentorship
- Activities (variety)
- Wellness
- Facilities
- Volunteer opportunities – to get involved
- Ability to connect with local businesses, community leaders
- Athletics, sports, theater, swimming
- Programs
- Variety
- Pride
- Facilities
- Quality staff
- Interactive staff with community
- Numerous extra-curricular activities
- Wellness
- Good programs
- Co-curriculars
- Sense of price
- Connect business with staff and students
- College credit in high school
- Working with the tech
- CLC
- Community using facilities
- Internet access – improve
- College credit
- Facilities and community
- Work study and mentorship
- Technology opportunities
- College credits
- After school activities
- Using school facilities
- Fitness Ce3nter
- After school opportunities – co-curricular, band, choir, CLC, adult time, swim, gym, fitness center
- College credits
- AP classes
- Community use of facilities – dance, booster, etc.
- Work study / mentorship
- Class options
- Technology
- College & CTE credits
- After school – CLC
- Fitness Center
- Facilities always available to community
- Mentorships, work studies, youth apprenticeships
- Project Lead the Way
- CLC
- Work study
- AP
- Transportation Challenge
- Strengthen PTO group: reach that group of parents that are un- or marginally involved with what their students are up to. Is parental non-involvement a function of family economics?
- Before / after school programs
- Enhanced purpose for parents / teacher organization
- Extended ? programs (?, co-curricular)
- CLC
- Facility usage
- Work study / mentorships
- CLC program
- After school opportunities
- Facility usage
- Improved parent-teacher organizations
- More progressive approach to policy
- Extended before and after school (CLC) programs
- Work study / mentorship programs
- Tech ed
- Ag Ed



## Results

- Independence
- Employable
- Independence
- Employable
- Productive, contributing members of society
- Independence
- Ability to think
- High values of honesty, integrity, etc.
- To give children the skills to pursue their dreams
- Employable
- Independence
- The ability to think
- Values
- Provide the basis to be a productive, dependent individual who enjoys what they are doing
- Teach morals and ethics – it isn't always happening at home
- Begin with the end in sight → beyond graduation
- Impassioned learners with employability
- Not just graduation – not the goal
- Kids who are ready to join society – drug free and educated
- Keep good teacher
- Maintain or increase graduation rates
- Increased technology options and training
- Teach students to solve an issue
- 100% graduation
- Above average or testing
- All students are created and treated equal
- At least average, prefer above average test results
- Employment of students in community employment following graduation
- Students, no matter what level, they are ready for the next step in life.
- Finish pool
- 100% graduation
- Live and work back in Medford
- 100% graduation
- 100% graduation rate
- Students return to live and work in Medford
- Prepare students to be a contributing member of society
- 100% graduate
- Prepare children to be contributing members of the community
- Having students want to make Medford their home
- For everyone (no matter what level of learning they are at) come out with the education they need to move into the next phase of life – be it college, work, etc.
- Achieve basic life skills, no matter what post-high school goals
- Need better life skills
- Basic financial understanding
- Every student increases over last test or achievement
- Self-esteem classes / discussion
- Provide more opportunities and challenges to gifted & talented students (need more)
- Preparing students for their next step after high school, be it working world, college, tech school
- Graduation rate should be in the top percentile in the state
- Realistic, non-negotiable
- Life skills
- Making changes
- Virtual
- NTC classes
- Thrust to individualize
- Project Lead the Way
- Life skills (better) – money, auto, communication
- Students want to live and work in Medford
- Students from the Medford School District will be in the 75<sup>th</sup> percentile or above statewide
- Be prepared for college and/or a life of work
- Be prepared for college and life
- Top 75% of the districts our size
- All students are known / connected to someone on staff / by community member
- 100% graduation rate
- 100% reads / functionally literate
- Critical thinking skills
- Increase percentage college-bound
- Increase percentage graduation
- Grow RVA?
- Decrease percentage drugs / alcohol use
- Decrease suicide / increase self-esteem
- 75<sup>th</sup> percentile for academics
- Maintain support of the community
- Maintain student enthusiasm with co-curriculars, band, science Olympiad, etc., clubs, sports
- Each student comes out with a degree
- Drug free
- Health risk survey – reduce the use of drugs / alcohol
- Reduce percentage of kids who've contemplated suicide
- 100% education / graduation
- Respectful, responsible adults ready to function independently
- Increased to >75% of the state
- Decrease kids involved in drugs & alcohol
- Decrease suicide rate (contemplated)
- Every student should leave high school ready for life – whether it be college, tech school or entering the workforce
- Kids are learners, not students
- Kids that understand initiative and empathy
- Prepare students for whatever future role they desire
- Drug-free environment
- Every student prepared for life
- Prepare students for future roles – community, education, employment
- Graduation
- Above average academic scores
- Students are prepared for the future choices; competitive

- No child is left behind – no matter their level, ability to learn
- Be ? as one of the best average schools in test state with high academic levels
- Initiative
- Learning
- Empathy
- Drug free
- Prepared for life
- Producing well educated students to meet life head on, be it college, NTC type classes or a job, whatever it may be
- Provide a drug free environment
- Be above state averages
- Soft skills
- Prepare students for whatever role
- Keeping our buildings and grounds up to date and technology
- Students make a difference
- Internet service to rural areas
- Decrease amount of testing
- More freedom
- Student accountability
- Decrease DPI oversight and control
- Too much testing
- Basic life skills
- ? technology
- Well rounded education
- Home and life skills
- Internet connections – increase internet access
- Decrease testing time
- School start time
- Life skills
- Student accountability
- Learns
- Want students to return to Medford and raise family
- Increase internet to our rural areas
- Decrease the amount of testing requirements
- Decrease DPI involvement
- Get kids into community
- Problem solvers
- Life skills
- Student accountability
- Life skills for students at lower levels
- Students graduating college – returning to work in Medford
- Current grade rate = 96/97%
- Provide a “drug free” environment
- Life skills (independent, functionally successful, productive community members)
- Sense of pride – graduate of Medford
- Prepared for work force or higher education
- Students have life goals / skills
- Inclusion of life skills coursework
- More students remain/return to Medford to live/work
- Good basic life skills
- Financial literacy
- Better guidance department