



*High School Success Plan*  
2021-2023



**Lead Organization** Eugene SD 4J

<b>Goal #1</b>	<p>In each of the four comprehensive high schools, focal ninth grade student groups will increase their on-track participation, tiered, as follows: Using 2018_19* cohort as the baseline, Focal student groups on-track at 90% will increase by at least 3 percentage points.</p> <p>Focal student groups on-track at 80% - 89.9% will increase by at least 6 percentage points.</p> <p>Focal student groups on-track below 80% will increase by at least 10 percentage points. *2018_19 is calculated at 6 credit entering 10th grade. This definition is changing and as such, this goal may require an adjustment.</p>
<b>Short-Term Outcome</b>	<p>Implement new 9th grade success program which includes significant SEL components and a humanities block. 9th grade humanities teacher teams meet monthly for data review with the ninth grade success team (SpEd, counselor and transition coordinator). 9th grade humanities teachers function as a PLC, track the effectiveness of interventions and support, and respond to the effectiveness of a particular effort. Recruit teachers from underrepresented demographics. Targeted transition support by the Transition Coordinator at each school starting in 8th grade and continuing through 9th grade. Providing opportunities for credit during the summer will be instrumental in ensuring that 9th grade students remain on-track.</p>
<b>Long-Term Outcome</b>	<p>94 % of each ninth grade student focal group will be on track with 4.0 credits in the core subjects and a minimum of 6.0 credits at the beginning of their 10th grade year.</p>
<b>Goal #2</b>	<p>In all CTE programs of study, course concentration by underserved students, students with disabilities, and economically disadvantaged students will increase by 25 % in each category in programs that currently to not have equitable outcomes for these student groups.</p>
<b>Short-Term Outcome</b>	<p>Each school, supported by the district will provide targeted outreach and marketing to students and families, provide increased awareness of CTE programs and post-secondary outcomes by counselors and career guidance staff, and ensure that every program of study has a clearly articulated pathway that guide completors to specific post-secondary choices. New pathways will be developed that align to the Work Force Outlook forecasts and current POS will be evaluated and refined to ensure alignment with identified CTE outcomes and Work Force Outlook forecasts. Work-based learning will grow annually by 25% to full implementation by the end of 2024_25. Data will be shared biannually with schools and programs and a process of continuous improvement will be implemented in each POS. Student course data will be provided to school administrators, CTE teachers,</p>

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	counselors, career guidance staff and students to encourage student forecasting for POS continuation and completion.
<b>Long-Term Outcome</b>	In all CTE programs of study, program completion (3 credits and WBL) by underserved students, students with disabilities, and economically disadvantaged students will increase by 25% in each category in programs that currently to not have equitable completion outcomes for these student groups.
<b>Goal #3</b>	At each comprehensive high school, the percentage of participation in AP/IB/CN coursework by underserved race/ethnicity students and economically disadvantaged students will be at least 75% of the total focal student group population percentage.
<b>Short-Term Outcome</b>	Increased engagement with Equal Opportunity Schools on all campuses to promote enrollment in AP/IB coursework. Targeting recruiting by teachers and school staff of underserved and traditionally underrepresented students, with follow up during forecasting. Provide increased access to tutoring and other success supports to ensure completion of the courses. Collaboration with the University of Oregon to unite college students with focal student groups throughout the school year and summer. Pair Student Alliance Coordinators with underserved race/ethnicity focal groups to increase student and family awareness of AP/IB opportunities and benefits, encourage enrollment and persistence in AP/IB coursework and identify and direct students to avenues of support for their success in AP/IB courses.
<b>Long-Term Outcome</b>	In AP/IB/CN coursework, the percentage of participation by underserved race/ethnicity students and economically disadvantaged students will be at least 90% of the total focal student group population percentage.
<b>Dropout Prevention Activity #1</b>	The creation of a 9th Grade Humanities Block that cohorts pairs of teachers (SS/HE and SS/LA) with a cohort of students is a significant investment in our drop-out prevention goals. Cohorted ninth grade students will, for the first time in nearly a decade, have the same teacher for a full year, be blocked with a consistent teacher cohort and have specific learning opportunities spread throughout HE, LA, and SS content. Learning outcomes include SEL instruction, much of which is based on the CASEL model and included ethical and quality decision-making. Students will focus on their plan and profile, moving from a perfunctory check list of tasks to activities that guide them to carefully think about their values, preferences and goals. Students will interact with the P&P throughout winter and spring and submit a final 3 year HS completion plan at the end of their 9th grade year. Students will engage in CTE activities and explore various pathways/programs that will guide them in a coherent and planful manner through high school.
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Dropout Prevention Activity #2</b>	Partner with community programs that serve unhoused and unaccompanied youth and that support their engagement and success in school by removing barriers to participation. These programs are 15th Night which works directly in the high schools by supporting a multitude of student and family needs

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from basic personal items to subsidizing utilities to identifying health related services and providing transportation support. There is an active RAN that quickly pairs family and student needs with resources. The other partner is Youth Era, Eugene Drop, which provides accessible support services to youth, with a focus on direct services, training and advocacy.

**Goal(s) this activity addresses** Goal 1

**Dropout Prevention Activity #3** Licensing fees for the learning management system Canvas, now required to be used by all high school teachers. Provides for the first time in this district's history, an organized, consistent and accessible platform for course information for students, parents and support staff, as well as a platform upon which teachers build and communicate their course content.

**Goal(s) this activity addresses** Goal 1

**Dropout Prevention Activity #4** Math Support positions at the four comprehensive high school for advancement to grade level math and meeting Essential Skills and at each middle school for 8th grade students advancement to grade level math. Additionally, support for District Math TOSA for curriculum development and adoption, create and support the adoption of universal approaches to evidence based, best practices MA pedagogy, and lead professional development.

**Goal(s) this activity addresses** Goal 1

**Dropout Prevention Activity #5** This is a comprehensive menu of for-credit summer learning opportunities for students rising into grades 9 - 12. Programs include the Summer Intensive Courses - innovative, high interest, teacher developed courses and student experiences in established programs like SAIL and NWYC. There are no fees for students and the district compensates for course development and teaching time. The district provides all supplies. Many of these courses award content area credit that students can use to remain on-track for graduation. Summer courses include Summer Bridge - a transition program for rising 9th grade students, lead by school location based teachers and older student peer navigators. And, online credit recovery for grades 9 - 12 with an emphasis on support graduation of G12 and ensuring on-track 9th grade students entering G10. In-person credit recovery. We employ a 1.0 FTE seasonal HS Summer Programs Administrator to support, guide, and oversee all summer programs, teaches, educational assistants and classified support, and nurses for all summer programs.

**Goal(s) this activity addresses** Goal 1

**Dropout Prevention Activity #6** Purchase of Fuel Ed an online course platform that we use to provide credit recovery opportunities. This includes classified personnel for student on-boarding, test proctoring, and student support. Additionally, 4J teachers are developing courses in Canvas that will be used for online learning and credit

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	recovery. The goal is to build a library of 4J teacher-developed courses that mitigate our reliance on a 3rd party platform.
<b>Goal(s) this activity addresses</b>	Goal 1
<b>College Level Opportunities Activity #1</b>	Our engagement and collaboration with Equal Opportunities Schools is a critical element of meeting our goal for focal student group equitable participation in AP/IB coursework. The work with EOS begins in the summer with AP/IB teacher professional development about creating a sense of belonging and support for focal student groups. EOS provides Opportunity Charts, based on each schools data that identify the number of students in each focal group required to reach target participation for that group. Targeted communication and outreach begins in the fall after school-wide teacher and student surveys are completed. In tandem, our Student Alliance Coordinators will connect with identified students. Follow up continues at the beginning of forecasting and throughout the spring. The partnership between a school, EOS and the SAC (funded through SIA) will provide a powerful coalition to move us towards our 75% participation goal by the end of 2022_23.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>College Level Opportunities Activity #2</b>	Partnership with UO SAIL Program to increase interaction and provide role models and guidance from college students to high school students. This activity supports the desired outcomes for our partnership with EOS and the Student Alliance Coordinators. Support HS students (including rising 9th grade) to participate in Summer SAIL @ UO; students will earn credit for full participation during the summer and in several events during the school year. The Sail students will interact with 8th grade students at a SAIL recruitment event in the spring and summers 2022 - 25.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>College Level Opportunities Activity #3</b>	Support for teachers to attend AVID Summer Institute to continue our efforts in improving and increasing school-wide use of AVID instructional strategies. AVID strategies are also instrumental in the Humanities 9 Block.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>College Level Opportunities Activity #4</b>	Provide financial support for students to access Duck Link courses at the University of Oregon and other college courses.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>Career Technical Education Activity #1</b>	Investment in staffing across schools to increase CTE programming for high-wage, high- demand jobs and which meets student outcome criteria of i) directly entering the work force in a field with potential for HWHD; ii)

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entering an apprenticeship or internship program; or iii) opportunities for post-secondary education that advances students towards HWHHD jobs.

**Goal(s) this activity addresses** Goal 2

**Career Technical Education Activity #2**

Removing barriers to student participation by creating "job site" opportunities with professionals that will include CTE +1/+2 coursework that compliments and deepens students knowledge and skill within a particular POS. This will include summer programming, transportation to work-sites, and flexible school schedules that allow for extended time off campus. Additionally, ensure that student work place, job-ready, and industry specific skills are documented with Badgr and industry/ODE recognized credentials. This activity also includes a careful examination and mapping of CTE POS, pathways within POS, curriculum and outcomes, and post-secondary opportunities. Additionally, as students develop cross-sector collaboration experiences at their learning work-site, they will have the opportunities to showcase their learning in a variety of competitions and public forums.

**Goal(s) this activity addresses** Goal 2

**Career Technical Education Activity #3**

Support start up of a dual-language (SP/Eng) Natural Resources\_Forestry program of study in 2021\_22 at North Eugene HS.

**Goal(s) this activity addresses** Goal 2