



*High School Success Plan*  
2021-2023



**Lead Organization**                      **Forest Grove High School**

<b>Goal #1</b>	90% of students will leave 9th grade on-track for graduation by 2024-25, eliminating the gaps between our subpopulation groups.
<b>Short-Term Outcome</b>	PLCs and Data Teams meetings are 100% data driven, intentionally using data to track students progress and achievement to keep kids on track or help them get back on track. Classroom intervention supports are tracked for effectiveness, data reviewed regularly during PLCs and Data Teams. High School Success Coordinator will pull real-time data for PLCs and Data Teams Explicit instruction/training of data analysis and how to use data to inform instruction. High School Success course will be offered for all students to support their transition and help create post-high school plans. High School Success course will help 9th graders by creating a post-high school plan that will be revisited in 10th, 11th, and 12th, and used in forecasting for courses - career credit will be given. YouScience (ODE grant) aptitude test given in 8th grade to help identify their natural talents, match them to careers, and give them personalized feedback on how their abilities can be utilized in school, work, and in their daily life. Attendance/Family Outreach team meets regularly to track data focusing on 9th grade attendance and providing attendance interventions to students and families 9th Grade Success teams meet regularly to track and analyze data, helping 9th grade PLCs to provide interventions to off-track students. 9GS will continue work with the NWRESO and success coach. Teachers will target students who may need summer school to be on track prior to 10th grade. Structuring our advisory so teachers are intentionally using real-time data/grades to help students access supports and interventions they need to stay on track or get back on track. Focus on building relationships with students so each and every 9th grade student feels as though they have at least one positive relationship with an adult in the building.
<b>Long-Term Outcome</b>	At least a 10% increase in all focal populations each year, so that we achieve an overall on-track rate of 90% by the end fo 2024-25. Subpopulation goals for 2021-22: Latinx - 76.72% SpEd - 79.34% ELL - 54.03% Migrant - 81.72% Econ Disadvantaged - 76.58% Tribal - 100% Homeless (no data prior to 2021) - 80%
<b>Goal #2</b>	By the end of the 2024-25 school year, we will increase our overall graduation rate to 90%, while also increasing our focal populations by 10%.
<b>Short-Term Outcome</b>	Teachers actively encourage and engage students in high school and post high school plans. High School Success course will begin with 9th graders creating a post-high school plan to be revisited in 10th, 11th, and 12th, and used in forecasting for courses - career credit will be given. Structuring our advisory so teachers are intentionally using real-time data/grades to help students access supports and interventions they need to stay on track or get back on track. PLCs and Data Teams meetings are 100% data driven, intentionally using data to track students progress and achievement to keep

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	kids on track or help them get back on track. Classroom intervention supports are tracked for effectiveness, data reviewed regularly during PLCs and Data Teams. High School Success Coordinator will pull real-time data for PLCs and Data Teams Explicit instruction/training of data analysis and how to use data to inform instruction. Additional counseling supports and services for all students, including our most impacted students. CTE concentration positively affects graduation rates for all subpopulation groups, so we should also see an increase in our grad rate when we meet this goal. Attendance/Family Outreach team meets regularly to track data focusing on attendance and providing attendance interventions to students and families
<b>Long-Term Outcome</b>	An increase of 10% in focal student populations by the end of 2024-25. Subpopulation goals: Latinx - 85.26% SpEd - 78.96% ELL - 53.59% Migrant - 82.5% Econ Disadvantaged - 85.47% Tribal - 100% Homeless - 73.37%
<b>Goal #3</b>	By the end of the 2024-25 school year, we will increase student enrollment in advanced coursework and career and technical courses by 25%, focusing specifically on increasing the number of CTE concentrators for all focal subpopulation groups by 10%. CTE concentration positively affects graduation rates for all subpopulation groups, so we should also see an increase in our grad rate when we meet this goal.
<b>Short-Term Outcome</b>	Focus on 9th grade success so students have multiple opportunities in their schedule for CTE and advanced coursework classes. Active recruitment of underrepresented populations in CTE and advanced coursework classes (example: use of Equal Opportunity Schools surveys or something similar). Classes to support students participants in rigorous advanced coursework (i.e. AP Study Groups) Integrating study skills into instructional strategies (i.e. AVID/WICOR) High School Success Coordinator will manage data to help recruit underrepresented populations of students and provide data targeting struggling students in need of interventions. unbiased communication of programs
<b>Long-Term Outcome</b>	Increase the course participation for all subpopulation groups by 10% by the end of the 2024-25 school year. Subpopulation goals: Latinx - 50.44% SpEd - 65.02% ELL - 43.637% Migrant - 40.72% Econ Disadvantaged - 54.186% Tribal - 82.5% Homeless (no data in 2019-20) - 70%
<b>Dropout Prevention Activity #1</b>	Utilize PLCs, Advisory, Data Teams, and 9th Grade Success Team to analyze student data and identify specific interventions for each student, monitoring closely any student failing classes. (PLC Leads, 9th Grade Success Team, Grades / Assessments for Interventions, HSS Coordinator).
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2
<b>Dropout Prevention Activity #2</b>	9th grade students will enroll in a "High School Success Class" that will support the transition to high school, setting goals for post high school, accessing advanced coursework and career pathways / dual credit.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3

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<b>Dropout Prevention Activity #3</b>	Provide targeted interventions through specialized counseling services and Discovery Training for students at our alternative learning center.
<b>Goal(s) this activity addresses</b>	Goal 2
<b>Dropout Prevention Activity #4</b>	Provide targeted, timely interventions for students throughout high school (during the day, and after school) through the use of counseling staff, administrative staff, attendance team and teaching staff.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2
<b>Dropout Prevention Activity #5</b>	During the 8th grade year, work with students to identify goals and a plan for high school and post high school plans / goals. Utilizing the YouScience Grant data as well as school and assessment data to provide opportunities, education and interventions for students as they enter high school.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2
<b>College Level Opportunities Activity #1</b>	Continue to expand, develop and improve our dual credit options for students, focusing on our focal student populations' participation.
<b>Goal(s) this activity addresses</b>	Goal 2 , Goal 3
<b>College Level Opportunities Activity #2</b>	Develop partnerships to support our Latinx and ELL population in accessing advanced coursework and leadership opportunities. (Pacific University Spanish College Class, Latinos In Action (including FTE), Translation Services Pathway).
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2
<b>College Level Opportunities Activity #3</b>	To provide College Readiness Skills and confidence to students through AVID training and implementation school wide as well as college and scholarship support through ASPIRE.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3
<b>College Level Opportunities Activity #4</b>	Provide academic support classes during the school day, after school and during the summer for students needing additional support to be successful in advanced courses.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>College Level Opportunities Activity #5</b>	Utilize what we learned from Equal Opportunity Schools to intentionally recruit, invite and support students in our focal groups to take advanced courses (AP & College).
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3

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**Career Technical Education Activity #1**      Develop work based learning opportunities to support our focal students' success in completing a program of study.

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**Goal(s) this activity addresses**      Goal 2 , Goal 3

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**Career Technical Education Activity #2**      Continue to expand, develop and improve our CTE options/pathways for students, focusing on our focal student populations' participation.

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**Goal(s) this activity addresses**      Goal 2 , Goal 3

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