



*High School Success Plan
2021-2023*



Lead Organization **Gresham-Barlow School District**

Goal #1	By 2025 the percentage of 9th graders on track to graduate who are in each of our focal populations will rise by 15%.
Short-Term Outcome	9th grade success teams will have embedded release time at least twice/week for teacher collaboration to develop culturally responsive teaching practices
Long-Term Outcome	Each focal group will increase ontrack rate by 15% by 2025.
Goal #2	By 2025, the percentage of students in each focal group who will graduate in 4 years will rise by at least 10%. Additionally the 5 year completion rate for students in each focal population will rise by at least 5%.
Short-Term Outcome	MTSS teams will meet regularly for teacher collaboration to develop culturally responsive teaching practices and support multiple pathways to graduation.
Long-Term Outcome	Each focal group will increase their graduation rate by 10%.
Goal #3	By 2025, 60% of 12th graders will have taken at least one advanced course (AP, Dual Credit, college credit bearing course) during 9-12th grades, including for each of the focal groups. In addition, for students in each focal population, 80% percent of the total grades in these courses will be C or better.
Short-Term Outcome	Middle and high school courses and content will be aligned for equitable access and success to advanced coursework.
Long-Term Outcome	80 Percent of each focal group will pass advanced coursework at a C or better.
Goal #4	By 2025, 55% of 12th graders will be program concentrators (2 credits in a POS), including in each of our focal groups.
Short-Term Outcome	Middle and high school courses and content will be aligned for equitable access and success to STEAM and CTE courses and experiences.
Long-Term Outcome	55 Percent of each focal group will be program concentrators with 2 credits in a program of study.
Dropout Prevention Activity #1	Final strategy 1.1 (related to MTSS): Schools will regularly use disaggregated attendance, behavior, academic and other student data for focal groups in grades 8 and 9 to institute MTSS protocols for planning, implementation, monitoring and adapting actions. 1.1 Ensure Data and Intervention Tracking Tool are available to support MTSS 1.1 MTSS Interventions 1.1 MTSS ELA & Math acceleration strategies 1.1 9th Grade success materials 1.1 9th grade success class &/or Advisory for 9th graders; Time for student feedback
Goal(s) this activity addresses	Goal 1

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Dropout Prevention Activity #2

Final strategy 1.2 (related to 8th to 9th Grade Transition): School teams will utilize culturally responsive and trauma informed practices to implement multiple, authentic engagement and student support actions beginning with rising 7th graders. 1.2 ATTW for staff (teachers/ MTSS teams) to plan 1.2 Field trips to HS for 8th Graders 1.2 Summer Learning Camps for rising 7th and 8th graders 1.2 Offer culturally specific groups for 8th and 9th graders via direct support & partnerships 1.2 Advisory to support RULER & SEL training

Goal(s) this activity addresses

Goal 1

Dropout Prevention Activity #3

Final strategy 1.3 (related to professional learning & collaboration): School teams in middle and high school will regularly participate in professional learning and teacher collaboration time to increase culturally responsive and trauma informed practices. 1.3 Training for organization & facilitation of data teams 1.3 Training to use data and intervention tracking tool (Panorama) 1.3 Professional Learning on 9th Grade Success coaching & Equitable Grading Practices 1.3 Math FTE to for 9th grade classes 2.5 FTE Total 1.3 HS Success Coach @ GHS & SBHS to support 9th grade on-track. 1.3 MTSS teams for teacher collaboration / embedded release time

Goal(s) this activity addresses

Goal 1

Dropout Prevention Activity #4

Final strategy 2.1 (related to MTSS): Schools will regularly use disaggregated attendance, behavior, academic and other student data for focal groups in grades 10-12 to institute MTSS protocols for planning, implementation, monitoring and adapting actions. 2.1 Panorama contract for Success Tool 2.1 Panorama PD/rollout at the school level - coaching contract 2.1 MTSS teams for teacher collaboration / embedded release time

Goal(s) this activity addresses

Goal 1 , Goal 2

Dropout Prevention Activity #5

Final strategy 2.2 (related to student and family voice): Schools will use communication and engagement strategies to collect authentic feedback from students and families, in order to create an inclusive and affirming school climate for all students. 2.2. District wide school culture and climate surveys, focus groups & empathy interviews 2.2 Fund middle school enrichment activities for engagement of focal populations. 2.2 Culturally specific friendly events for students/ families i.e. Allow for culturally specific events for students & families (i.e. inclusive prom; Spanish parent night; etc) 2.2 Offer culturally specific groups for HS Students via staff & partnerships 2.2 Superintendent's Student Equity Advisory ATTW 2.2 District group w/all stakeholders and experts in culturally appropriate restorative practices to help develop or find advisory lessons

Goal(s) this activity addresses

Goal 1 , Goal 2

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Dropout Prevention Activity #6

Final draft strategy 2.3 (related to learning & credit recovery): Schools will implement a system of equitable grading practices and credit recovery options that allow for students to recover learning and accelerate credit attainment by focusing on acquisition of essential knowledge and skills necessary to be successful in subsequent coursework. 2.3 Unit & credit recovery options available during the school day, after school, summer 2.3 District team w/all stakeholders to look at equitable grading practices.- ATTW 2.3 Credit Recovery Products- Edgenuity 2.3 Increase REY administrator .25 FTE

Goal(s) this activity addresses

Goal 2

Dropout Prevention Activity #7

Final draft strategy 2.4 (related to multiple pathways to graduation & postsecondary plan): Each student will transition to high school and beyond with an education plan, which will change over time as students chart their individual courses and activities to access multiple pathways toward a successful postsecondary transition. 2.4 Training for college & career coordinators & EL Liaisons to provided targeted supports for focal populations to facilitate engagement in advanced and CTE coursework and postsecondary transitions for focal populations 2.4 Student facilitated recruitment in our middle schools in areas of CTE, STEAM, activities, sports and clubs.- ATTW for teachers & incentives for student leadership 2.4 High leverage literacy and math supports and strategies identified and utilized in all classes - Professional learning 2.4 Articulated plan from MS to HS to PSE in School Links 2.4 FTE to allow for flexible scheduling that personalizes learning and increases student engagement; Master scheduling planning 2.4 REY Staff- Full time Social Worker 2.4 REY Staff- Full time Ed Assistant

Goal(s) this activity addresses

Goal 2

Dropout Prevention Activity #8

Final draft strategy 2.5 (related to Student Engagement, SEL & Mental Health Supports): Schools will provide culturally responsive practices and lessons to increase social emotional and academic skills, including but not limited to advisory period, mentoring, counseling and/or coaching. 2.5 Connections coordinator- 1 FTE 2.5 Partnerships for culturally specific student re-engagement- contracted services 2.5. MS Student Engagment Liaisons- 4.5 FTE 2.5. HS Student Engagment Liaisons- 3.0 FTE 2.5(1) FTE LCSW (split between GHS/BHS) 2.5 FTE for additional counselors and/or social workers 2.5 Staff training on LGBTQ2IA+ students - contract 2.5 Increase available culturally specific & affordable MH services via partnerships 2.5 Culturally responsive professional development via training and teams with attention to focal populations.

Goal(s) this activity addresses

Goal 2

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College Level Opportunities Activity #1	Final strategy 3.1 (related to equitable access to courses that support on time graduation): Reduce and eliminate tracking of students by re-aligning middle school and high school courses and creating multiple pathways to prepare for advanced coursework. 3.1 **Strengthen the process by which everyone in the decision-making process (counselors, parents, and teachers) work together around students' goals where student interests as well as academic indicators are considered. 3.1 Offer evening classes 3.1 **Use Data to examine access and success in on time courses & advanced coursework beginning in Middle School 3.1 District wide course and content alignment to eliminate tracking out of honors / advanced coursework - ATTW 3.1 College Coordinators expand days/ hours 3.1 College Coordinators receive targeted training for focal populations 3.1 Counselor on Special Assignment
Goal(s) this activity addresses	Goal 3
College Level Opportunities Activity #2	Final strategy 3.2 (related to equitable access to advanced coursework): Students will have equitable access to advanced coursework and postsecondary experiences based on disaggregated data and multiple measures of success including grades, GPA, teacher recommendations and student interests & plans. 3.2 Middle College opportunities (12 credits per term per student) 3.2 **Begin counseling students starting in the 7th grade to strive for advanced coursework. 3.2 Strategic outreach to focal group students who demonstrate readiness for AP/Dual/College Credit. Build student self-efficacy. 3.2 **Create a systematic tutoring and/or out of school support for students in advanced courses 3.2 Develop opportunities for staff to deliver dual credit & college level coursework (dual credit, pre-AP, AP) 3.2 Cover the cost of AP / college proficiency exams 3.2 Funding to support college and career engagement field trips
Goal(s) this activity addresses	Goal 3
College Level Opportunities Activity #3	Final strategy 3.3 (related to equitable outcomes in advanced coursework): Students will be provided culturally responsive curriculum and instruction, and inclusive academic and social supports in order to earn a C or better in advanced coursework. 3.3 *
Goal(s) this activity addresses	Goal 3
Career Technical Education Activity #1	Final Strategy 4.1 (related to equitable access to CTE): Students will have equitable access to the array of CTE programs of study available across the district, including the CTE regional hub at the Center for Advanced Learning. Schools will use disaggregated data to monitor equitable access. (related to Perkins goal #3) 4.1 Targeted PD for core MS teachers to develop PBL and proficiency graded projects using the STREAM labs and equipment. 4.1 Targeted PD for core HS teachers to develop engaging lessons around career exposure and CTE opportunities. 4.1 Field trips MS students to HS CTE programs & CTE students visit MS and lower grades 4.1 Regular use of

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multiple forms of data (academic, attendance, empathy interviews, survey results, phone calls) to determine whether progress is being made toward this goal for each of our focal groups. 4.1 Funding support for CAL to support needs of students in each focal group

Goal(s) this activity addresses

Goal 4

Career Technical Education Activity #2

Final strategy 4.2 (related to equitable outcomes in CTE courses): Students will be provided culturally responsive curriculum and instruction, and inclusive academic and social supports in order to earn credit in CTE courses. 4.2 ** Develop the vision for staff that all students can and should engage in challenging, rigorous coursework beyond students' visions for their personal expectations. 4.2 Intentional collaboration between math and CTE to provide relevance and dual credit 4.2 Culturally responsive professional development for MS STEAM & HS CTE teachers to increase equitable access & outcomes for each focal group; 4.2 Each MS have full time designated STEAM teacher 4.2 Postsecondary transition specialist position to support focal students in completing postsecondary transition plan; follow students 1 yr post graduation 4.2 Create marketing materials on the Vertical Alignment between MS and HS CTE/ Career / Coursework opportunities; engage focal group students in the development to ensure materials are culturally appropriate and engaging 4.2 Connect tribal education within natural resources pathways and science ecology/outdoor school units. 4.2 Career Coordinators FTE 2.5 4.2 Career Coordinators receive targeted training for focal populations 4.2 Innovation Tech Coach (Support STEAM/CTE instruction/Alignment)

Goal(s) this activity addresses

Goal 4

Career Technical Education Activity #3

Final strategy 4.3 (related to multiple pathways to graduation & postsecondary plan): Students will build and adapt an education and postsecondary transition plan, that explores multiple career pathways via work based learning, STEAM, and CTE. 4.3 Stipends and incentives for Work Based Learning Opportunities 4.3 Build a pre-apprenticeship program at each HS 4.3 Continue Partnership with WorkReady program at Gresham Chamber of Commerce 4.3 Build industry certification to CTE programs of study

Goal(s) this activity addresses

Goal 4

Career Technical Education Activity #4

Final strategy 4.4 (related to business & industry partnerships): Students, especially those represented in our focal populations, will have opportunities in middle school and high school to learn from, watch, and work with business and industry representatives, prioritizing professionals who mirror our focal groups. 4.4 Sustainable funding for MS STEAM supplies, equipment, etc. 4.4 Continue to invest in equipment and CTE resources to enhance classroom learning. 4.4 An explicit part of MS/HS STEAM/CTE courses include industry representatives as partners 4.4 Develop and launch new CTE programs: Link to Detail Plan; go to school tab

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Goal(s) this activity addresses	Goal 4
Career Technical Education Activity #5	Final strategy 4.5 (related to business & industry partnerships): Students in CTE programs will have access to regularly updated industry standard instruction and equipment as informed by local and regional members of advisory boards. 4.5 Build and
Goal(s) this activity addresses	Goal 4