



*High School Success Plan  
2021-2023*



**Lead Organization** **Reynolds School District**

<b>Goal #1</b>	By May 2023, the percentage of RLA students enrolled in CTE courses will increase by 10%, from 32% in 2019 to 42% in 2022-23.
<b>Short-Term Outcome</b>	Addition of a new program in the 2021-22 school year: Computer Science. Actively encouraging more students to take CTE courses. Marketing campaign, course catalogue, share with middle school students and freshman early on.
<b>Long-Term Outcome</b>	Student enrollment in CTE courses will rise by another 10%.
<b>Goal #2</b>	By May 2023, the percentage of RHS CTE students who graduate as pathway completers will increase by 10%, from 63.9% in 2019-20 to 73.9% in 2022-23.
<b>Short-Term Outcome</b>	In each CTE program of study students at the 3rd and 4th year level will be offered a double class period block opportunity which will allow for extended opportunities, work based experience and other advanced skill knowledge. Each CTE program of study will increase certification earning opportunities, dual credit opportunities, and pre-apprenticeship pathways to increase student retention. Tooling, curriculum, and industry experience opportunities will be added in a variety of pathways to ensure current and rigors industry skills are being taught, increasing the relevancy to students as they complete a 3rd or 4th year within a CTE pathway. Marketing campaign, course catalogue, share with middle school students and freshman early on. Aligning curriculum with middle school programs.
<b>Long-Term Outcome</b>	Students who graduate as pathway completers will increase by another 10%
<b>Goal #3</b>	By May 2023, the percentage of students who receive dual credit and/or pre-apprenticeship, and/or an Industry-Recognized Credential will increase by 10%, from 3% in 2020 to 13% in 2022-23 at RLA. RHS will begin to track this data and establish a baseline by May 2023.
<b>Short-Term Outcome</b>	RLA - add another MHCC dual credit program called Gateway in addition to the middle college, and bridge programs, and add the new computer science program with MHCC. RHS - develop a system to track this data in all three areas to establish a baseline.
<b>Long-Term Outcome</b>	The percentage of RLA students who receive dual credit and/or pre-apprenticeship, and/or an Industry-Recognized Credential will increase by another 10% The percentage of RHS students who receive dual credit and/or pre-apprenticeship, and/or an Industry-Recognized Credential will increase 10% over the 2022-23 baseline.
<b>Goal #4</b>	By January 2023, the percentage of RHS grade 9 students not on track will decrease by 10%, from 32.24% in 2018-19 to 22.24%.
<b>Short-Term Outcome</b>	Freshman success teams are meeting regularly, looking at data, student supports are tracked for effectiveness and students and families are involved in the evaluation of those supports. Partnership with Center for High School Success for technical assistance implementing Ninth Grade Success is

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	implemented with fidelity. Access classes and tutoring are responsive to student needs based on qualitative and quantitative data and student attendance rates in those classes are 90% or higher. 9th grade counselors will meet quarterly with each 9th grade student to review their Raider Report (grades/attendance report). Attendance coordinator and specialists will document attendance meetings and attendance contracts with students; and develop an attendance intervention protocol.
<b>Long-Term Outcome</b>	The percentage of RHS grade 9 students not on track will decrease by another 10%.
<b>Goal #5</b>	Increase the 4-year cohort high school completer rate by 5%, from 65.64% in 2019-20 to 70.64% in 2020-23. And increase completer rates with targeted groups (homeless, students with disabilities) greater than 5%. - Homeless from 47.56% to > 52.56% - Students with Disabilities from 43.97% to > 48.97%
<b>Short-Term Outcome</b>	Develop a comprehensive needs assessment tool to gather and monitor students in need of housing, school materials, social emotional supports, etc. Increase partnerships with local health organization, culturally specific community partners, and other groups to ensure resources and supports meet students and families in need. Review of special education courses and structures. Reduce the number of students in isolated resource support classes moving students receiving special education services to a more inclusive model. Attendance coordinator and specialists will document attendance meetings and attendance contracts with students; and develop an attendance intervention protocol.
<b>Long-Term Outcome</b>	Increase the 4-year high school completer rate by another 5% and increase completer rates with targeted groups (homeless, students with disabilities) greater than 5%.
<b>Dropout Prevention Activity #1</b>	COUNSELING Continue funding additional counselors at RHS (2.0) and RLA (1.0) to continue to better serve students' social-emotional needs, assist in course selection and monitor student grades, attendance and behavior through quarterly individual meetings with every 9th grade student, case management of student at-risk for course failure, and coordination of intervention/support plans with school staff, families, and community partners.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3 , Goal 4 , Goal 5
<b>Dropout Prevention Activity #2</b>	ATTENDANCE INTERVENTION Continue funding attendance intervention specialists at RLA (1) and RHS (3) to provide case management and intervention support with students struggling with chronic absenteeism. Attendance intervention specialists will meet with students and families to provide assistance with overcoming barriers to regular attendance, manage attendance contracts and interventions.
<b>Goal(s) this activity addresses</b>	Goal 4 , Goal 5

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<b>Dropout Prevention Activity #3</b>	FRESHMAN ACCESS CLASS Continue funding up to 3.67 FTE and tutoring costs for full-year Access class for all ninth grade students at RHS. Access is a ninth grade high school orientation and career planning course. This program teaches study skills, time management, social-emotional skills, provides academic support and tutoring using a model similar to AVID tutoring. Tutors are assigned based on needs and regular evaluation of grades by the Freshman Success Teams. Access Teachers meet to plan and align every two weeks before and after school.
<b>Goal(s) this activity addresses</b>	Goal 4 , Goal 5
<b>Dropout Prevention Activity #4</b>	NIGHT SCHOOL Continue funding 1.0 night school teacher and 0.3 educational assistant at RLA for night school program. Students who desire an alternative educational experience, and/or who face barriers to attending school during the regular school day earn credit by using the Edgenuity online instruction program.
<b>Goal(s) this activity addresses</b>	Goal 5
<b>Dropout Prevention Activity #5</b>	TOSAS Continue funding 3.0 Teachers on Special Assignment to support secondary teachers in ELA (2.0) and AVID (1.0). TOSAs support instruction by coaching and modeling instructional strategies and provide professional learning opportunities to staff. ELA staff are engaged in the Science of Reading training, all non-ELA content staff are engaged in Reading and Writing AVID instructional modules. AVID provides staff training in critical reading, academic language and literacy, learning through writing, strategic reading, writing and speaking.
<b>Goal(s) this activity addresses</b>	Goal 4 , Goal 5
<b>Dropout Prevention Activity #6</b>	FRESHMAN SUCCESS TEAM At RHS ninth graders are placed in "houses" where approximately 200 students have the same core and Access teachers. Freshman Success Team is an established model based on work with NCS in Chicago. The team meets every two weeks before and after school. The team tracks the number of ninth graders on-track as measured by grades/credits and attendance data.
<b>Goal(s) this activity addresses</b>	Goal 4 , Goal 5
<b>Dropout Prevention Activity #7</b>	MATH INTERVENTION Provide funding 8 hours a month at curriculum rate for RHS teacher teams to prepare students for math retest opportunities. PLC teams identify students who need a retake and structure an opportunity to fill necessary gaps so they can ensure success at the retake.
<b>Goal(s) this activity addresses</b>	Goal 2 , Goal 4 , Goal 5
<b>Dropout Prevention Activity #8</b>	PBIS Continue funding for enhanced PBIS strategies and services at RLA. These can include speakers, challenge course participation, supplies for incentives and family involvement opportunities.

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<b>Goal(s) this activity addresses</b>	Goal 5
<b>Dropout Prevention Activity #9</b>	NINTH GRADE SUCCESS Contracted services from the Center for High School Success providing Ninth Grade Success training, technical assistance, data support and resources to develop effective ninth grade success programs.
<b>Goal(s) this activity addresses</b>	Goal 4 , Goal 5
<b>Dropout Prevention Activity #10</b>	YTP New funding for 0.25 FTE of a Youth Transition Program Specialist. YTP is to prepare students with disabilities for employment or career related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports.
<b>Goal(s) this activity addresses</b>	Goal 5
<b>College Level Opportunities Activity #1</b>	TEST FEES Reduce the barrier to AP test participation and Middle College participation caused by AP test fees and district funding cap on Middle College using HSS funds to pay AP test & course fees.
<b>Goal(s) this activity addresses</b>	Goal 3 , Goal 5
<b>College Level Opportunities Activity #2</b>	UO SAIL Summer SAIL is a free one-week program hosted on the University of Oregon campus, where high school students learn about the various subjects from distinguished University of Oregon faculty members through fun social and interactive activities. Transportation costs are covered from HSS funds.
<b>Goal(s) this activity addresses</b>	Goal 5
<b>College Level Opportunities Activity #3</b>	MHCC/PCC Students receive dual credit in PDX Bridge Program. Next year we will be adding another MHCC dual credit program called Gateway in addition to the middle college, and bridge programs.
<b>Goal(s) this activity addresses</b>	Goal 3 , Goal 5
<b>Career Technical Education Activity #1</b>	DIRECTOR OF CTE Director of Career and Technical Education (CTE) directs, plans, develops and implements essential components of the Reynolds CTE program including curriculum, instruction, assessments, industry certification, and student organizations to ensure quality programs that meet student learning needs. This will be a new position in 2021-22. The Director of CTE will hire an Administrative Assistant.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3 , Goal 5
<b>Career Technical Education Activity #2</b>	CERTIFICATIONS Funds for teachers to get industry certified as well as for students to get OSHA, First Aid/CPR certified.
<b>Goal(s) this activity addresses</b>	Goal 2 , Goal 3

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<b>Career Technical Education Activity #3</b>	CAREER LINKED LEARNING The Gresham Area Chamber of Commerce Career Linked Learning Program will coordinate with school, business, and community partners to develop career related learning experiences for students from East Multnomah County School Districts including: Centennial School District, David Douglas School District, Gresham-Barlow School District, Parkrose School District, and Reynolds School District. The career related learning experiences will meet the needs of every student, which includes historically underserved and marginalized students, to promote engagement, explore career pathways, and plan for their future.
<b>Goal(s) this activity addresses</b>	Goal 2 , Goal 3
<b>Career Technical Education Activity #4</b>	CAL Pass through for Center for Advanced Learning (CAL) charter school program focusing on CTE integrated curriculum serving up to 103 RSD students
<b>Goal(s) this activity addresses</b>	Goal 2 , Goal 3
<b>Career Technical Education Activity #5</b>	CURRICULUM Funds for 8-12 grade staff to collaborate on curriculum to ensure alignment and develop curriculum for new courses (Engineering, Computer Science, Culinary).
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2
<b>Career Technical Education Activity #6</b>	MARKETING Develop print and digital marketing materials/campaign to increase knowledge of and exposure to existing CTE opportunities for students and families, including individual conversations from identified focal groups.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3
<b>Career Technical Education Activity #7</b>	CTE FTE Increase sections of CTE courses at RHS by adding 1.68 FTE and continuing funding the 1.0 FTE. New FTE: Culinary 1.0; Auto 0.17; Engineering 0.17; Metals 0.17; Computer Science 0.17. Additional 1.0 FTE at RLA for a new Computer Science Program of Study. Continue 0.5 FTE Trades Crew leader/0.5 Metropolitan Youth Corps crew leader position at RLA. This enables a dedicated crew leader for each program to support an increase in the number of students who can participate in each of these programs. Crew leaders lead field work in habitat and riparian restoration, water quality testing, trail building and repair. In Trades, crew leaders organize and support students in job-site opportunities, internships, lab projects, and industry partnerships. Continue funding for an Americorps Member to support the MYC program.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2 , Goal 3

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**Career Technical Education Activity #8** SUPPLIES/MATERIALS Continue providing funds for CTE POS to purchase supplies and materials necessary for their programs.

**Goal(s) this activity addresses** Goal 1 , Goal 2 , Goal 3

**Career Technical Education Activity #9** PORTLAND WORKFORCE ALLIANCE Continue funding partnership with Portland Workforce Alliance to increase career exposure and internship opportunities for high school students in architecture, construction, and engineering careers specific to East Multnomah County.

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