



*High School Success Plan
2021-2023*



OREGON
DEPARTMENT OF
EDUCATION

Lead Organization **Riverdale School District 51J**

Goal #1	Goal: 100% of students, by the end of their 12th grade year, will have participated in CTE courses and in meaningful, real world, experiential learning opportunities that connect to career areas of interest, and prepare them for post-secondary transitional success (college and career pathways). We will specifically target our identified focal students.
Short-Term Outcome	The CTE teacher will lead the development of a A week-long, schoolwide field studies (externships) program will be reestablished at the school. This program will align with and support the success of the current CTE program and help solidify elective pathways in art, science, technology and humanities. The externships will connect groups of students with career mentors. The program will be informed by stakeholder input from our equity team and affinity groups through the work of our Equity & Inclusion Director & Restorative Justice Coach. The program will align to advance course participation, and the expansion of offerings with targeted recruitment of our focal groups (identified in needs assessment).
Long-Term Outcome	Long-Term Outcome: 100% of students will design, with the support of staff and mentors, a detailed post-secondary plan for successful transition. 100% of students in our focal groups (identified in needs assessment) will leave high school with at least two advanced course credits. The CTE teacher and Equity & Inclusion Director & Restorative Justice Coach, along with stakeholders, will develop and implement a plan for 50% more advanced course offering options, with emphasis in technology (CTE) and science. The school will introduce AP courses in addition to expanding courses that articulate to community college and university course. Elective offerings in the school will reflect: high stakeholder interest and input, connect to career pathways, support post-secondary exploration and success, and where possible have advanced (college) credit options.
Goal #2	100% of 9th and 10th grade students (including our identified focal students) will be on track to graduate by the start of the 2022-2023 school year.
Short-Term Outcome	Our Equity & Inclusion Director/Restorative Justice Coach will work with building leadership in running weekly MTSS meetings to support the success of all students, with an emphasis on using disaggregated data to build effective supports for our focal groups. By the end of 10th grade all students will have at least 1 technology and 1 art credit. Our CTE and art staff will collaborate with all departments in organizing STEAM and humanities pathways.
Long-Term Outcome	All students will be on track to graduate by 2024-2025. Robust tier 2 and tier 3 programs/systems will be in place to support focal groups (identified in needs assessment). Professional development will be driven by the work of the MTSS teams- with an emphasis on Tier 1 instructional practices that support the success of focal group students (which in turn support the success of all students).

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Goal #3	90% of focal group students (identified in needs assessment) will be at or above 92% attendance.
Short-Term Outcome	Our Equity & Inclusion Director/Restorative Justice Coach, along with building leadership, will engage stakeholders and staff regularly in using qualitative and quantitative data to find the barriers to regular attendance. Together they will identify drivers for change and improvement, and implement strategies. By the end of 2022-23 75% of focal group students (identified in needs assessment) will be at 92% attendance. By the end of the 2022-2023 school year Special Education Early Leavers will be reduced by 50%.
Long-Term Outcome	90% of focal group students (identified in needs assessment) will be at 92% attendance, and 100% of focal group students will graduate on time.
Dropout Prevention Activity #1	Our Equity & Inclusion Director/Restorative Justice Coach, along with building leadership, will engage stakeholders and staff regularly in using qualitative and quantitative data to find the barriers to regular attendance. Together they will identify drivers for change and improvement, and implement strategies. This work will happen 8-12.
Goal(s) this activity addresses	Goal 2 , Goal 3
College Level Opportunities Activity #1	The CTE teacher and Equity & Inclusion Director & Restorative Justice Coach, along with stakeholders, will develop and implement a plan for 50% more advanced course offering options, with emphasis in technology (CTE) and science. The school will introduce AP courses in addition to expanding courses that articulate to community college and university course. Elective offerings in the school will reflect: high stakeholder interest and input, connect to career pathways, support post-secondary exploration and success, and where possible have advanced (college) credit options.
Goal(s) this activity addresses	Goal 1 , Goal 3
Career Technical Education Activity #1	100% of students (during high school) will participate in at least 1 CTE course. The CTE teacher will lead the development of a a week-long, schoolwide field studies (externships) program will be reestablished at the school. This program will align with and support the success of the current CTE program and help solidify elective pathways in art, science, technology and humanities. The externships will connect groups of students with career mentors. The program will be informed by stakeholder input from our equity team and affinity groups through the work of our Equity & Inclusion Director & Restorative Justice Coach. The program will align to advance course participation, and the expansion of offerings with targeted recruitment of our focal groups (identified in needs assessment).
Goal(s) this activity addresses	Goal 1 , Goal 2 , Goal 3