



*High School Success Plan
2021-2023*



Lead Organization **David Douglas School District**

Goal #1	Ensure all students, including those who are at-risk and/or traditionally underserved, are on track and on time to graduate.
Short-Term Outcome	Implement evidence-based practices for reducing chronic absenteeism in grades 9-12. Using data and resources to increase our on-track percentage for 9th grade students. Ninth grade success teams (teachers and relevant support staff) are meeting regularly, looking at data, student supports are tracked for effectiveness and students and families are involved in the evaluation of those supports.
Long-Term Outcome	Overall graduation rate will increase by 5%.
Goal #2	Ensure all students are prepared and able to participate in college-level courses that match their interests and strengths while in high school and improve career and college readiness.
Short-Term Outcome	All staff encourage students not typically engaged in advanced coursework or CTE courses to enroll in the opportunities. Course selection will be centered around student choice, family voice, and post secondary plans.
Long-Term Outcome	Student enrollment in advanced coursework and career and technical courses will rise by 10% with the largest increases in underrepresented student groups.
Dropout Prevention Activity #1	Connect the Success Team and PLTs to the Advisory Teachers (at all grade levels 9-12, with focus on 9th grade) and 9th Grade Academy Teachers to ensure adults are prepared to support students. This includes supporting students in the transition into, and success during, the Ninth Grade Year.
Goal(s) this activity addresses	Goal 1
Dropout Prevention Activity #2	Provide a variety of tools and supports for students, their parents and families, beginning with 8th grade students, to 1) Identify students at risk of dropping out; and 2) Provide appropriate academic and social supports. To identify students, Success Team, Advisory Teachers and Graduation Coaches will work in concert to review attendance (to address chronic absenteeism at the High School and alternative High School Campus (Fir Ridge)), grades, credits, and disciplinary referrals, and provide supports such as: Credit retrieval with focus on math, mental health supports, and full complement of summer courses (in conjunction with other grants). Tools to ensure students are on track to graduate, and remain on track, include: Required student-led conferences with families; biannual, color-coded, On-Track Form for students and families; and monthly and special family nights. Our staffing funded out of the is activity include our re-engagement specialist, graduation mentors, math support mentor and instructor, digital literacy instructors, counselor and off-track specialist (which includes essential skill monitoring). All of this budgeted salary is seen as preventative work to keep students on track and prepare them for life after high school.

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Goal(s) this activity addresses Goal 1

Dropout Prevention Activity #3 Provide appropriate academic supports at the middle school level to ensure students are on-track to graduate. The salary budgeted in this activity supports a graduation mentor at each of our three middle schools. The middle school graduation mentors work closely with the high school mentors to ensure wrap around support. The transition from middle to high school can be daunting for students and these positions help bridge that gap.

Goal(s) this activity addresses Goal 1

Dropout Prevention Activity #4 DDSD will partner with entities offering culturally responsive, social/emotional supports and mentoring targeting Hispanic males and other historically underserved youth identified as at risk of dropping out; professional development for teachers to create real-world problem-solving lesson plans; and training for teachers and students for a national, evidence-based high school transition program preparing freshmen for to be ready for the rigors and demands of High School. The High School Success Coordinator, Social Worker and Media Specialist will work in concert with other members of the Success Team, e.g. Re-Engagement Specialist and Graduation Coaches to ensure cohesive supports for those at risk of dropping out. Staff funded out of this activity include a library media specialist, HSS coordinator and 1.5 social workers. The library media specialist is instrumental in creating/providing culturally responsive resources for our staff and students. This has ensured that literature and materials are available that reflect students own identities. The social work position was expanded this funding cycle due to the large social/emotional needs our students are facing. The HSS coordinator supports all staff and activities associated with funds. The position ensures students stay at the forefront of all of efforts and helps maintain accountability.

Goal(s) this activity addresses Goal 1

College Level Opportunities Activity #1 Continue to develop and support system with vertical curriculum alignment to ensure all students are prepared and able to participate in college-level courses matched to their interests and strengths. This includes: Curriculum supplement for students and teachers to improve Advanced Placement scores; College tuition credits through post-secondary partners, e.g. Portland Community College, Eastern Oregon University, and Warner Pacific; AP tutoring; and AP Test Prep Materials and Books. Conduct student interest/needs assessment to inform future course decisions and planning.

Goal(s) this activity addresses Goal 2

College Level Opportunities Activity #2 DDSD will collaborate with partners from post-secondary, trades, industry, and business in order to maximize efforts to improve high school graduation and college and career readiness. As CTE pathways have been created and enhanced, great attention has been given to articulation. All DDSD Programs

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of Study offer college credit opportunities or a credential. It has been a priority to connect CTE programs to a post-secondary option. This includes convening in small and large groups throughout the year to best strengthen our partnerships, e.g. through adopting best practices and procedures; buying equipment to attain industry standards based on their expertise and consultation; adopting their curriculum; and getting their renewed or new commitment to mock interviews, donations, guest speaking, facility tours, internships, college fairs and more. The Partnership Breakfast for example has become one of DDHS's primary marketing tools to enhance and expand partnerships because partners physically see the new facility upgrades, meet and share ideas and information with CTE instructors and students, and see works in person that students have made.

**Goal(s) this activity
addresses**

Goal 2

**Career Technical
Education Activity
#1**

Ensure CTE equipment and facilities meet industry standards and there are a variety of offerings so that more students can participate fully in high quality CTE courses/programs of study; and actively recruit students, including those who have been historically underserved.

**Goal(s) this activity
addresses**

Goal 2

**Career Technical
Education Activity
#2**

Improve the collection, analysis, communication, and use of data in decision-making about ninth grade on-track, chronic absenteeism, student engagement in CTE and college-level opportunities, and other issues as needed, to ensure graduation and college and career readiness for all students. Provide a system of supports to teachers to help them review, interpret, and use data to determine if programs are producing desired outcomes and individual students are making adequate progress to remain on-track toward graduation.

**Goal(s) this activity
addresses**

Goal 2
