



High School Success Plan 2019-2021



**OREGON
DEPARTMENT OF
EDUCATION**

Lead Organization	Fossil Charter School District
Systems Ensuring On-time Graduation	I have a team of four staff, including myself, that we meet with each student twice per year to discuss their four year plan and profile. I have no English language learners in my school. The spring of their sophomore year I meet with them and their parents and we discuss what the next two years of high school is going to look like. Our team encourages them to take the dual option classes that we pay for. Since we are so small all of our students are aware of this as they see the upperclassmen working on these classes each day. Our community is so small that most of our parents know that we have this as an embedded program for our students.
Equitable Assignment to CTE	As we only have 14 students, ever student gets a very individualized four year plan and profile. We have the funds to offer any online class that any student wants to take and we pay for it. 1. Each student has a four year plan and profile 2. Staff meets twice monthly to discuss each students progress. 3. Students have access to dual credit classes 4. Students have access to online CTE classes 5. All juniors take a natural resource class, and in this class students take field trips each month to various careers in CTE and natural resource areas. We have been doing this work since the fall of 2015. We are fully embedded.
Equitable Assignment to Advanced Courses	1. Each student has a four year plan and profile 2. Staff meets twice monthly to discuss each students progress. 3, Students have access to dual credit classes 4. Students visit at least 5 colleges in our state or region during their high school years. 5. Students have access to online CTE classes. We have been doing this work since the fall of 2015. We are fully embedded. The spring of their sophomore year I meet with them and their parents and we discuss what the next two years of high school is going to look like. Our team encourages them to take the dual option classes that we pay for. Since we are so small all of our students are aware of this as they see the upperclassmen working on these classes each day. Our community is so small that most of our parents know that we have this as an embedded program for our students.
Systems to Address Chronic Absenteeism	We are so small that we call each family each day if their child is not in school. We really do not have a system issue with chronic absenteeism. We have a few students that struggle with attendance. I have a mental health counselor that supports these students and family and a secretary that makes the first connection each day on any student that is absent.
Teacher Collaboration Time	I meet with staff twice a month and we review all things school related for every student in our building. With a special lens on 9th graders, juniors and seniors.
Teacher Access to Data	1. Our district test coordinator gives staff the results of summative assessments. 2. staff meets twice a month to discuss these results and all things related to student progress 3. We address the nuts and bolts of what our data means at the start of each year.

Lead Organization	Fossil Charter School District
Ensuring Effective Partnerships	We partner with our ESD and local Colleges to create opportunities for students in a multitude of avenues so they can have many college and career related experiences. Our local Chamber of commerce is great at supporting student internships, job shadows, etc. They also send members to do mock interviews and review our students resumes in our career related classes.
Goal #1	1. All 9th grades students will develop a 4 year plan and profile that will be reviewed 2 yearly throughout their high school career. 2. Each 9th grader will finish ninth grade on track to graduate on time.
Goal #2	1. All students will have opportunities to explore college options and career options. 2. All students in their junior and Senior year will take at least 1 expanded options class.
Activity #1	1. Develop 4 year plan and profile with each ninth grader. 2. Meet with each student twice per year to discuss their 4 year plan. 3. Staff meets twice monthly to track and discuss student progress. 4. All school field trips to career sites and college visits 5. All juniors and seniors will take at least one expanded options class in the last 2 years of high school
Goal(s) this activity addresses	Goal 1, Goal 2
Requirement this activity addresses	College level opportunities
Activity #2	Take 8th graders on college visits. In addition to 9-12 students that we currently already service.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	College level opportunities
Activity #3	Welding, Auto Shop, and Metal Shop Facility to make learning relevant and career related
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	CTE
Short-Term Outcome #1	Students will enter 10th grade on track to graduate and with an educational and experience plan to work through the next three years.
Short-Term Outcome #2	Staff will be engaged in the students success, planning, and outcomes.
Long-Term Outcome #1	Students will graduate from high school with college credit. The hope would be at a minimum of 12 hours.
Long-Term Outcome #2	Staff will actively support all students in their paths beyond high school through mentoring, advising, and providing recommendations and support