



*High School Success Plan
2019-2021*



**OREGON
DEPARTMENT OF
EDUCATION**

Lead Organization	Gresham-Barlow School District
Systems Ensuring On-time Graduation	We will be convening a district-wide HS Success team to review our practices and data in order to make adjustments in order to document our practices in a systemic way that ensures our students are appropriately scheduled.
Equitable Assignment to CTE	Our focus on our earlier exposure to career learning experiences in elementary and middle school will create greater awareness. Also, we will use our college and career platform to identify student interest and work to forecast them into courses that address their interest. WE will disaggregate all of our data by race, SES and gender so that we are monitoring our gaps in access and success.
Equitable Assignment to Advanced Courses	We will use our HS Success district-wide team to leverage the Panorama to develop our own equity access system to ensure we are intentionally reaching out to students and families. We will examine ways in which we open the door so that our underserved populations have access and support in college level coursework.
Systems to Address Chronic Absenteeism	We will use an improvement science process and PDSA to center our actions around student voice. This will be a part of our Chronic Absenteeism taskforce.
Teacher Collaboration Time	With increased funding we will be able to move to embedded AND we will braid funding to sustain our CTE programs while we put more funds into academies.
Teacher Access to Data	WE will use the new data platform to monitor usage and data improvements with our improvement cycle.
Ensuring Effective Partnerships	We are developing a data base of partnership and creating a career pathways framework where partners can engage at multiple levels of involvement and frequency.
Goal #1	Goal #1: The percentage of 9th graders on-track to graduate will rise from 77% in 2016-17 to 92% by the end of the 2020-2021 school year.
Goal #2	Goal #2: For graduating class of 2021, the four-year cohort graduation rate will rise to a combined 90% for the three district high schools.
Goal #3	Goal #3: By the end of the 2020-2021 school year, the demographics of 11th and 12th grade students who are enrolled in potential college credit* bearing courses will mirror the student body demographics at each high school.
Goal #4	Goal #4: There will be an increase in seniors who are CTE program concentrators, students who earned 2 credits in the same program of study, from 46% in 2016-17 to 55% at the end of the 2020-21 school year.
Activity #1	1.1 Expand the availability and use of attendance, behavior, and academic data to inform decision-making for 9th grade students. (collection, analysis, communication, etc.): - Implement an Early Warning Indicator System: Attendance, academic and

	<p>behavior data will be reviewed regularly at the school and district level throughout the school year.</p> <p>- School teams will participate with the Center for High School Success (CHSS), focusing on 9th grade on track.</p>
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	Teacher collaboration
Activity #2	<p>1.2 Increase 9th grade students on track and develop strategies to ensure at-risk students stay on track to graduate:</p> <p>- Create a Summer Academy at each high school to provide access to engaging summer learning opportunities for incoming 9th grade students, focusing on those who are identified as at risk of dropping out.</p> <p>- Create Professional Learning Teams of 9th grade teachers and staff who regularly meet to make data-informed decisions around student academics, attendance and behavior. In 2020-21, embed teams in master schedule by adding FTE.</p> <p>- Reduce class size in 9th grade math courses.</p>
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	On-Track to graduation systems
Activity #3	<p>1.3. Provide necessary counseling and coaching supports for 9th grade students, particularly those identified at risk of dropping out:</p> <p>-Create a graduation coach position at both large high schools, focusing on improving 9th grade on-track rates for all subgroups within the school</p>
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	Chronic absenteeism
Activity #4	<p>2.1 Expand the availability and use of attendance, behavior, and academic data to inform decision-making for all high school students. (collection, analysis, communication, etc.)</p> <p>- Attendance, academic and behavior data will be reviewed regularly at the school and district level throughout the school year.</p> <p>- Celebrate students who have slipped off-track, yet are making progress at closing the gap to be on-track to graduate</p>

Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	Dropout prevention
Activity #5	<p>2.2 Use a school climate survey to allow students to provide feedback about their experiences in school.</p> <ul style="list-style-type: none"> - Create a school climate survey that all high school students will complete annually. - Administer the survey to all high school students. - Analyze the data at school and district level to identify areas of celebration as well as barriers preventing students from fully engaging in school.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	Dropout prevention
Activity #6	<p>2.3 Expand credit recovery options for students who have failed core courses needed to graduate.</p> <ul style="list-style-type: none"> - Based on student need, expand the use of Edgenuity during the school day for credit recovery by increasing the number of licenses and staff to support credit recovery periods.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	Dropout prevention
Activity #7	<p>2.4 Follow district-wide standards and protocols for the student 4-Year Educational Plan and Profile.</p> <ul style="list-style-type: none"> - Create these common standards and protocols within Schoolinks - Backwards map into the middle schools so students will be able to forecast courses in areas of interest before they enter high school. - We work with NAYA to serve students needing an alternative option
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	Dropout prevention
Activity #8	<p>2.5. Provide necessary counseling and coaching supports for students identified at risk of dropping out.</p> <ul style="list-style-type: none"> - A special education teacher will support students at REY Academy and at OPEN School.

- Additional educational assistant support will be placed at REY Academy to help students in their online courses.
- School Attendance Liaisons will be put in place to support students who are challenged in their efforts to attend school on a regular basis.
- A Connections Coordinator will focus on re-engaging students who are on the verge of dropping out or who have already left school.
- Increase Licensed Clinical Social Workers from half to full time at each large high school

Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	Chronic absenteeism
Activity #9	<p>3.1 Expand the availability and use of data to inform decision-making about student engagement in college-level education opportunities while in high school.</p> <ul style="list-style-type: none"> - Identify student data that is already available and what is not currently collected or tracked, but needs to be. - Create a system to collect student engagement data around college-level educational opportunities. - Implement a standard data analysis protocol across all district high schools. - Evaluate if there are courses where potential college credit could be earned that based on student interest data should be offered. - Hire a Counselor on Special Assignment to support College & Career efforts
Goal(s) this activity addresses	Goal 3
Requirement this activity addresses	College level opportunities
Activity #10	<p>3.2 Increase the number of students who participate in college-level experiences while in high school.</p> <ul style="list-style-type: none"> - ACT/SAT costs for all students - Provide college readiness supports to students through College Possible at Gresham High School. - Provide Middle College for interested 11th and 12th grade students at all

three high schools through Mt. Hood Community College.

- Increase the number of college visitations (field trips) to a variety of institutions for students.

Goal(s) this activity addresses Goal 3

Requirement this activity addresses College level opportunities

Activity #11 3.3 Mirror student enrollment in AP or IB to the demographics of the student body. Continuation of the work from the Equal Opportunity Schools (EOS) grant to identify the missing students who are not enrolled in AP or IB.

-To support their learning and preparation for exams, AP students will have access to AlbertIO and IB students will have access to Smartbacc.

- AP and IB test fees will be offset to allow all students access to earn college credit.

Goal(s) this activity addresses Goal 3

Requirement this activity addresses College level opportunities

Activity #12 4.1 Expand the availability and use of data to inform decision-making about student engagement in career and technical education.

- Identify student data that is already available and what is not currently collected or tracked, but needs to be.

- Create a system to collect student engagement data in CTE.

- Implement a standard data analysis protocol across both large high schools for CTE.

- Utilize student interest data to enhance and/or expand programs of study.

Goal(s) this activity addresses Goal 4

Requirement this activity addresses Data use

Activity #13 4.2 Determine student areas of interest in CTE and provide assistance in identifying pathways to careers in these areas.

- Using the Educational Plan and Profile in Schoolinks to identify student interest, create field trips to various industry sites.

	<ul style="list-style-type: none"> - Create a Career (CTE) Coordinator position at each school to assist interested students in identifying potential pathways for school to work in areas of their interest. - 1 FTE Innovation Tech Coach - 1 FTE STEAM Science TOSA
Goal(s) this activity addresses	Goal 4
Requirement this activity addresses	CTE
Activity #14	<p>4.3 Increase partnerships with local industry and businesses.</p> <ul style="list-style-type: none"> - Identify needs and industry partners for two-way local partnerships. These will expose staff and students to current industry needs and opportunities, allow for HS student pre-apprentice opportunities to be created, and allow for field trips to the industry site as well as industry guest teachers in the school setting. - Implement Steering Committee to develop 6 year plan - Participate in All Hands Raised events (i.e. Industry for a Day) to increase awareness of local industry need and opportunity. - We are partnering with NARA on our Pathways to Career Success framework;
Goal(s) this activity addresses	Goal 4: {{ submission.var __268372__TSV5DZFW6f_0 }}
Requirement this activity addresses	CTE
Activity #15	<p>4.4 Ensure CTE equipment in schools meet industry standards and ensures that each student can fully participate in CTE courses or programs of study.</p> <ul style="list-style-type: none"> - Create a schedule to revitalize and expand programs of study following remodeling from the recent school bond passage.
Goal(s) this activity addresses	Goal 4
Requirement this activity addresses	CTE

Activity #16	4.5 Encourage and support student participation in the Center for Advanced Learning. CAL: .5 FTE- CTE TOSA; .5 FTE- Student Support Specialist
Goal(s) this activity addresses	Goal 4
Requirement this activity addresses	CTE
Activity #17	1.2- MS: 8th grade supports for student engagement and HS transition
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	On-Track to graduation systems
Activity #18	4.4 MS: Enhance Middle School STREAM labs for 8th grade supports to transition to CTE programs in HS
Goal(s) this activity addresses	Goal 1, Goal 4
Requirement this activity addresses	CTE
Short-Term Outcome #1	A system for ongoing data analysis for teachers, counselors, school attendance liaisons, and administrators will be piloted.
Short-Term Outcome #2	Decreased math failure rate by 10% in the first year.
Short-Term Outcome #3	Increased access to graduation coaching/counseling for students who are disengaged from school to commit to graduating will occur early using early warning systems.
Short-Term Outcome #4	Students will be able to develop clear post-secondary pathways for both college and careers using a new college and career planning tool.
Short-Term Outcome #5	Students will have increased access to credit recovery options including in-school, after school and summer credit recovery as well as alternative options.
Short-Term Outcome #6	College access and success coaching will be provided for cohorts of traditionally underrepresented college students in order to create better access to college level coursework
Short-Term Outcome #7	Students interested in CTE careers will better understand the pathways to access these careers through the Career Coordinator.
Long-Term Outcome #1	Each high school will have implemented and refined a data analysis system with common time frames across schools to allow for district-wide analysis and decisions, targeted at 9th grade on-track teams.

Long-Term Outcome #2	Teachers and school staff will provide additional supports to increase students who are struggling with regular school attendance to attend school more than 90% of the school year.
Long-Term Outcome #3	Enrollment in college level coursework, esp AP, IB & dual-credit will mirror the student demographics at each school.
Long-Term Outcome #4	CTE courses will have clearly defined pathways leading to career opportunities post graduation.