



High School Success Plan
2021-2023



Lead Organization Hillsboro School District 1J

Goal #1	Increase by 10% the number of traditionally underrepresented students completing college-level coursework.
Short-Term Outcome	1. Improve communication channels around purposeful credit during forecasting with traditionally underrepresented students 2. Refine data systems and continue to communicate purposeful credit with targeted student groups
Long-Term Outcome	1. Traditionally underrepresented students enrolled in college-level coursework has increased by 10% by 2024-25 and are receiving support that best meets their needs in order to have successful completion of coursework.
Goal #2	Increase the number of students on-track in 9th grade to 95%.
Short-Term Outcome	1. Build a data system to monitor and analyze attendance, core course grades, and GPA at each grading period (interstitial and formal) in order to gauge and record any progress being made toward the longer-term goal. 2. System data improvements that would auto-generate regular family communications around 4-year on-track status mailed with report cards.
Long-Term Outcome	1. Refine data system to monitor and analyze attendance, core course grades, and GPA data on demand (between and during interstitial and formal grading period) in order to gauge and record any progress being made toward the longer-term goal. 2. 95% of all 9th graders (CHS, LHS, GHS, HHS, HOA, HBP) on-track to graduate
Goal #3	Increase the number of traditionally underrepresented students in well-rounded learning opportunities (including art, music, technology, and CTE) by 10%.
Short-Term Outcome	1. Assess current student enrollment across elective and CTE courses 2. Create and implement student survey 3. Analyze high-wage, high demand career opportunities in the Portland Metro job shed 4. Monitor student enrollment by demographic groups across elective and CTE courses
Long-Term Outcome	1. Revise course offerings, aligned to student interest and resource availability 2. Create communication and recruitment plan for forecasting and scheduling 3. 10% more students from traditionally underrepresented groups are enrolled in formerly disprop ortionately constituted courses 4. Enrollment in electives and CTE courses matches HSD demographics. 5. Courses are mapped to high-wage, high-demand careers and student interest.
Dropout Prevention Activity #1	There is a need for support in the category of mental health and related services provided to individuals, specifically around drug and alcohol prevention and response. A network of leaders will attend to the personal, socio-emotional, and academic needs of the students we serve. Our strategic plan goal is to "know every student by name, strength, and need." We believe this is foundational to 100% graduation. We will invest in additional

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	counseling services, counseling personnel and district level support to reach this goal.
Goal(s) this activity addresses	Goal 1 , Goal 2 , Goal 3
Dropout Prevention Activity #2	We will expand on our 9th grade on-track data tools that help staff prioritize supports for students based on behavior, attendance, and grades. We will support PLC/SLC structures for 9th grade teams via our work with Northwest Regional ESD. We will refine our practices with regards to graduation coaches, counseling, and academic supports to meet the needs of 9th graders. To ensure alignment and implementation we will have a Student Support Systems TOSA to support our system and focus.
Goal(s) this activity addresses	Goal 1 , Goal 2
Dropout Prevention Activity #3	Certified and Classified Educational Staff generally do not have adequate time under their normal contracts to engage in professional development activities aimed at learning how to better use data to inform instructional decisions at the classroom level, resources and information aimed to increase career and college readiness. With additional funding, the district would be able to release Educational Staff from their classrooms/schools (using funds provided for substitute teachers and/or extended contract) for focused data training. Such training would be mandatory and would have two primary outcomes. As a result of this professional development, teachers would be able to: Efficiently and effectively configure and run reports in the district's data system that provide disaggregated data (such as grade level, race/ethnicity, gender, applicable program label, home language) related to improving student outcomes. Efficiently and effectively configure ad-hoc queries in the district's data system that provide customized data related to improving student outcomes.
Goal(s) this activity addresses	Goal 1 , Goal 2 , Goal 3
Dropout Prevention Activity #4	Student Information Systems improvements that would auto-generate regular family communications around 4-year on track status that is sent to families with report cards and translated into our top 3 home languages. Build staff capacity (i.e. classified staff) to better support teachers (possibly through advisory) to support students on transcript review and on-track progress.
Goal(s) this activity addresses	Goal 2
Dropout Prevention Activity #5	PLC support with a focus on On-track systems 9-12. PLCs need to develop aligned learning targets/core concepts and agreements to allow students to demonstrate learning in multiple ways. Including on-track teaming and relationship to PLC work and Educational Staff generally do not have adequate free time under their normal contracts to engage in professional development activities aimed at learning how to better use data to inform

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instructional decisions at the classroom level. With additional funding, the district would be able to release teachers from their classrooms (using funds provided for substitute teachers and/or extended contract) for focused data training. Such training would be mandatory and would have two primary outcomes. As a result of this professional development, teachers would be able to use district's data systems and reports that provide disaggregated data related to improving student outcomes and bring that into their PLC work and trainings.

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

Dropout Prevention Activity #6 Each comprehensive high school will receive an additional .5 Math FTE for a total of 2.0 Math FTE. Data indicate that the highest course failure rates are in math courses, specifically Algebra 1 and Geometry at the ninth grade and tenth grade levels. These additional math positions would not be for general math FTE, but would be specific to offering a Flexible Learning Model/Academic Options model specific to math, targeting ninth grade and tenth grade students. The goal would be to provide interventions and support prior to students failing math and recovering math credit close to when they originally took the course. The recovery of credit would focus on the specific skills and standards in which they did not originally demonstrate proficiency, rather than a recovery of the entire course.

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

Dropout Prevention Activity #7 To address our 7-12 district level finding in ensuring students and families have understanding of college level opportunities we are investing in the Hillsboro Chamber of Commerce School to Career program and building level support to bring industry partners through career days, video, guest speakers to our middle and high school learners to connect students to connect to career and postsecondary education.

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

Dropout Prevention Activity #10 Chamber of Commerce Contract

College Level Opportunities Activity #1 Advanced Coursework PLCs: Coordinators for College Level Opportunities (AP/IB) will meet in Professional Learning Communities to collaborate around instructional supports for students, continuous recruitment and retention of underrepresented student groups, and to build the skills to help students to be successful in advanced coursework. They will use their knowledge and information from these PLC meetings to support the staff at their school sites. Additionally, we will fund district and buildings leadership positions and stipends for our college-level coursework options as part of our PLC district and building level team leaders.

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

College Level Opportunities Activity #2 Family Engagement around advanced coursework (what it means, how to access it, and support students). Coordinators and/or staff member representatives for college-level opportunities will collaborate/coordinate with family liaisons to provide workshops, fairs, and other support activities for all HSD Parent Advisory Councils (PACs). They will be available to regularly attend PAC meetings and provide on-going support for families and students. Sessions will be calendared out each year and will provide small group guided family/guardian information sessions. 50 hrs of Licensed Extended Contract 30 hrs of Classified Extended contract

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

College Level Opportunities Activity #3 To address the district finding of: Begin counseling students on importance of advanced coursework beginning in 7th grade and Continue to explore ways to include more families in decision making process of enrolling in advanced coursework. Our dual credit coordinator will work with a team of middle and high school licensed and classified staff to design the scope and sequence of this work in our advisory classes, which support all students 7-12 and delivery trainings to staff on college level opportunities.

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

College Level Opportunities Activity #4 Our goal is to create vertical alignment within academic content areas and within each career pathway so that all students have access to rigorous coursework in high school. We are working to integrate AP, IB, Dual Credit, and CTE into an expansion of communication tools that students can easily navigate in order to plan their K-12 careers and post-secondary educational opportunities. We are working to align course offerings across high schools, establish a shared course catalogue and common forecasting systems, and allow for transportation supports for concurrent enrollment across high schools.

Goal(s) this activity addresses Goal 1

College Level Opportunities Activity #5 Extension of School Day Supports: We will create a bank of extended contract hours for graduation coaches, instructional assistants, teachers, counselors, & family engagement liaisons to use for outside of school day support for students. These supports should be accessible to students who also may have responsibilities before or after the school day so we will develop asynchronous access points for student support & learning to support increased efforts in accessing college level opportunities and scaffolded supports needed.

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

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College Level Opportunities Activity #6	As we work to recruit, support and retain students in college-level opportunities, we will need funding to pay for student credits due to increased tuition costs associated for these items (AP/IB/Senior Inquiry via PSU/Promises).
Goal(s) this activity addresses	Goal 1 , Goal 3
Career Technical Education Activity #1	By holding counselor and support staff training around CTE programming and post-secondary connections we plan to build capacity within our career and academic advising systems to better speak to programs to provide appropriate career and college guidance for students and families when choosing CTE programs of study. We will sponsor family engagement events around career and college supports and programming. We will outsource development of marketing materials and communication tools to provide information to students and families as they explore CTE pathways within our district. We will be using Perkins funds to pay for PD to support this activity, but we will be using HSS funds to support the communication.
Goal(s) this activity addresses	Goal 1 , Goal 3
Career Technical Education Activity #2	To build better vertical CTE alignment and understanding of career and college readiness within our system we plan to build relationships with our feeder middle school staff and students. This includes: extended contract time for high school CTE teachers to connect with middle school Careers in Action teachers to build bridges between programs, and training student ambassadors from high school CTE programs to assist and mentor middle school students in the Careers in Action Lab courses at each middle school. Expand CTE middle school camps through extended contract time, supplies, and family communications to increase attendance.
Goal(s) this activity addresses	Goal 3
Career Technical Education Activity #3	Creation of promotional videos for each CTE program of study that can be used at multiple levels and for multiple audiences; community, families and students.
Goal(s) this activity addresses	Goal 3
Career Technical Education Activity #4	We will continue to develop new and current CTE programs at both middle and high school level, including aerospace, health sciences, construction trades, and advanced manufacturing. Within this work we will engage an increasing number of industry and postsecondary partners to launch new high wage/high demand programs and build in student certification opportunities. The programming and industry/community partnership development is supported by the Career and College Pathway District Administrator. As we build out programming we will need to add CTE teachers for hard to find positions such as Aerospace and Fire Science, FTE,

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extended contract money, CTE supplies, materials, industry equipment and communication tools will also be needed.

**Goal(s) this activity
addresses**

Goal 1 , Goal 3