



*High School Success Plan
2019-2021*



Lead Organization	Monroe School
Systems Ensuring On-time Graduation	In 2020-2021 students will have an individualized education plan that outlines their required classes and classes that will expose them to various trades. This plan will outline exact requirements for each individualized student based on their strengths, academic abilities, and required credits for each grade level.
Equitable Assignment to CTE	Currently at Monroe students are offered classes within the wood shop and the mechanics shop. These classes consist of wood shop, welding, and mechanics. Students are able to attend these classes each day and work towards developing skills within these trades. All students have access to these classes and can participate for various lengths of time in each classroom.
Equitable Assignment to Advanced Courses	Monroe students currently are able to take college level classes once they have completed their high school requirements. This can include a high school diploma or a GED. These students are able to work on their courses during the school day with support from educational staff.
	<p>If students want to enroll in college courses we are constantly reaching out to families for FAFSA assistance, supporting in scholarship applications, and utilizing Oregon Promise funds. If all of these avenues do not produce adequate funding, we utilize VESQY funds.</p>
Systems to Address Chronic Absenteeism	Students are required to attend school as part of their daily schedule. If a student chooses to not attend class or not participate they will lose privileges within the youth authority. During the upcoming years youth authority staff and education staff will collaborate to ensure a high level of consistency and accountability for students participating in their own learning.
Teacher Collaboration Time	In 2020-2021 Monroe will determine educational plans for each student. This will include information on student academic abilities, current courses, and future courses. Teachers will meet biweekly to review student progress, goals, and behavior in class. This information will be shared with youth authority staff, teaching staff, and students. During the meetings, teachers will collaborate and align instruction based on student goals.
	<p>This practice is newer to Monroe teachers, and a PLC guide document has been created and used in 3 meetings thus far. The document guides expectation of the meeting including coming to the meeting discussing present levels of academic progress, strengths, and areas of concern. Teachers are expected to be prepared to discuss these aspects bi-weekly.</p>

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Teacher Access to Data	It is very important for educational staff to be able to identify a plan for each individual student. This plan will outline completed courses, courses needed for graduation, and courses of interest for each student. These meetings will include educational staff, youth authority staff, and the student. In addition teachers will continue to develop their ability to grade students, track student progress based on proficiency, and keep records of student completion of each course.
Ensuring Effective Partnerships	At Monroe School students work with educational staff, youth authority staff, and mental health support. Students are able to take classes on financial beginnings through Umqua bank, possible connection with a government agencies, and participate in a work ethic program.
Goal #1	Students will explore various trades including building construction, welding, wood work, painting, small engine repair and mechanics. Students will be asked to explore at least three different trade classes each year.
Goal #2	Students will be aware of their completed courses and courses required to graduate. This will include conversations regarding current courses, future courses, and trade experience. Each student will complete an educational plan.
Goal #3	CTE classes will expand their offerings by creating individualized classes within the wood shop, mechanics program, and welding program.
Activity #1	Monroe School will work with various outside agencies to provide welding certifications, mechanics training, and other skills related to future employment.
Goal(s) this activity addresses	Goal 1, Goal 3
Requirement this activity addresses	CTE
Activity #2	Monroe will increase the mechanics teacher position to full time to increase the amount of courses offered.
Goal(s) this activity addresses	Goal 1, Goal 3
Requirement this activity addresses	On-Track to graduation systems
Activity #3	Monroe staff will collaborate and create an educational plan outline for students. This tool will be used during bi-weekly meetings with staff, students, and youth authority staff.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	Data use
Activity #4	Students will participate in at least three different trade options each year. This will be outlined in student educational plan and tracked based on student course schedule.

Lead Organization	Monroe School
Goal(s) this activity addresses	Goal 1, Goal 3
Requirement this activity addresses	CTE
Activity #5	Monroe will explore proficiency based credit for incoming student.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	On-Track to graduation systems
Short-Term Outcome #1	Students at Monroe will experience three different trade options within a year.
Short-Term Outcome #2	Students will have a plan of classes the need to complete in order to graduate.
Short-Term Outcome #3	Teachers will work to collaborate with youth authority staff on a consistent basis.
Long-Term Outcome #1	Monroe will expand their course offerings in trades. This will include various offerings and experiences in many CTE fields.
Long-Term Outcome #2	Students will work to complete credits while at the facility. These credits will be recorded and assist students in meeting graduation requirements.
Long-Term Outcome #3	Teachers will be able to effectively collaborate with youth authority staff and be able to use data to instruct students.