



High School Success Plan
2021-2023



OREGON
DEPARTMENT OF
EDUCATION

Lead Organization **North Clackamas School District**

Goal #1	Goal: Overall advanced course participation rates will increase 10% each year. Additionally, American Indian/Alaskan Native, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Multiracial students will each increase 10% each year.
Short-Term Outcome	Short term: Using Equal Opportunity Schools data and practices, schools will conduct outreach to missed students and their parents to engage in conversations regarding advanced coursework. Schools will be a college and career ecosystem where students, staff and parents engage in exploration of post secondary options. This work will be informed by the college and career framework which will include: a 6th-12th grade culturally competent college and career readiness standards/scope and sequence, 8th-grade college and career transition activities, college and career readiness curriculum implemented in secondary courses, College and Career Centers and coordinators ensuring equitable access and support for historically underrepresented students, and enhanced use of data collection systems include FAFSA+ and Naviance.
Long-Term Outcome	Sixty percent of North Clackamas School district 11th and 12th grade students will be enrolled in AP and IB courses.
Goal #2	Ninety percent of students will be on track after completing 9th grade. Additionally, 90% of Black/African American and Hispanic/Latino students will be on track after completing 9th grade.
Short-Term Outcome	Ninth grade teams will be established at each NSCD comprehensive high school. Teams will engage in coaching from the Center for High Schools Success to effectively utilize data to develop short and long term instructional responses to student achievement gaps. NSCD will support Affinity Groups at each school with recruitment, starting in 8th grade). These groups will be sustainably funded to provide academic and college and career readiness support, culturally appropriate student and parent engagement activities, and opportunities for school and district leadership. Engagement specialists will utilize 8th grade achievement data (attendance, grades, discipline) to engage Black/African American and Hispanic/Latino students who have experienced academic challenges. This work will start in the spring of the students 8th grade year and will focus on anti-deficit language and post secondary exploratory opportunities.
Long-Term Outcome	Overall on-track rates will increase by 6.6%, Black/African American on track rates will increase by 6%, Hispanic/Latino students 9th grade on track rate will increase by 7%.
Goal #3	Students who are historically underserved will graduate at rates of 85% or higher.
Short-Term Outcome	NSCD will develop multiple pathways to graduation that include a variety of credit options within a system of culturally responsive support. An early warning system will be implemented, including training for teams (9th grade,

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	administration, CARE) to utilize this information to target instructional and system support. An early leavers report protocol and process will be developed for use by schools 6-12. This system will incorporate data reports that allow schools to intervene before and immediately after students reach the 10 day of absence threshold.
Long-Term Outcome	Graduation rate for Hispanic/Latino students will increase by 8%, students qualifying for free and reduced lunch will increase by 2%, students with disabilities will increase 13%.
Dropout Prevention Activity #1	Ensure that NCSd has strong pathways toward graduation including alternative programs, and systems for credit attainment. Utilize educational options audit of New Urban High School, Oak Grove Center (OGC), Twilight, Summer School, and PACE to engage key stakeholders in designing program changes based on audit recommendations. Build GED program within New Urban High School and strengthen systems of credit recovery to ensure all students remain engaged in completion. Continued actions: -Build and strengthen online blended learning platforms to support students in alternative, summer, and credit recovery programming. -Increase college & career opportunities at alternative programs. -Staff collaborative learning and focus on student data to inform instruction, course schedule design, programming and intervention. -Provide access when appropriate to Portland Youth Builders. Next Steps for 2021-22: -Increase students enrollment in and access to Sabin-Schellenberg Career Technical Center - Restructure Oak Grove Center, PACE, and Twilight programs. -Implement GED program at NUHS which includes post-secondary planning support and mentoring. -Strengthen summer school programming with a focus on math instruction and collaboration with high school teachers. -Build systems to ensure strong credit recovery programming throughout the year.
Goal(s) this activity addresses	Goal 2 , Goal 3
Dropout Prevention Activity #2	Build and strengthen systems of support that address chronic absenteeism and disengagement by creating consistent and aligned practices through an equity lens in order to remove barriers for students. Continued actions: - Review and elevate best practices for supporting students struggling with consistent attendance. -Refine and improve attendance reports/data tracking. -Engagement Specialists assigned to high schools to reach underserved populations (ex: Pacific Islander, Native American, African American). Align practices and resources for staff teams that support chronically absent and disengaged students including the following: - Professional development and support for secondary student management and attendance teams. -Mobilize multiple stakeholders and strengthen community resource partnerships. -Increase mentorship programming for students who are at risk for disengaging and increasing college readiness (i.e. Advanced Scholars). -Review the practices and protocols of secondary Care/Student Support Teams. -Work with student management team at the secondary level to align discipline practices through an equity lens. -Contract

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	with Western Psychological to provide drug and alcohol counseling and mental health supports. -Coaching for new administrators in building and maintaining systems. Next Steps for 2021-2022: Research and implement best practices and systemic interventions for chronically absent students. Coordinator to support schools and train staff in Restorative Justice to prepare for implementation in the 2021-2022 school year. Revise and refine the discipline handbook and practices to include restorative practices and an equity lens to reduce disproportionate discipline.
Goal(s) this activity addresses	Goal 2 , Goal 3
Dropout Prevention Activity #3	Build systems to address and respond to each student’s academic, social, emotional, and physical needs through preventative strategies. Develop and strengthen practices and partnerships that ensure the well being of our students and families. Continued actions: Develop tools and protocols to support on-time graduation utilizing culturally relevant practices to communicate with students, families, and staff: 9th-grade on-track success teams at each high school Support for affinity work (Latinx club, BSU, etc) across secondary schools to ensure engagement, empowerment, and belonging for students of color. Data systems implementation to ensure data driven practices. Early leavers report protocol and process for supporting graduation data Next Steps for 2021-22: Parent/Family College and Career Symposiums Create infrastructure for early warning system protocols and process NCSd district parent-friendly progress towards graduation notice Add 9th grade success teams to two additional schools and strengthen the work with the Center for High School Success
Goal(s) this activity addresses	Goal 1 , Goal 2 , Goal 3
College Level Opportunities Activity #1	Intentionally target and increase post-secondary admissions ready and career access for underserved students. Continued actions: NCSd college and career framework to include: 6th-12th grade culturally competent college and career readiness standards/scope and sequence 8th-grade college and career transition activities College and career readiness curriculum implemented in secondary courses. Portland Workforce Alliance partnership - Career Expo, Mock Interview Events, College Write Nights College Access Teams at the secondary level including counselors, college & career coordinators, and TOSAs increase cross-school coordination and support of college and career readiness activities Next Steps for 2021-22: Crosswalk, align and enhance AVID, college and career framework, and ASPIRE curriculum to include college and career centers. College and Career Centers and support staff ensure equitable access and support for historically underrepresented students. Implement Naviance at the middle school level. Strengthen Naviance use at the high school level.
Goal(s) this activity addresses	Goal 1 , Goal 2 , Goal 3

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College Level Opportunities Activity #2

Increase access to college ready coursework and support while also addressing disproportionality in accelerated courses (AP/IB/Dual Credit). Continued actions: Close the disproportionate gap in science and math course pathways, including advanced courses Equal Opportunity Schools program work with Clackamas HS, Rex Putnam HS, and Milwaukie HS to increase access to advanced coursework. Support AVID professional development and coordination. Next steps for 2021-2022: De-tracking, Pre-AP and AP Diploma program implementation at Clackamas HS, Milwaukie HS, and Adrienne C Nelson HS in the 2021-22 school year. Support software and applications that increase instructional efficacy and assessment practices. MYP program exploration at Rex Putnam HS. Enhance 8th/9th transition programming including summer bridge program. Support college visits. Ensure that students have access to a college ready transcript (equitable grading practices, ensuring World Language instruction and advanced coursework)

Goal(s) this activity addresses

Goal 1 , Goal 2 , Goal 3

Career Technical Education Activity #1

Increase CTE pathways that connect students with high interest, high wage, and high demand careers which will enhance their learning experiences and provide access and opportunities to future careers and post-secondary education. Continued actions: Career technical education pathway implementation: Programming and Coding, levels I and II Teacher Education Pathway, elementary and secondary Geometry & Construction Makerspace implementation and ongoing support Support CTE pathways from middle to high school system Next Steps for 2021-22: Continued planning for integration of math instruction and CTE Grow Secondary Teacher Education Pathway program Examination and recruitment of historically underrepresented populations within each CTE/career field. Examine data to identify SSC courses needing support for increased pathway completion. Examine opportunities for multidisciplinary courses by integrating core content areas into current or additional CTE pathways.

Goal(s) this activity addresses

Goal 1 , Goal 2 , Goal 3