



*High School Success Plan  
2019-2021*



<b>Lead Organization</b>	<b>Oregon Connections Academy</b>
<b>Systems Ensuring On-time Graduation</b>	<p>We will review current practices and provide additional professional learning and training to:</p> <p>implement the 8th to 9th grade bridge program, expand graduation coach referrals to include 8th through 12th grade, continue to increase the number of credit recovery seats to match demand, and expand the usage of Student Engagement Advisory teachers and School Social Worker.</p>
<b>Equitable Assignment to CTE</b>	<p>Course assignment is made without regard to non-academic bias. All students who are interested in CTE courses and programs of study are encouraged to participate. There is no enrollment cap nor student cost for participation in CTE courses or pathways.</p>
<b>Equitable Assignment to Advanced Courses</b>	<p>Course assignment is made without regard to non-academic bias. All students who are eligible for advanced coursework are given the opportunity to participate. There is no enrollment cap or student cost for student participation in advanced courses.</p>
<b>Systems to Address Chronic Absenteeism</b>	<p>We would like to enhance school culture surrounding student engagement and best practices in learning, implement additional learning opportunities both synchronously and asynchronously, daily communication with caretakers and students regarding lesson completion, and continue to education families on school attendance and learning best practices. We will also ensure staff has professional development regarding awareness of barriers to student engagement.</p>
<b>Teacher Collaboration Time</b>	<p>We will continue to require 6 staff meetings annually, monthly PLC meetings, and our weekly departments/teacher team meetings.</p> <p>Our leadership team will work to develop a template of guiding questions for these collaboration meetings. We will ensure formatted data is provided on-demand to staff.</p>
<b>Teacher Access to Data</b>	<p>We will ensure that new and veteran staff have access to training and professional development regarding data access and making data-informed decisions. We will ensure that a template with guided discussion is included at team meetings and that data is reviewed and discussed.</p> <p>An addition of an IT professional will allow for support of staff and effective data-delivery.</p>
<b>Ensuring Effective Partnerships</b>	<p>We continue to research potential family, professional, and industry partners to source quality relationships with nonprofit community organizations, federally recognized tribes, other districts or schools, potential employers, and institutions of higher education. Current partnerships are evaluated for effectiveness toward continuous improvement.</p>

<b>Goal #1</b>	All Students will participate in career exploration activities in grades 8-12 at ORCA. They will identify their academic path for graduation, and develop post-high school plans. We will ensure each student is informed about all the college and career opportunities at ORCA.
<b>Goal #2</b>	ORCA continue to fully develop and expand the certified CTE program with multiple pathways in high demand and high wage career areas. All ORCA students will be able to participate in specific career courses, as well as have the opportunity to commit to a full career pathway. Students that successfully complete ORCA's CTE program will have the skills and knowledge necessary to transition to appropriate work and/or vocational programs.
<b>Goal #3</b>	We will have a system for identifying chronically absent students in a virtual environment, and implement structures that will support student engagement and help remove obstacles to student attendance. We will use data to identify students at risk for failing beginning in grade 8 and will implement structures of support for student success.
<b>Goal #4</b>	To address dropout prevention, our plans will intentionally include students that are geographically and economically disadvantaged for accessing school activities and engaging in their school requirements. We will continuously review and utilize practices that will help us identify bias to ensure equity in student opportunities for success and advancement.
<b>Goal #5</b>	We will maximize our ability to provide college credit at ORCA. We will expand opportunities for students to participate in college courses that aren't available at ORCA. We will ensure all students are aware of higher level courses and will support students as they choose the challenge of honors and advanced classes.
<b>Activity #1</b>	Staff will be informed regularly of the progress of our continued HSS initiatives as well as have the opportunity to participate in Professional Learning Communities addressing each of our goal areas. This will utilize HSS staff to plan and deliver Professional Learning as well as progress evaluation of the HSS initiatives.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #2</b>	Staff engaged in collaborative groups working on HSS activities will be provided the resources to receive professional learning in their focus area. These groups will also work to ensure all students receive equal opportunities to participate. Students will be provided technology, when appropriate to remove barriers, to allow for full participation in educational activities and opportunities.
<b>Goal(s) this activity addresses</b>	Goal 2, Goal 3, Goal 4, Goal 5
<b>Requirement this activity addresses</b>	Dropout prevention

<b>Activity #3</b>	We will continue to develop partnerships with colleges and industry professionals throughout the state to help provide college and career experiences.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 2, Goal 4, Goal 5
<b>Requirement this activity addresses</b>	Partnerships
<b>Activity #4</b>	Teachers will be provided time and opportunity to collaborate on chronic absenteeism and will be able to provide direction for programs and policies that will support student attendance. This group will also expand support for students that transfer into ORCA. Support for the teacher teams will be provided by the School Social Worker, Student Engagement Advisory Teachers, Student Engagement Administrator, Intervention Specialist, and Truancy Officer, and HSS Principal.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>Requirement this activity addresses</b>	Chronic absenteeism
<b>Activity #5</b>	Our School Social Worker will expand on community outreach to help engage students, remove obstacles to attendance, and address chronic absenteeism. This activity will be supported by the School Social Worker, Student Engagement Advisory Teachers, Interventionist, and School Counselors.
<b>Goal(s) this activity addresses</b>	Goal 3, Goal 4
<b>Requirement this activity addresses</b>	Chronic absenteeism
<b>Activity #6</b>	We will continue to expand our credit recovery program to provide more options for credit deficient students to graduate on time. This activity will be supported by Credit Recover teachers, Student Engagement Advisory Teachers, Interventionist, and HSS Principal
<b>Goal(s) this activity addresses</b>	Goal 4
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #7</b>	We will design and implement an 8th to 9th grade bridge program to provide extra support in students transition to high school. This will be supported by summer school teaching staff, Student Engagement Advisory Teacher, HSS Principal, with collaboration from Counselors and Middle School Advisory staff
<b>Goal(s) this activity addresses</b>	Goal 3, Goal 4
<b>Requirement this activity addresses</b>	On-Track to graduation systems
<b>Activity #8</b>	A plan will be implemented for 9th grade students that show signs of failure early in their freshman year. Each at-risk student will have an educational

	plan with intentional monitoring and follow up with an Intervention Specialist. Staff will participate in Professional Learning to assist in identifying at-risk 9th grade students. This activity will be supported by an Intervention Specialist, Student Engagement Advisory Teacher, and the HSS Principal.
<b>Goal(s) this activity addresses</b>	Goal 3, Goal 4
<b>Requirement this activity addresses</b>	On-Track to graduation systems
<b>Activity #9</b>	We will have collaborative teacher groups for grades 9 through 12 that will meet regularly to look at data to identify students at risk for failure, and to develop supports for students that are disengaged or are otherwise not being successful. Groups will be provided with guided discussion templates as well as data. Teachers will participate in Professional Learning centered around data interpretation and application. This activity will be supported by all HSS staff
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 2, Goal 3, Goal 4, Goal 5
<b>Requirement this activity addresses</b>	Data use
<b>Activity #10</b>	Counselors and advisers will ensure all students are informed of opportunities for advanced and college-level course-work, as well as opportunities for career-related learning. They will actively seek to remove bias in recommending programs of study for ORCA students. This activity will be supported by the Naviance and Nepris applications as well as Counselors and Advisory teachers in collaboration with CTE staff.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 4, Goal 5
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #11</b>	We will develop a plan for students to be able to access college courses at local community colleges. This plan will include protocols that ensure students are ready for college-level work. This activity will be supported by School Counselors, Advisory Teachers and the HSS Principal.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 4, Goal 5
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #12</b>	CTE teachers will expand career pathways that are aligned with state and industry standards. They will work with a career counselor, leadership, and the CTE advisory team to ensure their programs are relevant, engaging, and will include opportunities for real-life, hands-on experiences. This activity will be supported by all CTE teachers, all Career Advisory Teachers, HSS Principal and the HSS Administrator.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 2

<b>Requirement this activity addresses</b>	CTE
<b>Activity #13</b>	We will have career and college exploration lessons for students beginning in grade 8. This will be supported using the Naviance and Nepris applications in conjunction with Middle School Advisory Staff
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 4
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #14</b>	Hire an additional HSS Principal to support student engagement, dropout prevention, and college and career level opportunities.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 2, Goal 3, Goal 4, Goal 5
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #15</b>	Purchase and outfit a mobile education lab to support hands-on, face-to-face education activities throughout the state.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 2, Goal 3, Goal 4
<b>Requirement this activity addresses</b>	CTE
<b>Short-Term Outcome #1</b>	Functioning CTE advisory teams will be in place for each career pathway that includes school staff, industry representatives, and ORCA family members. A clear system will have been developed for informing all students about our career pathways, and for students to be on-boarded to these programs.
<b>Short-Term Outcome #2</b>	At least one new CTE pathway will be developed for the 2020-21 SY.
<b>Short-Term Outcome #3</b>	Our school social worker will have a system in place for identifying chronically absent students and for using resources to address the students obstacles to attendance. Regional activities and face to face student and family contacts will have begun to help students and parents engage with each other and with teachers.
<b>Short-Term Outcome #4</b>	Ten-day withdrawals will decrease by 4 percentage points.
<b>Short-Term Outcome #5</b>	100% of students identified as chronically absent will have been offered services to help them engage in school. Including home visits, regional meet-ups, connections to resources.
<b>Short-Term Outcome #6</b>	The Grade 9 on-track team is meeting regularly, looking at data; 85% of 9th graders are on track for graduation after freshman year.
<b>Short-Term Outcome #7</b>	1-2 additional dual-credit and/or AP courses available at ORCA, and we will see an increase in the percentage of students taking AP and honors level courses.
<b>Long-Term Outcome #1</b>	Students will have the opportunity graduate having completed fully developed career pathways. They will graduate with skills and endorsements

	in their career choice that will help them transition to a job or to an advanced program.
<b>Long-Term Outcome #2</b>	As a result of our CTE program, ORCA will have a career focus throughout K-12 that will be evident by career fairs, career-focused field trips, and career exploration integrated into core curriculum.
<b>Long-Term Outcome #3</b>	100% of students will be represented by regional teacher team to provide academic and non-academic support in their community.
<b>Long-Term Outcome #4</b>	Ten-day withdrawals will decrease by 25%
<b>Long-Term Outcome #5</b>	The Grade 9 on-track team is meeting regularly and looking at data; 92% of 9th graders are on track for graduation after freshman year.
<b>Long-Term Outcome #6</b>	100% of senior level CTE students will successfully complete at least one course for college credit.
<b>Long-Term Outcome #7</b>	Graduation rates will have increased by 7%
<b>Long-Term Outcome #8</b>	ORCA graduates will have increased their participation in college/advanced level courses by 15%.