



*High School Success Plan
2019-2021*



**OREGON
DEPARTMENT OF
EDUCATION**

Lead Organization	Oregon Virtual Academy
Systems Ensuring On-time Graduation	Fully implementing the systems above - continuing the role of 8-9 bridge coordinator and data specialist will help support these school wide efforts. We will restructure our credit recovery courses and teacher assignments. If fully funded we would be able to add additional staff to monitor this subset of teachers and students. Additional follow up communication will go out to at-risk and traditionally underserved students to ensure awareness of summer opportunities.
Equitable Assignment to CTE	Our program of study will be submitted for approval May 2019. This is the area where we are still emerging. Once we have the program approved we will be ready to move forward with licensed teachers and approved courses. Our CTE coordinator has been in touch with our regional CTE Coordinator throughout the year.
Equitable Assignment to Advanced Courses	Course surveys are sent to students to gauge interest in different courses. Students are able to select areas of interest including CTE. EOP is available to all students meeting academic requirements. As passing rates and credit accrual increases the number of students who are academically eligible to participate in EOP will increase.
Systems to Address Chronic Absenteeism	Weekly call lists are posted and teachers are assigned calls to students who are showing a deficit in contacts. Attendance is a required two meaningful contacts on two different days with a teacher each week. The calls to students focus on re-engaging them with their curriculum and live instruction
Teacher Collaboration Time	Our regular staff meetings will alternate between traditional staff meetings once week and brief weekly overviews with the rest of the time to meet in PLCs. So, PLCs will meet every other week. The grade level (ex 9th grade) success teams will be led by the grade level advisor and will meet at a time outside of that regular meeting block every two weeks.
Teacher Access to Data	Our PLC focus is the primary method to meet this requirement. Currently teachers have access to several different weekly and instant reports (via their individual courses). The data specialist will support PLCs by supplying data and leading them in meaningful analysis of that data with the intent of improving student outcomes.
Ensuring Effective Partnerships	We work with our sponsoring district to obtain data for students identified as Native American/Alaska Native students in order to maximize efforts to improve graduation rates and college and career readiness. Our training and focus on PLCs will ensure that staff are looking at disaggregated data in order to identify and act on information to create positive outcomes for historically and currently marginalized student populations. Our "Family Resource Coordinator" works to connect students and families with resources in their area once a need is identified. We are establishing our CTE program. As such we are working to develop community level partnerships in areas that will support our pathways. A CTE coordinator will be primarily in charge of

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	outreach and securing opportunities for students in all locations with participating students throughout the state.
Goal #1	All 9th grade students will earn the required number of credits to keep them on track for graduation.
Goal #2	All HS students will have a clear, relevant, and timely graduation plan in place. It will be created and implemented by the end of their 8th grade year (or within one month of enrollment). It will be monitored and discussed no less than once per quarter and will show them their path to graduation and preferred post-secondary goals.
Goal #3	Two standards based, industry specific CTE pathways will be implemented with fidelity over the next three years. Participation and success metrics will be developed based on student enrollment within each of them.
Activity #1	Continue to fund the role of the 8th/9th Bridge Coordinator. They will focus on interventions for students identified as being at risk coming into their 8th or 9th grade year.
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	On-Track to graduation systems
Activity #2	Teaching a school orientation course for all incoming 9th grade students. The course will cover school culture, what it means to be a high school student and additional supports for our online school systems. No additional funding is needed as this will be part of the 8th/9th bridge coordinator responsibilities.
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	On-Track to graduation systems
Activity #3	Hiring an 8th/9th bridge teacher. This teacher will support the bridge coordinator and loop with their students. This additional staff would focus on 8th grade interventions and would teach the 8th grade career explorations class. Over the following summer they would prepare and teach the school orientation course for their students who then be 9th graders along with any new 9th grade students. Working with one grade level at a time (approximately 200 students) would enable both the teacher and coordinator to better serve their students.
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	On-Track to graduation systems
Activity #4	Time set aside for PLCs to meet during the regular staff meeting every other week. We will alternate between standard staff meetings and meetings where PLCs are the focus. Having a dedicated time and structure for all PLCs to meet will increase visibility of the meetings and the priority the school is

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	placing on this practice. Grade level advisors will facilitate the grade level success teams. Those will occur every other week as well.
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	Teacher collaboration
Activity #5	Continued funding of the CTE Coordinator position
Goal(s) this activity addresses	Goal 3
Requirement this activity addresses	CTE
Activity #6	Hire a Senior Specialist - this position would replace the Retention Specialist from the last biennium. The focus is on motivating and coaching students in their final steps toward graduation. Community engagement would happen through this position as well - setting up service learning/volunteer opportunities for students throughout the state.
Goal(s) this activity addresses	Goal 1, Goal 2
Requirement this activity addresses	On-Track to graduation systems
Activity #7	HS Success Manager - monitor both the credit recovery and Essential Skills graduation requirement. They will monitor and track data for the subset of students and teachers. They can review disaggregated data for students in both programs to address populations that are underserved or lower performing.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	On-Track to graduation systems
Activity #8	Hire two new counselors to support on time graduation. This would lower our overall student to counselor ratio and support on time interventions and more frequent reviews of students' path to graduation.
Goal(s) this activity addresses	Goal 2
Requirement this activity addresses	On-Track to graduation systems
Activity #9	Continue EOP Coordinator role - increase community college partnerships, market the program in house, track participant data in increased participation and ensure equity for school year 2019-20. The duties of this position will be picked up by the new counselors in school year 2020-21.
Goal(s) this activity addresses	Goal 2

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Requirement this activity addresses	College level opportunities
Activity #10	Hire a retention specialist. This person will work with a small group of students who are chronically absent and need more frequent check ins with a mentor/coach. They will provide proactive outreach and support to targeted student populations who do not meet established benchmarks.
Goal(s) this activity addresses	Goal 1, Goal 2
Requirement this activity addresses	Dropout prevention
Activity #11	CTE Pathway and business partnership development.
Goal(s) this activity addresses	Goal 3
Requirement this activity addresses	CTE
Activity #12	Continue our summer school program at no cost to students to ensure equity to all students. These funds cover stipends for teachers and curriculum for students.
Goal(s) this activity addresses	Goal 1, Goal 2
Requirement this activity addresses	On-Track to graduation systems
Activity #13	ELA Small Group Specialist
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	Dropout prevention
Activity #14	Math Small Group Specialist
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	Dropout prevention
Activity #15	Student Resource Coordinator
Goal(s) this activity addresses	Goal 1
Requirement this activity addresses	Dropout prevention
Short-Term Outcome #1	Grade level teams will focus on student success by looking at shared student data and shift away from looking at their course level data. This new focus will lead to a 15% increase each year in 9th grade credit accrual.
Short-Term Outcome #2	Every student will have a Graduation Plan (Education Plan and Profile) in place and will review their plan at least once per quarter.

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Short-Term Outcome #3	Student absenteeism will decrease by 20% through the implementation of grade level team meetings.
Short-Term Outcome #4	Establish and implement CTE offerings in two different paths based on student interest and vocational relevance.
Long-Term Outcome #1	School graduation rates will continue to increase over the next four years with gains greater than or equal to those shown in 2018. The goal is to be at or above the state average at the end of the 4 years.
Long-Term Outcome #2	Student absenteeism rate will decrease by more than 50% through the ongoing efforts of our grade level teams and personal connections with each student.
Long-Term Outcome #3	80% of students participating in CTE pathways will complete the program and earn certification in their selected pathway.
Long-Term Outcome #4	Student eligibility will increase to 75% (of 11th and 12 grade students) over the next three years. Credits earned through EOP will increase by 20% in that same time frame.