



*High School Success Plan  
2019-2021*



<b>Lead Organization</b>	<b>Portland Public Schools</b>
<b>Systems Ensuring On-time Graduation</b>	PPS will continue to utilize, assess, and improve the above-mentioned tools and techniques in service to ensuring on-time graduation. Additionally, regular progress monitoring toward graduation and grade reviews will take place on an ongoing basis.
<b>Equitable Assignment to CTE</b>	<p>PPS has developed a grade 6 through grade 12 system of career awareness, exploration and preparation; key to that system is the presence of a college and career center on every campus as well as a career coordinator on every high school campus. There are also district-wide expectations for every student to participate in a variety of career related learning experiences, including a ninth grade College &amp; Career Exploration class. Additionally, new CTE data screens in Synergy (student management system) to explicitly track student enrollment in CTE programs by name, gender, race, ESL, SPED, TAG, etc and help inform class assignment decisions. Strategic creation and placement of materials (banners, posters, flyers) have also been key to spreading the word about CTE courses to all students.</p> <p>In partnership with the CTE department all school counselors participated in CTE focused professional development to increase knowledge of what CTE programming is available for students, the impact of CTE coursework on graduation and college completion rates and to help dispel the myth that CTE courses are for students not planning on attending a 4-year university after high school.</p> <p>The HS COSA has provided on site coaching with each high school team to help them develop proficiency in analyzing school data specific to equitable assignment of (and persistence in) in CTE coursework. This coaching helped schools to identify enrollment trends disaggregated by race and develop strategies to increase enrollment and completers for historically underserved students in CTE courses.</p>
<b>Equitable Assignment to Advanced Courses</b>	PPS provides on-track analysis reports that aid in the assignment of advanced coursework to students. Additionally, PPS' Advanced Scholars and Jefferson Middle College programs are key access points for advanced coursework. PPS is proud to have a dual-credit for all initiative and has utilized postcard mailing campaigns to promote enrollment in advanced coursework for those who are not currently participating. Additionally, PPS provides counselor

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professional development and utilizes focused scheduling systems and peer pairing in service to equitable assignment to advanced courses.

PPS also has IB Middle Years Program at the 4 schools at the middle grades at and AVID at all middle schools. PPS also has advanced coursework for all 12th grade students at 3 high schools.

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**Systems to Address  
Chronic  
Absenteeism**

Student Engagement Coaches (SECs) are assigned to manage and prevent chronic absenteeism on all PPS high school campuses. SECs will provide case-management to Tier 2&3 students assigned to their caseload. SECs will consult with internal and external stakeholders when working with students. SEC will serve no more than 30 students at a time. Participation in SEC services is voluntary and student and parent/guardian can decline or stop SEC services at any time during the school year. (For case management flow chart see page 13.)

Criteria for Tier 2 & 3 Case Management Support

Tier 2

Student ADA is below 89%

ADA below 80% with no B or C .

Tier 3

SIT referral

Mental Health

ADA below 70% with B and/or C

Case consultation

SEC is available to provide consultation for students who are struggling to engage in school but have ADA of 90% or higher.

Student Success Plan (SSP)

SECs will create a Student Success Plan with each student that is added to their caseload. The SSP will be updated at the beginning of second semester

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and at the end of the year. SSPs will include a transition plan for students transitioning to Tier 1 or if student is no longer engaged with SEC.

The success plan will be collaboration between student, parent/guardian, SEC, Counselor, teacher, and any other support people. The success plan will include the students' strengths, and what kind of support should be in place in order for the students to continue to be successful. (See pages 14-17 for example of SSP)

#### Documentation

SEC will use Contact Log and Interventions tab on Synergy for documentation.

Contact Log is used only for brief notification of student/parent/guardian regarding attendance. Example: student is absent and just want to check in with parent.

Intervention tab is to be used for direct service contact, such as regular meetings with student, meetings with school staff regarding student, family meetings, etc.

Using three period attendance data, the 10 day ADA will be logged at least once a month in the Intervention Tab.

SEC will review with student to set attendance goals as needed

Notes will be entered by end of business week of contact with students/parents.

Format for note taking: D.A.P: (Description, Action, Plan)

Description: Who you met with?

Action: What happened/what was addressed (be objective, Trauma Informed, avoid labeling, use person first language, do not put diagnosis/legal matter in notes)

Plan: concisely summarize is the plan going forward, how is this going to happen, is there plan to follow up regarding the specific issue addressed, identify any specific supports needed, and who/what will be that support, schedule follow up appointments as needed

Anything reported during direct service meetings that fall under mandatory reporting laws, SEC will contact program supervisor the same day for

consultation and follow PPS protocol.

If mandatory report is made SEC will notify designated school administrator

### Interventions/Models

Models and interventions will be informed through a Culturally Responsive and Trauma Informed Care lens using evidence based strategies and SECs may participate in ongoing professional development.

### Intensive Case-Management

### Skills Building

### Motivational Interviewing

### System Work

SEC will be responsible for creating, implementing and facilitating a Student Attendance Response Team (SART) in collaboration with the school. SART will align its work with SIT and the school climate team. SART functions as a Tier 2 intervention in the MTSS model and will use best practices to promote good attendance. (see page 19 for SART Roles)

SEC will be a participant on the Climate/SIT/Equity Team to support Tier 1 universal supports;

### School-wide Expectations

### School-wide Discipline Policies and Procedures

### Classroom Procedures:

### Effective Classroom Practices

### Classroom Management Plan

#### 4. Acknowledging Positive Behavior

### Data Tracking

SECs will utilize Dashboard to gather attendance data for the students on SEC caseload. Data will be used to address chronic absenteeism, and eliminate gaps for historically underserved students. Baseline data be taken from Discrete Monthly Attendance report which will compare and contrast the ADA of previous and current year. This report will be run three times:

When student is added to SEC caseload

At the beginning of second semester

At the end of the year.

SECs will utilize 10 day ADA and 20 day ADA throughout the school year to monitor students' progress.

Freshman Cohorts and Transition

SECs when able will consult with cluster attendance case managers or other staff as designated for students who need attendance support. In addition, SECs will work with caregivers, community partners, and HS support staff to identify prosocial activities for the students. SECs if able will work collaboratively with supports for Freshman cohorts in transition within schools, such as Freshman Academy.

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**Teacher  
Collaboration Time**

PPS will continue to prioritize release time for teachers and, with additional resources, would love the opportunity to expand to additional grades beyond 9th. District-level teacher on special assignment will continue to coach school-based leads on effective implementation and facilitation of teams; partnership with Stand for Children will continue to support upskilling of team leads, as well. PPS will utilize findings from external evaluation - currently in process - to determine best steps for continued improvement.

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**Teacher Access to  
Data**

Continued emphasis on professional development and continued work with COSA and TOSAs to upskill teachers and counselors on accessing, interpreting, and using data for decision-making.

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**Ensuring Effective  
Partnerships**

Our Partner Connect platform provides a mechanism to engage, organize and track partnerships and impact on student learning. With advanced reporting and integration with our student information system to we've been able to create linkages between partners, career learning events and student participation. These analytics provide insight at both district and building level and afford decision-makers with a tactical tool to get the most from partnerships.

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Each of CTE programs complete mandatory Carl Perkins Plans which also

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include career learning goals. The career learning goals provide the compass for our career coordinators to develop strategies to support their respective teachers and Partner Connect dashboard tools to create tactical views into partnerships aligned to career learning goals.

At the district level we provide support for the development and execution of advisory committees. This is a required element for all CTE programs and are subject to mandatory requirements from an engagement and documentation perspective. We've also embedded profile specifications that enable partners to self-identify for advisory committee participation and afford both teachers and career coordinators with ready access to a bench of partners to assist in recruiting and organizing advisory committees. Long-term we'd like to pivot to a District Pathway Advisory Committee Structure and establish an advisory committee structure that potentially serves all programs across the district via a singular district-mediated model.

Our Anchor Partnerships pilot program Launched in January of 2019 initially targeting construction programs at Benson Polytechnic High School and Roosevelt High School. Our aspiration is to build a blueprint to create connections between recognized industry leaders/organizations and various CTE programs. Generally, these larger organizations can bring to the table an expanded suite of resources to support programs and the formalization of the partnership potentially creates long-term relationships that are mutually beneficial for all stakeholders. Long-term our hope is these partnerships expand to all CTE programs and contribute to the evolving quality of the program and translate to more students enrolling and completing these programs.

<b>Goal #1</b>	Accelerate academic achievement and student engagement with a focus on racially and linguistically historically underserved students and students with disabilities as measured by 5% growth of 4- and 5-year graduation and completion rates AND reduce gap for historically underserved students by 10%.
<b>Goal #2</b>	Prepare all students for postsecondary success through increasing participation in CTE and college-level coursework as measured by 5% increase in student completion of at least 2.0 CTE credits and by 10% for historically underserved students AND by 5% increase in student enrollment in 2.0 college level credits and by 10% for historically underserved students.
<b>Goal #3</b>	Implement MTSS to improve school climate and reduce chronic absenteeism for all students, especially historically underserved students who are at risk of dropping out and not being ready for postsecondary success as measured by 5% growth in regular attenders and reduce gap for historically underserved students by 10%.

<b>Activity #1</b>	Systemically implement 9th Grade success teams: provide embedded release time for ongoing staff collaboration and professional development to ensure ninth grade on-track model is implemented with fidelity.
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 3
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #2</b>	Improve school climate and reduce chronic absenteeism: implement student engagement coach model of case management for chronically absent students.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>Requirement this activity addresses</b>	Chronic absenteeism
<b>Activity #3</b>	Prepare all students for postsecondary success: utilize counselor on special assignment to support high school counselors in ensuring equitable enrollment in advanced coursework, add counselor for virtual scholars program to ensure successful enrollment and completion in virtual learning program, and expand postsecondary success programs through contracts with key partners for initiatives such as senior inquiry.
<b>Goal(s) this activity addresses</b>	Goal 2
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #4</b>	Enhance CTE quality and sustain programs: expand CTE programming at schools with limited or no programs, upgrade existing equipment and materials at non-bond schools, utilize CTE TOSA to support CTE teachers in enhancing curriculum development
<b>Goal(s) this activity addresses</b>	Goal 2
<b>Requirement this activity addresses</b>	CTE
<b>Activity #5</b>	Implement teacher-led culturally relevant pedagogy and curriculum: hold curriculum camps, provide professional development and learning opportunities
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 2, Goal 3
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #6</b>	Fully fund 9th Grade Success Teams
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 3
<b>Requirement this activity addresses</b>	Teacher collaboration

<b>Activity #7</b>	Expand CTE (Connected with Activity 4); add programming to alternative schools and transition schools and bring non-bond schools up to industry standard.
<b>Goal(s) this activity addresses</b>	Goal 3
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #8</b>	Expand CTE (Connected with activities 4 and 7)
<b>Goal(s) this activity addresses</b>	Goal 2
<b>Requirement this activity addresses</b>	CTE
<b>Activity #9</b>	Explore College & Career Coordinators, dual credit opportunities for all students, additional textbooks, teachers of record, developing our graduate portrait
<b>Goal(s) this activity addresses</b>	Goal 2
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #10</b>	8th-9th grade transition summer school
<b>Goal(s) this activity addresses</b>	Goal 3
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Short-Term Outcome #1</b>	As a result of training and supports, educators will be able to implement and regularly assess the degree to which they feel prepared to implement culturally relevant practices/ curriculum.
<b>Short-Term Outcome #2</b>	Annual increase in number and percentage of freshmen on-track with zero Fs in required courses and at least 6 credits, especially historically underserved students and fewer students overall will be failing courses in all grades and subject areas by identifying student needs prior to final grades.
<b>Short-Term Outcome #3</b>	Annual increase in participation rate for all students, especially historically underserved students, in all CTE programs of study and in all college level coursework.
<b>Short-Term Outcome #4</b>	Increased student engagement and belonging as represented in school climate surveys and annual growth in regular attenders' rate for all students, especially historically underserved students.
<b>Long-Term Outcome #1</b>	Student Engagement/ Dropout Prevention: By 2022, PPS high schools will utilize disaggregated Graduation Percentages, disaggregated Freshman Credit On Track, to measure 5% growth in the combined rate of four year, five year and GED graduates, and reduce the gap between each sub-group of



	historically and traditionally marginalized and historically underrepresented students versus the non-HU on time graduation rate by 10%.
<b>Long-Term Outcome #2</b>	College Level Coursework: By 2022, PPS high schools will utilize semester college level credit (AP/IB/DC) awarded, racially disaggregated grade and attendance data to measure an increase of 5% in the enrollment of grade 11 students of their four year cohort in 2 high school credits or more in college level courses, and increase enrollment of historically and traditionally marginalized and historically underrepresented students in college level courses by 10%.
<b>Long-Term Outcome #3</b>	Career Technical Education: By 2021, PPS high schools will utilize First Semester Enrollment Information and Senior Exit Surveys to measure an increase in the percentage of students who complete 2 credits within a Career and Technical Education (CTE) program of study by 5%, and increase in the percentage of historically and traditionally marginalized and historically underrepresented students who complete 2 credits within a CTE program of study by 10%.
<b>Long-Term Outcome #4</b>	Student Engagement/ Dropout Prevention: By 2021, PPS high schools will utilize;  Disaggregated Graduation Percentages, Regular Attenders rates to measure 5% growth in the combined rate of four year, five year and GED graduates, and reduce the gap between each sub-group of historically and traditionally marginalized and historically underrepresented students versus the non-HU on time graduation rate by 10%.