



*High School Success Plan  
2019-2021*



<b>Lead Organization</b>	<b>Portland Public Schools</b>
<b>Systems Ensuring On-time Graduation</b>	PPS developed the on-track analysis report, which counselors use in conjunction with regular transcript reviews and yearly forecasting & planning meetings to ensure all students are enrolled in courses needed for graduation. This year additional funding was provided for counselors to meet with ELD staff and SPED case mgrs. to ensure correct placement before the start of the school year.
<b>Equitable Assignment to CTE</b>	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 & 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. 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. 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.
<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 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.
<b>Systems to Address Chronic Absenteeism</b>	We have hired a student engagement coach (SEC) for each of the comprehensive high schools who has a case load of the most chronically absent students on each campus. Our SECs connect with the students, their

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	<p>families, and the teachers to find the underlying causes of absenteeism and to assist the students in returning to school. The Student Engagement Team consists of 13 Student Engagement Coaches (SEC) serving students in 9 comprehensive High Schools, Alternative High Schools, Community-Based Organizations, and Emergent Bilingual students. Each coach will work with a caseload of students to support the district’s efforts to increase school engagement and attendance. SECs will work with students at schools, in the community, and in their homes. SEC program will implement MTSS to improve school climate, and reduce chronic absenteeism for all students, specifically for the Historically Underserved (HU). HUs include American Indian/Alaskan Native, Black, Native Hawaiian/Pacific Islander, Emerging Bilingual, Hispanic/Latino, and Multiracial. The outcome measure by 5% growth in regular attenders and reduce the opportunity gap for historically underserved by 10%. Reducing the opportunity gap will mean to increase equitable access to CTE, college level coursework, and career pathways, aligned with postsecondary education and training. The focus of our services is to implement the attendance protocol to engage our Tier 2 &amp; 3 students while supporting the overall climate of the school in Tier 1. SEC program works under the guidance of the current PPS Attendance Handbook. For more explanation of Tier 1, 2, 3, and MTSS please see the PPS Attendance Handbook. SECs will work with school staff to assist in implementing culturally responsive instructional and data-informed practices to engage HUs. We believe students and families should be an integral part of the decision making process. The SEC program works to create a collaborative process that meets student and family’s needs by identifying and building relationships with key stakeholders in the school and community</p>
<b>Teacher Collaboration Time</b>	<p>Using HS Success funds, PPS provides release time to high school teachers so they can collaborate around ninth grade success initiatives in professional learning communities. Said teams utilize a data report designed specifically for ninth grade success team implementation and participate in various student-focused protocols around intervention implementation.</p>
<b>Teacher Access to Data</b>	<p>Teachers and administrators have access to various data platforms (including data-rich teacher dashboard) with student information. Both COSA and TOSAs work to encourage and facilitate use of data for decision-making. Additionally, custom data pulls, visualizations, and report templates are made available to school-based staff for various purposes.</p>
<b>Ensuring Effective Partnerships</b>	<p>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. Each of CTE programs complete mandatory Carl Perkins Plans which also include career learning goals. The career learning goals provide the compass for our career coordinators to develop strategies to support their</p>

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	<p>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.</p>
<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

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<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

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<b>Requirement this activity addresses</b>	CTE
<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>Activity #11</b>	Pilot Pathways to implement interdisciplinary teaching and learning in order to prepare students for postsecondary success
<b>Goal(s) this activity addresses</b>	Goal 2, Goal 3
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #12</b>	Virtual School- Support for Comprehensive Distance Learning including additional staff for Virtual Scholars School, CTE equipment, distance learning kits, online curriculum and software for students.
<b>Goal(s) this activity addresses</b>	Goal 2, Goal 3
<b>Requirement this activity addresses</b>	CTE
<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.

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<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%.