



*High School Success Plan*  
2019-2021



<b>Lead Organization</b>	<b>Baker Early College</b>
<b>Systems Ensuring On-time Graduation</b>	All students are able to take all classes in the school. They meet with their advisor at least once a term to ensure they are taking the correct classes in order to be on pace to graduate on time and to meet their long term academic and career goals.
<b>Equitable Assignment to CTE</b>	Since our students attend local community college classes directly, they do have full access to CTE courses. Even though they have full access, our counselors often refer students to AAOT or degree program courses. We are beginning to recommend more CTE courses as appropriate for the student's goals. CTE teachers at the colleges are not licensed by TSPC.
<b>Equitable Assignment to Advanced Courses</b>	Our school consists entirely of students attending college full time while in high school. Every student takes the placement test and is placed in courses based on their unique needs. Each student receives an in-person advising session once a term to ensure courses are meeting their needs and post-secondary goals.
<b>Systems to Address Chronic Absenteeism</b>	Generally speaking, our students have strong attendance patterns in their college courses. If they have any struggles they are quickly identified and receive additional support. We often have students attend tutoring centers at the community colleges to receive additional support. We do not pay for summer school but do allow them to transcript courses they complete either at a high school program or community college.
<b>Teacher Collaboration Time</b>	Our advisors have monthly department time and staff meetings. During these meetings they have the time and ability to collaborate and review data. Additionally, if a student is not being successful, administration is brought in to help problem solve.
<b>Teacher Access to Data</b>	Data is easily and regularly available to teachers. Additionally, time is provided in various meetings (department, staff, lead teacher, RTI, and leadership meetings) for our teachers to review and make decisions based on the data.
<b>Ensuring Effective Partnerships</b>	We have partnerships with most of the community colleges in Oregon. We have started to develop partners with businesses across Oregon to provide internship opportunities with our students and as potential employers post high school.
<b>Goal #1</b>	All students at Baker Early College will be prepared to successfully complete college courses.
<b>Goal #2</b>	Junior and Senior students at Baker Early College will be aware of and as needed receive assistance in completing college scholarship application.
<b>Goal #3</b>	All students at Baker Early College will be aware of and receive assistance in obtaining internships from local businesses and as desired assistance in designing their class load to match the skills needed for the internship and potential post-high school careers.
<b>Activity #1</b>	Students who take CTE courses at the community college will have their course fees paid for.

<b>Lead Organization</b>	<b>Baker Early College</b>
<b>Goal(s) this activity addresses</b>	Goal 1, Goal 3
<b>Requirement this activity addresses</b>	CTE
<b>Activity #2</b>	Baker Early College students will receive support and preparing them for their careers or college entry post-high school graduation.
<b>Goal(s) this activity addresses</b>	Goal 2, Goal 3
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #3</b>	Students at Baker Early College will have the opportunity to learn and practice AVID strategies in order to be successful in their college courses, including AVID class and teacher.
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Requirement this activity addresses</b>	College level opportunities
<b>Activity #4</b>	Increase student support for success.
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Activity #5</b>	Staff will attend a one day Collaborative Problem Solving training and 6 follow up sessions to modify how we support struggling students.
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Requirement this activity addresses</b>	Dropout prevention
<b>Short-Term Outcome #1</b>	Baker Early College students that need extra support to be prepared for college courses will receive support and training to help them be successful.
<b>Short-Term Outcome #2</b>	The college and career guide will be updated and students will be encouraged to access the guide.
<b>Short-Term Outcome #3</b>	Junior and Seniors will be made aware of various scholarships that are available and will have support with completing the application as needed.
<b>Long-Term Outcome #1</b>	Baker Early College students that need extra support to be prepared for college courses will receive support and training to help them be successful.
<b>Long-Term Outcome #2</b>	The college and career guide will be updated and students will be encouraged to access the guide.
<b>Long-Term Outcome #3</b>	Junior and Seniors will be made aware of various scholarships that are available and will have support with completing the application as needed.