



*High School Success Plan*  
2021-2023



**Lead Organization**                      **Beaverton School District**

<b>Goal #1</b>	As planned HSS activities mature, we will see a consistent rise in our overall graduation rate with yearly gains for racial or ethnic groups that have historically experienced academic disparities at the rate of 3% in the school year 2021 - 2022 and an annual increase thereafter of 4% through 2025.
<b>Short-Term Outcome</b>	With student voice at the center of our work, HSS Teams (Behavior Health & Wellness, Family and Community Partnerships, Student Attendance and Retention, Graduation Mentors and Multilingual Department) will identify data points and measures to assess efficacy and impact related to individual activities and adult practices through PDSA cycles of improvement.
<b>Long-Term Outcome</b>	As a result of the coordinated efforts of our HSS activities, graduation rates for racial or ethnic groups that have historically experienced academic disparities will rise to 90% or greater.
<b>Goal #2</b>	Greater than 90% of students will be on-track toward graduation after completing 9th grade.
<b>Short-Term Outcome</b>	With student voice at the center of our work, we will create the conditions for students to show up and be their most empowered selves. 9GS teams will run PDSA cycles for continuous improvement focusing on change ideas generated through data reviews, site and staff practices and specific student observations. BSD 9th grade students, particularly students who have been historically marginalized, will have culturally sustaining, deeper learning and engaging academic experiences.
<b>Long-Term Outcome</b>	At a minimum, 90% of students from racial or ethnic groups that have historically experienced academic disparities and those experiencing poverty will be "on track" to graduate after their 9th grade year June 2025.
<b>Goal #3</b>	In partnership with Equal Opportunity Schools (EOS) and BSD college-prep programs (e.g., AVID, Early College, Career Encounters, College Track and Career Technical Options), we will increase college-level opportunities for students with a specific focus on racial or ethnic groups that have historically experienced academic disparities.
<b>Short-Term Outcome</b>	Advanced coursework equity teams in each of the comprehensive high schools will conduct student and staff surveys to establish site goals in partnership with Equal Opportunity Schools. Teams will identify the policies and practices that may create barriers for students. Teams will draft an Outreach & Advocacy Plan for Equitable assignment to Advanced-Placement courses with a specific focus on racial or ethnic groups that have historically experienced academic disparities.
<b>Long-Term Outcome</b>	Increase by 10% enrollment of students from racial or ethnic groups in college-level advanced coursework.
<b>Goal #4</b>	Expand the number of students prepared for postsecondary success through CTE Program of Study participation, with a specific focus on those currently underserved/underrepresented in CTE enrollment.

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**Short-Term Outcome**

All CTE courses will provide regular opportunities for students to participate in career development activities that help them transition to their next steps, middle school students will be exposed to CTE related career awareness/exploration, disaggregated data tied to student participation and completion will guide all decision-making, collaboration among all CTE stakeholders will be expanded, CTE courses will expand their ability to provide all students the academic and technical skills necessary to prepare them for careers, and practices will be developed to recruit and retain diverse and culturally competent CTE teachers.

**Long-Term Outcome**

Reduce the gap in representation of underserved CTE students compared to the BSD population by 40%.

**Dropout Prevention Activity #1**

BEHAVIORAL HEALTH AND WELLNESS TEAMS & TRAININGS Behavioral Health and Wellness Teams: Middle schools and high schools will continue to host effective multi-disciplinary teams that address student, family and school community behavioral health and wellness needs. The teams will continue to identify data points and measures to assess efficacy and impact in order to support student and family engagement in school. Teams will also determine and connect students and families with appropriate strategies and interventions guided by an equitable multi-tiered system of supports. These teams will use anti-racist, trauma informed evidence based practices and approaches in their work. SPECIFIC TRAININGS ARTIC: Anti-Racist Trauma Informed Care Trainings and Consultation Restorative Practices Drug and alcohol education, prevention and curriculum development EMTSS Implementation Training Behavioral Health and Wellness Data Tracking System Training for Synergy Universal and targeted behavioral health and wellness instruction and intervention BRAIDED FUNDING: Additional social worker positions at the high schools and middle schools will be funded by Student Investment Act (SIA) monies. A Behavioral Health and Wellness Systems Coordinator will also be funded by ESSR funds. This position will coordinate the ongoing development of the Behavioral Health and Wellness System within an equitable multi-tiered system of support or continuum. A secondary Social Emotional Learning TOSA will be added through ESSER II funds to support the direct implementation of behavioral health and wellness instruction. There will also be nine positions focused on restorative practice training, coaching and implementation at the secondary level funded by ESSER III funding.

**Goal(s) this activity addresses**

Goal 1

**Dropout Prevention Activity #2**

CREATE MEANINGFUL PARTNERSHIPS WITH FAMILIES Behavioral Health and Wellness teams will outreach and establish meaningful partnerships with families of our BIPOC, underserved, underrepresented, and marginalized student populations by: Focusing on building trust and relationships with families. Honoring diversity. Soliciting parent stories, voice, and choice. Eliminating deficit thinking around parent involvement and participation. Creating learning opportunities for personal and professional growth for

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families. Abandoning White dominant culture’s definition of “parent engagement” by expanding the notion of family engagement to reflect and build on the assets, contributions, and strengths of all families. Working on both sides of the family-school partnership by finding ways to work together as equals. SHORT-TERM AND LONG-TERM GOALS Short-Term Goals Collaboration with community partners to implement school based family engagement program with high schools with 20%+ LatinX student population Aloha HS (41%) Beaverton HS (42%) Southridge HS (31%) Westview HS (21%) Collaboration with community partners to implement a school based family engagement program at 2 middle schools with the largest LatinX student population Mountain View MS (38%) Whitford (43%) Provide funding for remaining high schools and middle schools to run family engagement programs up to \$4000 per high school and \$1000 per middle school facilitated by the college career counselor, social worker, or other member of the Behavioral health and wellness team. Develop family learning opportunities for BIPOC families in reading and interpreting high school transcripts in a culturally responsive way that focuses on building relationships with families. Provide learning opportunities for families around post high school planning and options. Establish family partnership groups to direct the vision for college and career readiness for school buildings. Coordinate district college information nights. Collaborate with school based Behavioral Health and Wellness teams to help improve student attendance. Long-Term Goal Schools will integrate family partnership best practices into their Behavioral Health and Wellness and school climate frameworks.

**Goal(s) this activity addresses**

Goal 1

**Dropout Prevention Activity #3**

Student Attendance & Retention (StAR) Learnings from CDL: Behavioral health and wellness teams taking an active role in reviewing student attendance and prioritizing family engagement as an intervention. Form a district, multi disciplinary team to review current attendance framework. Review the framework with an anti-bias, anti-racist lens and merge goals with activity 1 (behavioral health and wellness teams). Site level StAR team members will include: Administrator (Leads Meeting), Counselor, Office Assistant/Attendance, and other relevant building staff (Grad Mentors, Campus Monitors) Each school will conduct an attendance audit and incorporate measures to mitigate the gaps within their school improvement plan. Integrate a coaching model to support school teams through an improvement cycle to address goals. LIST SPECIFIC TRAININGS Quarterly BSD Attendance Team training and work sessions to support the district attendance framework with a focus on PDSA cycle of improvement. PARTICIPATING STAFF High School Vice-Principals, 9-12 Counselors, high school Attendance Office administrative support staff Short-Term Goals Finalize the comprehensive district attendance framework. Provide professional development to school teams around implementation of a comprehensive attendance framework Collect data and feedback from newly

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	formed attendance teams. Long-Term Goal Integrate attendance framework into a larger, district EMTSS.
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Dropout Prevention Activity #4</b>	Dropout Prevention: 9th Grade On Track (9GS) Continued Implementation of 9th Grade Success Teams in all high schools in order to support 9th Grade On Track efforts. 9GS teams will reflect a mindset focused on Equity, Deeper Learning and Reflection on Continuous Improvement. 9th GS Teams will conduct Quarterly Grade Level Student Data Studies with NWRES D coaching and data support 9th GS Teams will conduct 120 minutes of meetings per month with consistency and regularity to manage/discuss team PDSA cycles for continuous improvement, review data and discuss specific student observations, interventions and planning. SPECIFIC TRAININGS: Northwest Regional ESD 9GS: August Team Lead Training Network Quarterly Convenings Regular school-based coaching Monthly team lead specific convenings BRAIDED FUNDING: Gates Grant through Northwest Regional ESD SHORT-TERM GOAL Improve both graduation rates and college and career readiness by focusing on 9th grade students earning a C grade or better in core courses with six or more credits earned in their first year of high school. LONG-TERM GOAL (AIM Statement) We will create the conditions for students to show up and be their most empowered selves Across our region, 9th grade students, particularly students who have been historically marginalized, will have culturally sustaining, deeper learning and engaging experiences As an indication of this, by June 2025, 90% of our Black, Latinx, Native American, and Pacific Islander students, and those experiencing poverty will be "on track" to graduate after their 9th grade year.
<b>Goal(s) this activity addresses</b>	Goal 1 , Goal 2
<b>Dropout Prevention Activity #5</b>	UpGrade 7/8 HS Prep Program The UpGrade program is designed to provide students extra support as they transition from middle school to high school by centering student voice in the process. Students engage in curriculum developed around managing challenges, focus on core subject area support and career exploration. SEL Component aligned w/CASEL Drug & Alcohol Component Passages Interval Component Prepare transition to neighborhood high school OR option high school
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Dropout Prevention Activity #6</b>	Continued funding BSD FLEX: Expand flexible education opportunities by engaging in the following activities: Districtwide (secondary level) adaptive online courses, tools, and supports At the middle school level, counselors recommend at-risk 7.5 and 8.5 graders for a summer school Point Five program. The Point Five program is credit-bearing so students enter high school with a 0.5 credit head start. Early intervention supports to students who are at-risk (grades 7.5 - 12), offering a variety of options to ensure students graduate high school on-time, prepared for their post high school

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plans Identify students 7.5 - 12+ who need credits, support or intervention Monitor and support seniors at risk of not graduating on time BSD FLEX Online program ensures students retain access to band and music, art, electives, athletics and CTE courses. Allies program (serves students 9-12 by reengaging students in school and preventing course failures). Flex vehicle to transport supplies, computer support and proctor transportation if/when needed Family engagement and support through a Bilingual Facilitator position Online courses also reduce or eliminate scheduling issues and can be a viable alternative for students dealing with social/emotional barriers preventing them from being successful within traditional classrooms. Our Allies program aims to support students at risk of failure through certified, highly relational content support mentors Includes a comprehensive admissions program and ongoing monitoring and communication to help students stay on track

**Goal(s) this activity addresses**

Goal 1

**Dropout Prevention Activity #7**

BSD Grad Mentors will continue to provide personal, targeted support for students not passing 1-2 classes with less than 90% attendance and students not passing 3 or more classes with attendance of 90% or greater. Their caseloads will come from coordination between counseling departments, Behavior Health & Wellness teams and 9GS teams. Caseloads will be approximately 35 - 50 students. They will collaborate with students and families with the primary objective to implement supportive strategies outlined by building support teams. Graduation mentors may employ the following to assist and track their work with students: BSD Early Warning System to monitor academic progress and attendance A data collection system to gather and track information regarding academic progress attendance rates, organizational issues and school engagement challenges Collaboration opportunities with school staff and outside student resources or agencies Access school-based resources and supports to promote academic success Position Responsibilities: Maintains confidentiality according to FERPA guidelines Maintain a Graduation Mentor Contact Log to document all contacts with students, families and teachers Provides assistance to students to improve organization, in class engagement and task completion Encourages acceptable student behavior. Guides and reinforces student understanding of classroom rules, procedures and expectations Maintain a system of data collection to trace student progress over time in order to verify program efficacy Complies with Graduation Mentor district training plan which may include: Youth Mental Health First Aid 9th Grade Success Regional Convenings Empathy Interviewing: Purpose, Practice and PDSA Restorative Practices Trauma Informed Care Motivational Interviewing Academic Goal Setting Strategies Training In consultation with counselors, Behavior Health and Wellness teams and 9GS teams: identify strategies to address academic, emotional and social barriers Connect students to necessary resources (counselor, social worker, case manager, etc.) Track

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attendance and work with students, families and counselors to identify and overcome attendance barriers Develop an appropriate communication plan to staff and families regarding student progress. Attend school and parent meetings as necessary

**Goal(s) this activity addresses**

Goal 1

**Dropout Prevention Activity #8**

New programs to support ELL/Migrant/Native American students/Indigenous students Summer School on-ramp career courses for ELL/Migrant/Native American students/Indigenous students Summer career exploration and enhancement classes for HS students as a class Native Education Coordination and Development Identify existing practices that cause AI/ AN students to be erased Perform an internal review of current system of accurately identifying the count of AI/AN in our 9-12 system Increase attendance, academic achievement and graduation rate of AI/AN students by coordinating with other district and HSS initiatives (e.g. StAR, Grad Mentor Program, 9GS, BH&W teams) Coordination with BSD Collaborative Alternatives to Student Expulsion (CASE) team to address disproportionate discipline in Beaverton School District Support tribal and family engagement in school, district and community activities (e.g. transition to high school and career development opportunities Support IA/IN professional and curriculum development efforts to increase high school engagement and on-time graduation Support use of traditional knowledge and languages Family Outreach/Engagement Spanish-speaking Bilingual Facilitator I - CL - Merlo/Early College (Spanish-speaking). Community Liaison support for our multilingual families at Merlo Community School and Early College Focused outreach to families to ensure a bridge between school at home with a focus on high school success and graduation Partnerships/Family Outreach/Engagement 2 Somali-speaking Bilingual Facilitator I - CL - MLD Targeted support for our families that speak African languages across the entire district Support for our high school students and families that speak various African dialects including digital equity support for families Family Outreach/Engagement: Coordination w/Activity 2 Efforts Bilingual Resource Facilitator II for Newcomer Program

**Goal(s) this activity addresses**

Goal 1

**Dropout Prevention Activity #9**

Activity 9: Summer CREDit (Create Reconnect Engage Discover) 8.5 and 9.5 students engage in 2-week summer sessions (four days per week, four hours per day) in credit earning experiences and career exploration opportunities. District Provided Transportation No fee for summer school and .5 credit acquisition Anti-Bias, Anti-Racist and Equitable: Support all BSD students across the spectrum Behavioral Health and Wellness Trauma Informed Practices Grad Mentor Support Aligned with AIM of 9GS We will create the conditions for students to show up and be their most empowered selves Across our region 9th graders - particularly students who have been historically marginalized - will have culturally sustaining, deeper learning, and

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	engaging experiences. As an indication of this, by June 2025, 90% of our region’s Black, Latinx, Native American, and Pacific Islander students, and those experiencing poverty will be “on track” to graduate after their 9th grade year
<b>Goal(s) this activity addresses</b>	Goal 1
<b>Dropout Prevention Activity #10</b>	HSS Coordination & Development The High School Success Development Coordinator supports the objectives of the district's approved High School Success plan in alignment with state and district Dropout Prevention, College-Level Opportunities and CTE goals. Summary of Responsibilities Serves as the liaison between Oregon Department of Education support staff and the Beaverton School District in monitoring and supporting High School Success objectives Community and Industry outreach to support High School Success goals and objectives Supports Dropout Prevention efforts; e.g. 9th Grade On-Track, Graduation Mentors, STAT/SIRC/CASE Teams, UpGrade and district dropout prevention reengagement programs. Supports opportunities for staff and students to improve student college and career experiences and outcomes Participates in district, regional, and statewide planning for High School Success Coordinates professional development activities for 9th Grade On-Track, Grad Mentors and Dropout Prevention activities Financial planning and analysis in collaboration with grant activity owners; ensuring accurate burden rates are utilized for staff costing forecasts LIST SPECIFIC TRAININGS National Equity Project Georgetown University Fellowship MTSS/Restorative Practices National Dropout Prevention Network Building and Supporting Anti-Racist Grading Policies
<b>Goal(s) this activity addresses</b>	Goal 1
<b>College Level Opportunities Activity #1</b>	Equal Opportunity Schools Partnership Expand Partnership with Equal Opportunity Schools to address gaps in assignment to advanced courses/programs in all BSD comprehensive high schools. Identify EOS Leads & EOS Equity Teams in comprehensive high schools Conduct student and staff surveys to establish site goals Identify policies and practices to evaluate Draft Outreach & Advocacy Plan Phase I Equitable assignment to Advanced-Placement courses
<b>Goal(s) this activity addresses</b>	Goal 3
<b>College Level Opportunities Activity #2</b>	Career Technical Options Development: Whole Student, Whole District, Whole Community New programming to support student exploration of career opportunities in career technical fields by focusing on identified regional workforce development high demand sector areas and earn college credit Coordination with reengagement students and staff to align career and college readiness goals with career technical and college degree options Continued development of partnerships between the area chamber of commerce, City of Beaverton and other non-profit organizations that support career related learning experiences, experiential learning opportunities and

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offer externship opportunities when available to all high school students. This work would be in close collaboration with BSD Counseling TOSA, BSD Career Counselors and BSD Community Resource coordinator.

**Goal(s) this activity addresses**

Goal 3

**Career Technical Education Activity #1**

Career Development Each POS will provide CTE students with opportunities to participate in career development activities that incorporate career awareness, career exploration, and career preparation to help students transition to their next steps. Establish systems for developing, tracking, evaluating, and reporting Work-Based Learning. Provide Program of Study supports needed to ensure students are prepared for Work-Based Learning through each program's sequence of introductory and intermediate courses. Provide a variety of Work-Based Learning experiences within each Program of Study to ensure equitable access to opportunities. Create opportunities for students to participate in career development activities and Work-Based Learning and/or bolster existing opportunities to meet state requirements.

**Goal(s) this activity addresses**

Goal 4

**Career Technical Education Activity #2**

CTE Access Ensure that historically and currently marginalized learners can access and persist in high-quality CTE programs. Eliminate CTE student course fees and provide financial support for programs to purchase consumable supplies and materials necessary for students to engage in hands-on learning activities. Create and implement District-wide promotions around CTE, including middle school efforts. Provide support for earlier career exploration and exposure via the middle school career labs, including collaboration with CTE Programs of Study.

**Goal(s) this activity addresses**

Goal 4

**Career Technical Education Activity #3**

CTE Skills Provide all students the academic and technical skills necessary to prepare them for careers in high-wage, high-demand occupations and post-secondary success. Provide students with access to industry level equipment, technology, curriculum, and facilities needed to support high-quality CTE programs.

**Goal(s) this activity addresses**

Goal 4

**Career Technical Education Activity #4**

CTE Staffing Recruit and retain diverse and culturally competent CTE teachers. Increase outreach to under-represented populations about the path to teaching in a CTE Program of Study. Collaborate with stakeholders to improve CTE teacher recruitment and support the development of cultural competence in existing CTE teachers. Provide CTE specific professional development and mentoring opportunities for new CTE teachers, especially those coming directly from industry. Additional funding for extended contract time as needed. Continue to support the staffing of some CTE teachers and the CTE Coordinator.



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**Goal(s) this activity addresses**      Goal 4

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