



*High School Success Plan  
2019-2021*



|   |  |
|---|--|
| <b>Lead Organization</b>                        | <b>Salem-Keizer Public Schools</b>   |
| <b>Systems Ensuring On-time Graduation</b>      | Again, the further development of our 9th Grade Success Teams into MTSS teams will help here, as well as the community resource specialists previously mentioned. We have graduation coaches who identify struggling students and connect with them directly, engage with parents, and provide and direct supports.  |
| <b>Equitable Assignment to CTE</b>              | We have been developing a recruiting and retaining process for our CTE programs beginning in 8th grade. We hold 8th grade assemblies at each middle school focused on the advantages of CTE programs. 8th graders select CTE programs of interest to experience, then we transport all 8th graders to their feeder high school for experiential, informative CTE showcases of the programs in which they have expressed interest. They then have the opportunity to request "priority application" to the CTE program of their choice. High schools are working to honor these specific program requests for incoming 9th graders.   |
| <b>Equitable Assignment to Advanced Courses</b> | We have been involved with Equal Opportunity Schools for several years. This has required us to encourage and recruit students from all demographic groups to enroll in advanced courses. Additional supports for students have been created to provide extra time and instruction to ensure success. Each school tracks the demographics of the students enrolled in advanced courses to ensure these demographics match those of the school and district.  |
| <b>Systems to Address Chronic Absenteeism</b>   | Again, the grad coaches and community resource specialists will be key here. We also have worked at each high school and middle school to increase family connection/engagement for chronically absent students. The developing 9th Grade Success and MTSS teams will also continue to monitor attendance and act on chronic absenteeism.  |
| <b>Teacher Collaboration Time</b>               | <p>During 2018-19, we provided training to all high schools on the 9th Grade On-Track teams. this actually was the beginning of development of Multi-Tiered Systems of Support (MTSS) teams at each school. Each high school developed its own model to identify and support their 9th grade students early and often. The teams have been working throughout 2018-19 to practice utilizing data, identifying and intervening with students, researching supports, and communicating internally. These systems are continuing to be practiced and developed. Over the next two school years, each high school will continue their teams, expand their capacity, and consider how to further work with 9th graders as the needs arise.</p> <p>Teams have been developed at each middle school as well to begin this process at the latest in 8th grade.</p> |
| <b>Teacher Access to Data</b>                   | We are continuing to develop our access and expertise of data. We have researched new data reporting systems and will be working over the next year to establish these. The 9th Grade Success and MTSS Teams are   |

|  |  |
|--|--|
|  | beginning to get more confidence in using and accessing data, while also requesting more sophisticated data pulls. As we get our data systems developed, we will continue to grow the sophistication of the teams and data reports. Data has primarily only been available to administrators in our district. Changing this culture continues.   |
| <b>Ensuring Effective Partnerships</b>     | We have on-going relationships with numerous community and industry partners including Salem Keizer Education Foundation, The Salem Area Chamber of Commerce, the Keizer Chamber of Commerce, Boys & Girls Clubs, The Coalition of Equality, Mano y Mano, to name a few. We also have engaged with an industry leader and philanthropist to develop a community collaborative focused on increasing graduation rates through local innovation and involvement.   |
| <b>Goal #1</b>                             | All students will leave 9th grade on-track toward graduation.  |
| <b>Goal #2</b>                             | All students will engage in a planning culture from 8th through 12th grades to set goals, explore options, and take action toward positive placement in career or college once achieving graduation.   |
| <b>Activity #1</b>                         | CTEC Expansion - Cover salaries for additional staff added at Career Technical Education Center during M98 eligible years. Also, District-responsible expenses for furniture, computers, consumables, etc. CTEC offers focused CTE programs to 11th and 12th grade students in SKPS, where students spend half of their schedules at CTEC earning 2 CTE credits and 2 core credits. CTEC added 2 programs with associated additional staffing during 2017-18 and 2018-19, and plans to add 2 programs for 2019-20. Thereafter, the staffing for these programs will continue coming from HS Success Funds. |
| <b>Goal(s) this activity addresses</b>     | Goal 2   |
| <b>Requirement this activity addresses</b> | CTE  |
| <b>Activity #2</b>                         | Middle School CTE - innovative projects at various middle schools will be implemented to increase student access and engagement earlier in students' school experiences. These projects may include staffing, equipment, tools, consumables, professional development, and facilities. SKPS will improve middle school CTE experiences and better connect to feeder high schools and high school programs.   |
| <b>Goal(s) this activity addresses</b>     | Goal 2   |
| <b>Requirement this activity addresses</b> | CTE  |
| <b>Activity #3</b>                         | SKPS will develop 8th Grade Success teams at each middle school to access data on key high school readiness statistics and review the data for individuals and groups. Teams will use data to develop, support, and mentor 8th graders who are challenged in key areas (attendance, behavior, school connection, literacy, math skills, etc.).   |
| <b>Goal(s) this activity addresses</b>     | Goal 1, Goal 2   |

|  |  |
|--|--|
| <b>Requirement this activity addresses</b> | On-Track to graduation systems   |
| <b>Activity #4</b>                         | SKPS will develop and continue Freshman Success Teams at each high school to access and review data regarding the success of 9th grade students as a whole and individually. The team will research and investigate resources and supports for individuals and groups currently available and can be instituted to assist students in graduating on time with a plan for their next steps. These teams may expand to support students beyond 9th grade as well.  |
| <b>Goal(s) this activity addresses</b>     | Goal 1, Goal 2   |
| <b>Requirement this activity addresses</b> | On-Track to graduation systems   |
| <b>Activity #5</b>                         | <p>Increase CTE Access and Opportunities for all high school students - In addition to the added staffing and programs at CTEC, SKPS is adding programs, staff, and resources at all high school sites. This includes supporting all high school program sites with additional funding for FTE/equipment/tools/consumables, facility improvements, a CTE Program Assistant, additional professional development, focused student recruiting and retention strategies, a Technology and Information Systems technician, and training for counselors and administrators.</p> <p>Roberts High School CTE - By developing CTE programs at our alternative high school, students will have engaging learning opportunities providing CTE, drop-out prevention, and accelerated college credit.</p>                  |
| <b>Goal(s) this activity addresses</b>     | Goal 2   |
| <b>Requirement this activity addresses</b> | CTE  |
| <b>Activity #6</b>                         | Data systems - SKPS is accessing information through our own student management data systems and through contracted services to report specific information about student groups and individuals. . Additional staffing will support school teams by collecting, organizing, and directly pushing out data at timely intervals and help to coach school level Success Teams in the use of this data as part of an MTSS system. This will empower our 8th Grade Success Teams and Freshman Success teams to monitor student groups and individuals to guide supports and resources to those students most in need, as well as build capacity to support students into upper grades. This will also provide administration with information about which supports and resources to further develop and implement. |
| <b>Goal(s) this activity addresses</b>     | Goal 1, Goal 2   |
| <b>Requirement this activity addresses</b> | Data use   |
| <b>Activity #7</b>                         | Drop-out Prevention strategies - We are implementing a variety of strategies including additional Summer Transition Programs for at-risk students when they transfer from 8th to 9th grade, extensive resources and strategies to  |

|  |   |
|--|---|
|  | provide students opportunity for credit recovery prior to falling deeply into deficiency, community resource specialists to engage students and families of underrepresented groups (Black/African American and Pacific Islanders specifically), continued expansion of Connections Academy, working with County Juvenile Department to provide CTE credit for proficiency for students transitioning from incarceration to school, and implementing an online drug and alcohol education program to re-engage students back to school earlier after transgressions.  |
| <b>Goal(s) this activity addresses</b>     | Goal 1, Goal 2  |
| <b>Requirement this activity addresses</b> | Dropout prevention  |
| <b>Activity #8</b>                         | <p>Student Access to College Credit - SKPS will continue to implement our established plan to provide a designated set of "core" college credit opportunities at each high school through agreements with local community colleges, universities, and WESD (for Willamette Promise).</p> <p>Schools may also request funding for field trips to post-secondary education locations to inform and educate students about career/education options.</p>   |
| <b>Goal(s) this activity addresses</b>     | Goal 2  |
| <b>Requirement this activity addresses</b> | College level opportunities   |
| <b>Activity #9</b>                         | Additional 8th Grade CTE and Summer Enrichment Opportunities - Additional Staffing (FTE) will be provided to middle schools to develop and offer innovative projects at various middle schools as well as Summer Enrichment Camps for students transitioning from 7th to 8th grade to increase student access and engagement earlier in students' school experiences. These projects may include staffing, equipment, tools, consumables, professional development, and facilities. SKPS will improve middle school CTE experiences and better connect to feeder high schools and high school programs.                   |
| <b>Goal(s) this activity addresses</b>     | Goal 2  |
| <b>Requirement this activity addresses</b> | CTE   |
| <b>Activity #10</b>                        | <p>Additional 8th Grade Supports - In addition to developing 8th Grade Success teams at each middle school, SKPS will increase centralized support for example, by hiring an MTSS specialist to guide, coach, and provide professional development for these teams or data specialists at schools to support these teams. Teams will use data to develop, support, and mentor 8th graders who are challenged in key areas (attendance, behavior, school connection, literacy, math skills, etc.).</p> <p>FTE added to each middle school to increase parent contact to 8th graders, especially for attendance issues.</p> |

|  |   |
|--|---|
|  | Additional field trips offered to 8th grades for access to college and career information   |
| <b>Goal(s) this activity addresses</b>     | Goal 1, Goal 2  |
| <b>Requirement this activity addresses</b> | Dropout prevention  |
| <b>Activity #11</b>                        | Additional CTE Expansion and/or Innovation at all High School locations - Each High School and CTEC will receive additional Funding to further expand or innovate CTE programs. This could include development/implementation of contextualized learning like Geometry in Construction (GiC) or Algebra in Manufacturing Processes Entrepreneurship and Design (AMPED), additional FTE, prep buy outs, supplies, equipment, facilities improvements, dedicated Instructional Assistant to support CTE classes/programs, professional development, etc. In addition, 1.0 FTE project manager/maintenance will be added to maintain new CTE equipment and complete facilities improvements due to new equipment program expansions. |
| <b>Goal(s) this activity addresses</b>     | Goal 2  |
| <b>Requirement this activity addresses</b> | CTE   |
| <b>Activity #12</b>                        | Additional High School Drop Out Prevention Activities - Each High School provided additional funds to identify school specific needs and create strategies which may include providing supports directly to academically struggling students, adding staff for interventions, expanding 9th grade success teams to all grades, increase Counseling FTE to provide SEL supports, provide staff for data analysis, PBIS rewards app, additional Credit Recovery FTE, etc.   |
| <b>Goal(s) this activity addresses</b>     | Goal 2  |
| <b>Requirement this activity addresses</b> | Dropout prevention  |
| <b>Short-Term Outcome #1</b>               | Freshman Success Teams will continue implementation and will develop appropriate academic, social/emotional, and attendance interventions at each high school site. Teams will access data to set baseline expectation levels for absenteeism and credit completion. Teams will be using baseline levels to monitor individuals and groups to provide and develop supports and resources.   |
| <b>Short-Term Outcome #2</b>               | The number of students participating in CTE classes will increase from<br>~6700 in 2016-17 to<br>~7200 in 2017-18 to<br>~7800 in 2018-19 to<br>~8200 in 2019-20   |

|                              |  |
|------------------------------|--|
| <b>Short-Term Outcome #3</b> | SKPS will continue implementation of a system to accurately track # of students accessing college level (dual credit, AP, IB) classes, # of students earning college credits, and number of college credits earned.  |
| <b>Short-Term Outcome #4</b> | 8th Grade Success Teams will be developed at each middle school to access and use agreed upon indicators to determine students needing support in key on-track indicators. Students receiving support will be provided interventions and their progress monitored. |
| <b>Long-Term Outcome #1</b>  | By 2020-21, Freshman Success Teams will have systems in place to monitor all 9th grade students with supports and resources in place to be provided when students are not achieving at the expected and communicated levels.                                       |
| <b>Long-Term Outcome #2</b>  | By 2020-21, 70% of SKPS high school students will participate in CTE classes (from 56% in 2016-17). This would be approximately 8,400 CTE participants.  |
| <b>Long-Term Outcome #3</b>  | By 2020-21, 8th Grade Success Teams will have systems in place to monitor all 8th grade students with supports and resources in place to be provided when students are not achieving at the expected and communicated levels.                                      |