



### Racial Equity and Social Justice

#### Prioritize racial equity and social justice

- Integrate RESJ Partners into the school’s planning efforts, strategies, PD efforts, collaboration structures, culture and community.
- Identify students with the most need for relationship and partnership development and connect students with partnerships opportunities.



### Improve Instruction and Align Assessment

#### Culturally sustaining instructional framework

- Implement adopted curricular materials in Math and ELA, with a focus on ensuring standards aligned, engaging, and rigorous grade level instruction for all students.
- Engage in learning opportunities around culturally responsive and sustaining framework.
- Develop a site-based roll-out plan and implement the instructional framework at every high school.

#### Standards based equitable grading practices

- Define equitable grading in PPS and align to instructional framework.
- Utilize equitable grading practices and supporting students’ mastery of standards by providing multiple opportunities to demonstrate proficiency.
- Collaborate with IT to address alignment issues with Synergy (SIS) and Canvas (LMS).

#### Teaming structures for authentic educator collaboration

- Focus collaborative time on improving educator use of engaging and culturally responsive classroom practices.



### Engage Students Through Relationships

#### Relational trust and belonging

- Implement PD for school leadership around building strong relationships with focal student groups and utilizing strategies to elevate a sense of belonging, with an emphasis on Black and Native students.
- Support school-wide and classroom plans to build community during the first months of the school year.

#### Multi-tiered systems of supports (MTSS)

- Clarify and align teaming structures and processes for SIT, ASERT and SST, including definitions of Tier 1-3 interventions for each.
- Complete the FIT assessment in all schools to establish baseline data for site based decision making.
- Focus on restorative practices as a mechanism to build community.

#### Culturally affirming supports for educators of color

- Use the equity audit data to inform next steps to retaining our educators of color along with continued dialogue from sitting educators about needed supports.
- Utilize affinity and accountability groups in PD settings.
- Focus on intentional growth and development opportunities for educators of color.



### Prepare All for Postsecondary Success

#### Advanced Coursework (i.e. dual credit, AP and IB) with a focus on focal student groups

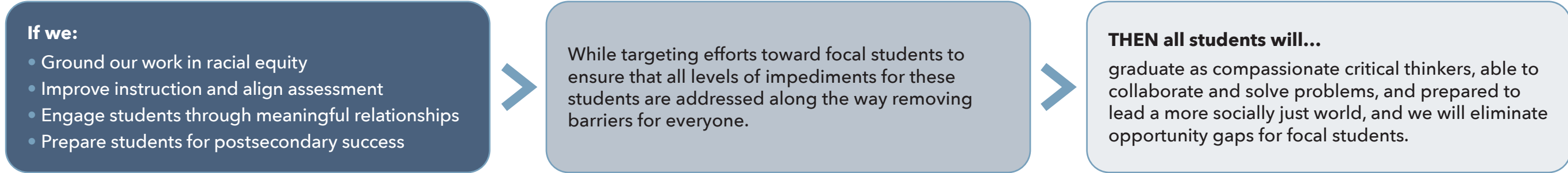
- Provide deliberate supports for focal student groups in freshman/sophomore years to prepare them for advanced coursework (course sequence, instructional practices PD).
- Design a culturally specific initiative to recruit Black and Native students to enroll in advanced courses (cohort of students enroll together, peer mentors).
- Expand “advanced coursework for all” programs at two additional high schools.

#### Pathways that integrate CTE programs, work-based learning, and core academic classes

- Provide interdisciplinary (core+CTE), project-based learning PD for teachers.
- Develop pathways that integrate CTE programs, work-based learning, and core academic classes at 3 high schools.
- Create a model for deep work based learning experiences for students in partnership with industry.

# High School Success Plan 2022–2026

## Theory of Action



## Outcome Goals\*

Focus	Postsecondary Readiness	Graduation Rates	Student Engagement
Acceleration	By 2026, PPS will increase the completion rate of one or more of the postsecondary indicators for focal students by x percentage points.	By 2026, PPS will increase 4-year cohort and 5-year cohort graduation rates for focal students by x percentage points.	By spring 2026, PPS will increase the regular attender rate for focal students by x percentage points.
Gap Closure	By 2026, PPS will close the gaps for focal students as compared to other subgroups, for student completion on one or more of the postsecondary indicators.	By 2026, PPS will close the gaps for focal students, as compared to other subgroups, for both 4-year cohort and 5-year cohort graduation rates.	By 2026, PPS will close the gaps for focal students, as compared to other subgroups, for regular attendance.

\* Focal students will be reported as one group; in addition, each student group, making up focal students, will be separately reported.

## Key Definitions

### CULTURALLY SUSTAINING PEDAGOGY

Culturally sustaining pedagogy is teaching that helps ethnically and linguistically diverse students develop and maintain cultural competence, academic success, and a critical consciousness. This philosophy says that we must move beyond the tolerance and “othering” of historically marginalized groups. “Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Au, 2011; Gay, 2000; Ladson-Billings, 1995; Paris, 2012).

### HIGH SCHOOL SYSTEM

The PPS high schools addressed in this plan include (a) comprehensive high schools, (b) focus-option high schools, (c) district alternative schools, (d) contracted alternative schools, (e) day and residential treatment high schools, and (f) charter high schools.

### FOCAL STUDENTS

This includes English Language Learners, students who receive Special Education services, and students with American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander ancestry.

### TARGETED UNIVERSALISM

A strategy that addresses everyone’s needs by focusing resources on those with the highest needs first. In education, targeted universalism addresses all students’ learning and flourishing by focusing resources on highest needs students and historically marginalized students, and addressing these needs first (Powell, 2009).