



High School Success Plan (2017-2021)

Overall Theory of Action

IF we

- Center our work in relationships, grounded by our beliefs in racial equity;
- Invest in professional learning so that all school staff can teach and lead with racial equity and a social justice centered mindset;
- Implement a guaranteed viable curriculum, culturally sustaining instructional and data-informed practices and interdisciplinary grade level instructional teams;
- Utilize multi tiered system of supports to provide appropriate student supports and interventions;
- Offer equitable access to high quality, integrated CTE, college level coursework and career pathways, aligned with postsecondary education & training;
- Partner with industry, postsecondary institutions, communities, families, and most importantly, students;

THEN all students will graduate as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world, and we will eliminate opportunity gaps for racially historically underserved students.

Implementation Agreements

RACIAL EQUITY: Work must be implemented around the central belief of racial equity; all work must be vetted through a racial equity lens; and a pedagogy that is culturally sustaining should be the central philosophy guiding implementation.

SYSTEM ALIGNMENT: Strategies and actions should be implemented and appropriately resourced at all schools: alternative, community based, focus option, and comprehensive.

ACCOUNTABILITY: PPS will actively monitor progress toward this plan and make transparent what's been working or what has not. PPS will report outcome data on a consistent interval over the period covered by this strategic plan.

Key Definitions

CULTURALLY SUSTAINING PEDAGOGY: Culturally Sustaining Pedagogy exists wherever education sustains the lifeways of communities who have been, and continue to be, damaged and erased through schooling. As such, CSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the cultural ways of being of communities of color. Rather than adding this approach to existing curriculum, culturally-sustaining pedagogy seeks to meaningfully center students' languages, literacies, and ways of being in all classroom learning (Paris & Alim, 2017).

HISTORICALLY UNDERSERVED POPULATIONS: This includes racial and ethnic student groups who have historically been underserved by school systems, including PPS. Historically Underserved Races include American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

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.

Outcome Goals

1 Culturally Responsive Pedagogy and Curriculum

By spring 2021, accelerate academic achievement and student engagement with a focus on racially and linguistically underserved students and students with disabilities as measured by 5 percentage point growth on 4 and 5 year graduation and completion rates AND reduce the gap for Historically Underserved students by 10 percentage points.

2 Student Engagement

By spring 2021, 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 percentage point growth in Regular Attenders AND reduce gap for Historically Underserved students by 10 percentage points.

3 College and Career Readiness

Prepare all student for postsecondary success through increasing participation in CTE and College Level Coursework as measured by a 5 percentage point increase in student completion of at least 2.0 CTE credits and by 10 percentage points for Historically Underrepresented students AND by a 5 percentage point increase in student enrollment in 2.0 college level credits and by 10 percentage points for Historically Underrepresented students.

College and Career Readiness Board Goal

By the spring of 2022, increase the percentage of underserved students of color who successfully complete one or more post-secondary success indicators from 50.3% to 56%. The post-secondary success indicators would include earning (a) a C or better in three or more AP, IB, or Dual Credit courses; (b) a C or better in two credits of a CTE Pathway; or (c) a seal of biliteracy.



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Supporting Strategies and Actions

(All strategies leverage Measure 98 funds)



Implement Culturally Sustaining Pedagogy & Curriculum

- Continue to hold annual curriculum camps to align culturally sustaining curriculum and develop scope and sequence, key learning targets, and assessment strategies.
- Support teachers in implementing culturally sustaining pedagogy and curriculum.
- Integrate teacher-led guaranteed viable curriculum in all high schools: in-district alternatives, CBOs, focus option, charter, day and residential, and comprehensive.
- Invest in professional learning to build the capacity of educators to create engaging learning experiences via practices that are culturally-sustaining, interdisciplinary, inquiry-driven, project-based, integrated, and proficiency-based.



Improve overall system alignment and responsiveness

- Establish a continuous improvement cycle that includes implementation evaluation of the High School Strategic Plan and Measure 98.
- Implement intervention data tracking system.
- Improve processes for industry, postsecondary and community, especially communities of color, to partner with PPS.
- Clearly articulate the continuum of education options, including MPG schools/programs, available to all students in the district.
- Create conditions to attract and retain staff who represent the racial identity of our students.
- Disseminate survey to schools to gauge central office effectiveness/responsiveness.
- Model continuous personal and professional equity and learning related to closing racial opportunity gap.



Foster a healthy and equitable school climate and culture

- Implement socio-emotional core program including identifying root cause and addressing chronic absenteeism through a culturally specific, mental health lens.
- Implement Positive Behavioral Intervention and Supports (PBIS)/ Multi-tiered System of Supports (MTSS) with fidelity, to support Tiers 1-3.
- Implement 8th-9th grade transition planning with students and their families.
- Engage families and community as partners in supporting student success.
- Engage in professional learning so that all school staff can lead with racial equity and a social justice centered mindset.
- Learn from successful practices currently in place and disseminate to wider system.



Enhance CTE quality and integrate with core academics

- Develop pathways that integrate CTE programs, work-based learning, and core academic classes in every high school.
- Ensure all students have access to robust CTE programming; leverage partnerships with post-secondary (i.e. PCC) and industry partners to aid expansion efforts.
- Create communication campaign to increase awareness of CTE programs and increase enrollment.
- Implement a rigorous program improvement process, centered in racial equity and aligned to high quality rubrics, that includes learning walks, program renewals, and scoring guides.
- Develop process to prioritize CTE program areas eligible for refresh.
- Develop process for recruiting, certifying and retaining CTE teachers.
- Expand career related learning to emphasize real world experiences such as job shadows and internships; ensure every student graduates with at least one of these opportunities.



Prepare all students for postsecondary success

- Define postsecondary success and implement universal systems for each high school to ensure all students are ready to successfully transition to a postsecondary option.
- Enhance college and career level coursework access/offerings and increase enrollment through awareness with communication campaign; ensure all students leave having completed advanced coursework.
- Ensure all students are supported to be on-track for graduation, especially Emerging Bilingual students, students receiving Special Education services, and students with interrupted education.
- Develop and establish system to ensure every student has a Student Plan and Profile.
- Develop and implement targeted supports or programs for historically underserved students, including students of color and first generation college students, to enroll and succeed in postsecondary and CTE opportunities.
- Align credit recovery options across the system, including understanding which options best meet varying student needs, and ensuring a guaranteed viable curriculum exists within each option.
- Invest in support, professional learning, and programming to help students earn a Seal of Biliteracy



Systemically implement interdisciplinary grade level instructional teams

- Provide embedded release time for ongoing staff collaboration and professional development (PD) to ensure 9th and 10th grade on-track model is implemented with fidelity; support adaptation of student support team model for MPG schools.
- Implement professional learning communities and support interdisciplinary college and career pathways.
- Provide centralized oversight and data protocols to standardize practices.