



### 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 partnership opportunities.



### Improve Instruction and Align Assessment

#### Culturally sustaining instructional framework

- Implement adopted curricular materials with a focus on grade level standards aligned instruction for all students.
- Engage in learning opportunities around culturally responsive and sustaining practices.
- 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 to review key student data and 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 PLC, 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 and social emotional learning as mechanisms to build identity, a sense of belonging and 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.



### Prepare All for Postsecondary Success

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

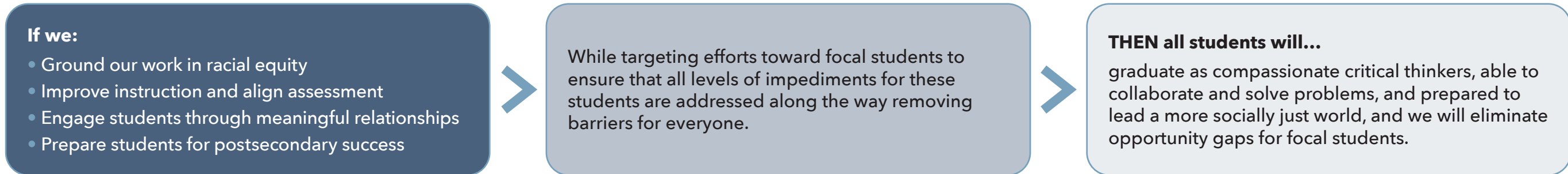
- Provide deliberate supports for focal student groups in freshman/sophomore years to prepare them for advanced coursework (course sequence, instructional practices PD).
- Design a culturally specific initiative to recruit Black and Native students to enroll in advanced courses (cohort of students enroll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

#### Real World Career and Technical Education (CTE) Learning Experiences

- Create a model for deep work based learning experiences for CTE students in partnership with industry.
- Ensure every student graduates having real-world, hands-on experiences, such as internships and externships, job shadows and simulations.
- Provide interdisciplinary (core+CTE), project-based learning PD for teachers.

# High School Success Plan 2022–2026

## Theory of Action



## Outcome Goals

Postsecondary Readiness	Graduation Rates	Student Engagement
<p>By 2025-2026, PPS will accelerate postsecondary achievement for focal students, while narrowing gaps in comparison to other subgroups. PPS will annually report - in a disaggregated form - the high school students who successfully complete postsecondary readiness goals, as defined by the PPS Board.*</p>	<p>PPS will improve 4-year cohort grad rates in accordance with Board Goals, focusing on focal student groups. This means by 2025-2026:                      African American Students will improve from 76% to 85.6%                      Pacific Islanders from 73% to 85%                      Native American Students from 50% to 80.4%                      Latino Students from 75% to 85.4%.</p> <p>PPS will improve 5-year cohort grad rates, for every focal group while narrowing any gaps that presently exist between focal groups and non-focal groups.</p>	<p>By 2025-2026, PPS will also narrow gaps for focal students, as compared to other subgroups, for regular attendance. By spring 2026, PPS will improve the regular attender rate to pre-pandemic levels (2018-19). This means regular attendance rate will improve with all focal groups achieving at least a 66% rate.</p>

## 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).

\* Successful completion of a CTE Program of Study, the Seal of Biliteracy, or 3 or more credits with a C or better in Dual Credit, AP, or IB courses.