



High School Success Plan
2021-2023



Lead Organization **Woodburn School District**

Goal #1	We will increase the on track rate of students of color and students who are emerging bilingual by 20% over the June 2021 data by June of 2023.
Short-Term Outcome	By June of 2023, we will have reorganized our staff and students into one school. This means that we will have one MTSS system, a common guaranteed and viable curriculum, We will implement school wide Academic Language Strategies and high leverage practices, and we will implement AVID strategies in all classrooms.
Long-Term Outcome	We will have completely reorganized our four small high schools into one school. We will have 9th grade houses that students will be in and supported by a direct team of core teachers. They will also be taught a common curriculum, with built in MTSS and language support embedded into our core curriculum. This will enable students to access all pathways at the 11th grade level and increase student engagement and graduation.
Goal #2	By June of 2025, 90% of Woodburn High School Graduates will graduate with 9 college credits.
Short-Term Outcome	By the June of 2023, all of our 11/12 ELA, Algebra 2, and CTE and Arts Pathways will have at least one viable credit bearing options. We will have also completed reorganizing our school to ensure that all students of color, SIFE, homeless, migrant, and emerging bilingual students have equal access to credit bearing classes.
Long-Term Outcome	By June of 2025, 90% of our emerging bilingual and students of color will graduate with 9 college credits.
Goal #3	We will increase the number of emerging bilingual and students of color passing LA 1 and Algebra 1 by 40% over the June 2021 data by June of 2023
Short-Term Outcome	We will work with staff to restructure our courses to be more culturally responsive and equity centered. This includes acknowledging the systemic barriers students of color and emerging bilinguals face in within our system, and adjusting our practices to include scaffolds and supports that create student success.
Long-Term Outcome	As a system, we will create an 8 to 9 transition that provides students with the tools they need to enter high school prepared to successfully meet the standards of Algebra 1 and LA 1.
Dropout Prevention Activity #1	We will create an MTSS system that identifies students at risk of dropping out in MS and provide interventions in 8th and 9th grade to help them successfully transition to the high school. We will also provide equity and culturally relevant training for our staff. Our current drop out numbers reflect a disproportional number of students of color and emerging bilingual students. We need to improve our teachers ability to teach this students in a way that makes them successful and allows for their strengths to be celebrated. Professional Learning for staff will be centered around implicit bias, culturally relevant teaching and anti-racism work. Direct student services supports a staff member who will be assigned to work with our tier 3

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9th graders and advocate for the supports and scaffolds they need. Family engagement will fund classes at our FAMU program and for staff to spend extended hours completing home visits and calls. Community Partnership represents our work with the local community to build a mentorship program for our most marginalized students. Equipment, Facilities, and supplies will cover the cost of the spaces we will utilize for meetings as well as ordering specific supports for student learning. Staff salary funds 3 positions that are tasked with building these MTSS systems.

Goal(s) this activity addresses

Goal 1 , Goal 2 , Goal 3

College Level Opportunities Activity #1

We will work on improving our core math instruction. This will enable students to be more successful in their College level goals. Our students are coming into high school one to three years behind in math skills. This limits a large number of our students from being able to access college level math. By improving our math core instruction in 9th and 10th grade we will increase the number of students who can successfully earn college level math credit. Professional learning for staff will include the training for these programs as well as implicit bias, culturally relevant, and anti racist PD. We will also be sending staff to AVID training so that we can implement WICOR strategies for all of our college level students. Direct Student Service covers the cost of an FTE that supports Juniors and Seniors in accessing programs. Family Engagement covers our extra FTE for Orientation and Information Nights as well as our FAMU classes on pathways. Community partnerships helps us cover the cost of our incoming mentorship program. Equipment, supplies and facilities is to cover the cost of graphing calculators and or specialized laptops that are needed for specific courses. Curriculum is for AVID materials as well as assisting students in purchasing supplemental materials they may need for their Early College course. Staff Salary and licensure helps pay for the 3 FTE positions that support these programs.

Goal(s) this activity addresses

Goal 1 , Goal 2 , Goal 3

Career Technical Education Activity #1

We are utilizing NWOW and Transeo to help students 8-10 explore their college and Career opportunities. New world of work teaches students how to code switch between various cultures and social environments. It helps our students understand how to operate in a variety of work environments and supports their ability to successfully complete a pathway with a capstone or internship. Transeo matches our students with internships opportunities in our pathways. It also allows them to meet and discuss the profession with practitioners from all over the country. This will allow students to specialize in their pathways with out us having to add a ton of extra FTE.

Goal(s) this activity addresses

Goal 1 , Goal 2 , Goal 3