The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these plans are geared toward increasing student achievement and improving the climate and culture within our schools.
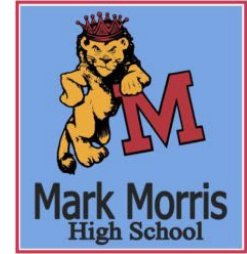
All of this work is accomplished by focusing on results: through a partnership of students, staff, parents, and community; in a supportive, caring, innovative environment; and with a commitment to challenge each learner to reach their potential.

In the information to follow, you will find specific goals and action steps designed to help meet these goals in the coming year. At the end of the year, the data we collect is analyzed and used in our goal setting process for the following year's school improvement planning.

Mark Morris High School Vision Statement
Mark Morris students and staff are excited about learning, energized by their success and empowered by their partnerships with each other and community. Mark Morris students question, dream, invent and perform to their maximum ability in a respectful atmosphere charged by caring, communication, and cooperation.

Part 1A – Student Achievement Data and Goals

1. **Academic Achievement Goals in English Language Arts and Math**

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures the percent of students are reaching grade level achievement targets.

Smarter Balanced Assessment in English Language Arts			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
10th Grade	60%	70%	74%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
10th Grade	22%	32%	42%

2. **Progress Towards Graduation Goals**

The following tables report the annual graduation rate, students on track to graduate, and the percent of courses failed.

Graduation Rates			
Grade Level	2023 Graduation Rate	2024 Graduation Rate Goal	2026 Graduation Rate Goal
12th Grade	96.7%	98%	98%

High school graduation requires students to earn 24 credits. Each year a student has an opportunity to earn at least 6 credits. This table shows the credit progress students are making to be on track for graduation.

On Track to Graduate				
Grade Level	**Target**	**Percent of Students On Track Spring 2023**	**Spring 2024 Goal**	**Spring 2026 Goal**
9th Grade	Earned 6 Credits	64.8%	75%	80%
10th Grade	Earned 12 Credits	73.4%	75%	80%
11th Grade	Earned 18 Credits	65.2%	75%	80%

Credits are earned by earning passing grades in classes. Failing a class requires a student to make additional efforts to earn the missed credits. This table shows the rate students are failing high school classes.

Course Failure Rates			
2022 Grade Level	**Percent of Course Failures in 2023**	**Spring 2024 Goal**	**Spring 2026 Goal**
9th Grade	14.6%	9%	5%
10th Grade	7.3%	6%	5%
11th Grade	6.8%	6%	5%
12th Grade	2.9%	2%	2%

Part 1B – Action Steps for Student Achievement through Focused Intervention, Rigor & Relevance

1. **Action Steps for English Language Arts (ELA) & Mathematics**
   - Implementation of the "Three Legs of Improvement": Curriculum, Instruction, and Assessment
   - Committed to the Big 3: Clear and rigorous standards, quality instruction, and effective feedback
   - Intentional: Modeling of lesson/skills, quality guided practice, frequent checks for understanding, targeted feedback
   - Ensure a guaranteed and viable curriculum aligned to the Common Core State Standards (CCSS). All staff have established content specific priority standards. Staff uses the standards to drive instruction.
   - Literacy Focus: Building wide emphasis in reading, writing, speaking, and listening across all content areas
   - PLC Focus: Learning Targets, Rigor, Pre-requisite skills, Common Assessments, Intervention/Extensions.
   - AVID Instructional Framework—WICOR (Best Practice Strategies)
     - Writing
     - Inquiry
     - Collaboration
     - Organization
     - Reading

Part 2A – Climate and Culture Data and Goals

1. **Attendance Data –** Schools continue to monitor attendance in an effort to encourage student success in the classroom. The attendance rates are a measure of students being present in class.

Attendance Rates			
2023 Grade Level	**2023 Attendance Rates**	**Spring 2024 Goal**	**Spring 2026 Goal**
Building	87.3%	90%	95%
9th Grade	87.5%	90%	95%
10th Grade	89.1%	90%	95%
11th Grade	86.4%	90%	95%
12th Grade	85.9%	90%	95%

2. **Staff, Student and Parent Perception Data** – As part of a district effort to address school climate and culture, a new survey tool was developed. This survey was based on the work of Robert D. Barr and Emily L Gibson: *Building A Culture of Hope* and *Building the Resilient School* and provides schools information on five seeds of hope: Belonging, Optimism, Pride, Purpose, and Resiliency. This survey contains 45 questions and is administered to students, staff and parents in the spring.

Culture of Hope Staff Survey			
Seeds of Hope	**Percent Agree and Strongly Agree Spring 2023 (N=61)**	**Spring 2024 Goal**	**Spring 2026 Goal**
Belonging	80.3%	90%	95%
Optimism	80.3%	90%	95%
Pride	75.3%	90%	95%
Purpose	83.7%	90%	95%
Resiliency	66.9%	90%	95%

Culture of Hope Student Survey			
Seeds of Hope	**Percent Agree and Strongly Agree Spring 2023 (N=580)**	**Spring 2024 Goal**	**Spring 2026 Goal**
Belonging	79.7%	85%	90%
Optimism	79.1%	85%	90%
Pride	77.6%	85%	90%
Purpose	85.3%	90%	90%
Resiliency	71.2%	85%	90%

Culture of Hope Parent Survey			
Seeds of Hope	**Percent Agree and Strongly Agree Spring 2023 (N=41)**	**Spring 2024 Goal**	**Spring 2026 Goal**
Belonging	65.9%	80%	90%

Optimism	80.5%	85%	90%
Pride	70.7%	80%	90%
Purpose	78.0%	80%	90%
Resiliency	73.2%	80%	90%

Part 2B – Action Steps for Attendance and Climate & Culture

1. **Action Steps for Attendance**
   - Monitor Daily Attendance: Parent communication when students are not present by electronic phone calls
   - Monitor Weekly Attendance: Family Liaison/Grad Coach, identify patterns and barriers
   - Parent/Guardian letter sent at 10-15-20 consecutive days absent followed by counselors and graduation coach
   - Student Support Team (SST): Academic, Behavior, Attendance

2. **Action Steps for Improving Perception Data**
   - Clear and shared focus: Instructional, Social/Emotional
   - Shared decision making: Coordinating Council
   - Student pride focus: Recognize students who exhibit school pride or engage in prideful moments.
   - Student Services Center: Clothes, food, and community resources
   - Core Health Partnership for social emotional and mental health services
   - Student Led Conferences
   - Communication: Parent/Teacher conferences, school website, Skyward, principal created weekly Newsletter, and Facebook