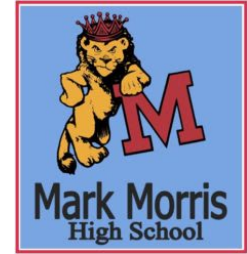


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these 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 Mission**

The mission of the Longview Public Schools is to ensure that every student learns the knowledge, skills, attitudes, and behaviors to become a responsible citizen in a rapidly changing society.

**Mark Morris High School Vision Statement**

Ready to Learn, Ready for Life. Together We Aspire and Achieve.

**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 Fall 2021	Spring 2022 Goal
10 <sup>th</sup> Grade	54.1%	75%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
10 <sup>th</sup> Grade	22.9%	65%

**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	2021 Graduation Rate	2022 Graduation Rate Goal
12 <sup>th</sup> Grade	90.3%	95%

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 2021	End of Year Goals Spring 2022
9 <sup>th</sup> Grade	Earned 6 Credits	51.0%	61%
10 <sup>th</sup> Grade	Earned 12 Credits	62.4%	73%
11 <sup>th</sup> Grade	Earned 18 Credits	73.5%	90%

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 Fall Quarter 2021	End of Year Goal
9 <sup>th</sup> Grade	17.6%	5%
10 <sup>th</sup> Grade	19.8%	5%
11 <sup>th</sup> Grade	14.4%	5%
12 <sup>th</sup> Grade	7.5%	5%

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

### **1. Action Steps for English Language Arts (ELA)**

#### **Rigor & Relevance:**

- Implementation of the “Three Legs of Improvement”: Curriculum, Instruction, and Assessment
- Focus on the Big 3: Clear and rigorous standards, quality instruction, and effective feedback
- Intentional: Modeling of lessons/skills, quality of guided practice, frequent checks for understanding, targeted feedback
- Ensure a guaranteed and viable curriculum aligned to Common Core State Standards (CCSS)
- Direct and intentional focus on Literacy through building wide emphasis in reading, writing, speaking and listening across all content areas
- Continued work under the AVID Instructional Framework—WICOR (Best Practice Strategies)
  - Writing
  - Inquiry
  - Collaboration
  - Organization
  - Reading
- Implementation of AVID strategies in all classrooms
  - Interactive Notebooks
  - COSTA’s Levels of Thinking

## 2. Action Steps for Mathematics

- Implementation of the “Three Legs of Improvement”: Curriculum, Instruction, and Assessment
- Focus on the BIG 3: Clear and rigorous standards, quality instruction, and effective feedback
- Intentional: Modeling of lessons/skills, quality guided practice, frequent checks for understanding
- Ensure a guaranteed and viable curriculum aligned to Common Core State Standards (CCSS)
- Direct and intentional focus on Literacy through building wide emphasis in reading, writing, speaking and listening across all content areas
- Promote students taking 4 years of math
- Continue work under the AVID Instructional Framework—WICOR
  - Writing
  - Inquiry
  - Collaboration
  - Organization
  - Reading
- Implementation of AVID Strategies in all classrooms
  - Interactive Notebooks
  - COSTA’s Levels of Thinking

### Focused Intervention:

- Live intervention/Instructional Support during Monarch Time
- Increased sections of Academic Tutorial/Credit Recovery
- Guidance team providing strategic and proactive support using data to identify at risk students
- Grade Level AVID cohorts
- New Student Liaison: Supports “At Risk” students. Identifies barriers and assists students to overcome life’s obstacles
- Running “F” list reports for teacher/departments/counselors to support proactive efforts

### 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		
2022 Grade Level	First Quarter Attendance Rates	2022 End of Year Goal
Building	87.1%	93%
9 <sup>th</sup> Grade	88.4%	93%
10 <sup>th</sup> Grade	84.7%	93%
11 <sup>th</sup> Grade	86.6%	93%
12 <sup>th</sup> Grade	88.9%	93%

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 fall and again in the spring.

Culture of Hope Staff Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=55)	2021-22 Goal
Belonging	76.7%	90%
Optimism	78.7%	90%
Pride	72.8%	90%
Purpose	81.2%	90%
Resiliency	65.5%	90%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=446)	2021-22 Goals
Belonging	74.1%	85%
Optimism	77.1%	85%
Pride	72.4%	85%
Purpose	70.3%	85%
Resiliency	71.2%	85%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=74)	2021-22 Goals
Belonging	73.2%	80%
Optimism	75.9%	80%
Pride	70.5%	80%
Purpose	63.0%	80%
Resiliency	65.9%	80%

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

1. **Action Steps for Attendance**

- Monitor Dailey Attendance: Parent/Guardian communication when students not present
- Weekly reports of students who have excessive absences: Creation of paired attendance teams (1 admin and 1 counselor per team) to evaluate weekly
- When excessive absences trigger a concern: BECCA Conferences are scheduled and executed
- Decrease the number of school-wide unexcused absences by 10%

## 2. Action Steps for Improving Perception Data

### Student Connectedness:

- Clear and shared focus: Instructional, Social/Emotional
- Shared school wide decision making
- Continued use of Advisory to connect students with adult advocates once a week
- Provide instructional support for students during Monarch Time

### Whole Child:

- Creation of Student Services Center as a resource for students in need. Student Services houses clothes, food, and community resources for ALL students
- Counselors: Provides students with social/emotional support and facilitation of access to school and community resources
- New students' luncheon with counselors. Regular lunch meetings with new students to check on progress and connectedness with counselors
- Lion's Den opportunity: (Student Support: Social/Emotional)
- Student-Led Conferences
- Frequent and varied opportunities to communicate with parents/guardians: Parent/Teacher conferences, school website, Skyward gradebooks up to date and accurate, Bi-Weekly Mark Morris Newsletter, and Facebook