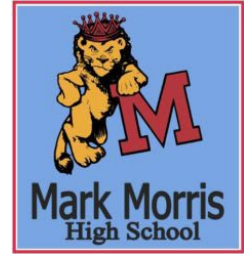


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

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 2022	Spring 2023 Goal	Spring 2026 Goal
10 th Grade	59%	69%	74%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
10 th Grade	27%	37%	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	2022 Graduation Rate	2023 Graduation Rate Goal	2026 Graduation Rate Goal
12 th Grade	97.3%	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 2022	Spring 2023 Goal	Spring 2026 Goal
9 th Grade	Earned 6 Credits	65%	75%	80%
10 th Grade	Earned 12 Credits	57.6%	75%	80%
11 th Grade	Earned 18 Credits	63.4%	68%	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 2022	Spring 2023 Goal	Spring 2026 Goal
9 th Grade	14.3%	9%	5%
10 th Grade	8.9%	9%	5%
11 th Grade	11.3%	5%	5%
12 th Grade	1.9%	2%	2%

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

1. Action Steps for English Language Arts (ELA)

- 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
- PLC Focus: Learning Targets, Rigor, Pre-requisite skills, Common Assessments, Intervention/Extensions
- 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
- PLC Focus: Learning Targets, Rigor, Pre-requisite skills, Common Assessments, Intervention/Extensions
- 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

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	2022 Attendance Rates	Spring 2023 Goal	Spring 2026 Goal
Building	86.5%	90%	95%
9 th Grade	87.8%	90%	95%
10 th Grade	85.9%	90%	95%
11 th Grade	85.8%	90%	95%
12 th Grade	86.2%	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 fall and again in the spring.

Culture of Hope Staff Survey			
Seeds of Hope	Percent Agree and Strongly Agree	Spring 2023 Goal	Spring 2026 Goal

	Spring 2022 (N=43)		
Belonging	83.7%	90%	95%
Optimism	81.4%	90%	95%
Pride	80.3%	90%	95%
Purpose	85.6%	90%	95%
Resiliency	74%	90%	95%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=77)	Spring 2023 Goal	Spring 2026 Goal
Belonging	69.2%	80%	85%
Optimism	68.8%	80%	85%
Pride	65.8%	80%	85%
Purpose	62.7%	80%	85%
Resiliency	64.3%	80%	85%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=100)	Spring 2023 Goal	Spring 2026 Goal
Belonging	77.8%	85%	90%
Optimism	75%	85%	90%
Pride	74%	85%	90%
Purpose	69.2%	85%	90%
Resiliency	69.9%	85%	90%

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

1. Action Steps for Attendance

- Monitor Daily Attendance: Parent/Guardian communication when students not present
- When excessive absences trigger a concern: BECCA Conferences are scheduled and executed
- Decrease the number of school-wide unexcused absences by 10%
- Parent/Guardian letter sent at 10-15-20 consecutive days absent
- Student Support Team (SST): Academic, Behavioral, Attendance

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 twice per month
- 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
- Increased staffing partnership with Core Health: Mental Health Services
- Increased support and awareness of multi-lingual learners and strategies to meet student need
- 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-monthly Mark Morris Newsletter, and Facebook