

DISCOVERY HIGH SCHOOL
Combined School Improvement Plan

prepared for
the Longview Public Schools
and
the WA Office of System and School Improvement
Sept. 10, 2022

Discovery High School - Combined School Improvement Plan 2022-23

DISCOVERY HIGH SCHOOL MISSION STATEMENT

Build a thriving academic environment where each student prepares for a prosperous future.

DISCOVERY HIGH SCHOOL VISION STATEMENT

We will be the state's premier alternative high school, with a broad cohort of alumni leading prosperous lives.

AT DISCOVERY HIGH SCHOOL:

Each student matters.

We focus on graduation and the next step.

Our kids' parents and guardians are an important part of the team.

We are focused on what students *need*, even if it's learning *how to learn*.

We find opportunities for everyone - staff and students alike - to grow and thrive.

Our strength begins with "meeting kids where they are" and then guiding them forward.

There is at least one staff member - one impactful adult - with whom each student can connect.

Each student, one success at a time.

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Part 1A - Student Achievement Data and Goals

1. Academic Achievement Goals in English Language Arts and Math

Smarter Balanced Assessments in mathematics and ELA are used as end-of-year measures. The tests measure the percent of students who are reaching grade level achievement targets.

Smarter Balance Assessment in English Language Arts			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
10th Grade	49%	60%	70%

Smarter Balance Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
10th Grade	4%	20%	40%

2. Progress Toward 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
12th Grade	58.8%	70%	80%

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	2023 On Track Spring 2023 Goal	2026 On Track Spring 2026 Goal
9th Grade	Earned 6 Credits	We do not enroll freshmen at this time.		

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10th Grade	Earned 12 credits	0%	20%	35%
11th Grade	Earned 18 Credits	16.7%	25%	50%

Credits are earned by passing classes. Failing a class requires a student to make additional effort to earn the missing credit. This table shows the rate students are failing high school classes.

Course Failure Rates			
2022 Grade Level	Percent of Course Failures in Spring 2022	Spring 2023 Goal	Spring 2026 Goal
9th Grade	We do not enroll freshmen at this time.		
10th Grade	47.8%	25%	20%
11th Grade	34.8%	20%	15%
12th grade	7.9%	4%	2%

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

1. Action Steps for English Language Arts (ELA)
2. Action Steps for Mathematics

Although we hold high regard for rigor and relevance, in a system with high turnover (entries/withdrawals were 196% of student headcount in 2021-22) the first step to improving rigor is to ensure that students are in school in the first place.

This comes with an essential question: given Discovery's highly mobile student population, how do we ensure that rigor and relevance can be improved over time?

We measure our effectiveness in **credits per month**, whereby we compare students' previous high school progress vs the progress they make while here. This results in a ratio and can be tracked. The undeniable conclusion: **the longer we keep a student, the better they do.**

Since inception, our pattern is clear:

- students come to Discovery with a declining rate of credits per month.
- at the 10 - 12 month mark, their rate of credits per month begins to exceed their previous experience.

On average:

- students start at Discovery earning .2 credits per month *less* than they earned at their past schools.
- those who stay for more than 12 months earn .2 credits per month *more* than they earned before.

Although .2 seems like a small number, it translates to an average of 2 extra credits earned per year.

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Overall, our primary function is credit recovery leading to graduation. Credit recovery can take the form of either *compacting* (covering missed/failed content within a previously attempted course) or *initial credit* where and attempt hasn't previously been made.

The demands for both, plus students' varying work/home needs, necessitates greater flexibility in planning and scheduling. There is also an increased demand for *engaging* online content. Simply registering a student for an online class is a failed model of credit recovery; those courses must be customized to reflect the classroom focus of the supervising teacher. This leads to increased student and staff buy-in, and a higher pass rate.

Therefore, our Action Steps are centered around student retention and curriculum adaptability.

1. Improve our customer service practices around our application system. This should lead to better discernment of SpEd and 504 needs among incoming students.
2. Move clerical work from the guidance counselor to our main office (secretary, registrar, admin), in order to free up that important person to focus on student wellness and barriers to attendance.
3. Use School Improvement funds to pay teachers to develop accessible, engaging online lessons across core content areas

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	70.9%	80%	90%
9th Grade	We do not enroll freshmen at this time.		
10th Grade	63.3%	80%	85%
11th Grade	67.1%	80%	85%
12th Grade	78.6%	80%	85%

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Attendance Considerations:

Students enrolling at Discovery have struggled with absenteeism.

Historically, 553 of 1081 (51%) of Discovery students have been in the truancy system *prior to arriving at Discovery*. Among currently active students, that number is 71%.

While the 20% increase seems ominous, the fact that we are counting *active* students means we have made inroads to reengaging students who fell into truancy during COVID.

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 Barr and Emily 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 spring.

Culture of Hope Staff Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=35)	Spring 2023 Goal	Spring 2026 Goal
Belonging	84.4%	90%	95%
Optimism	92.4%	95%	97%
Pride	85.6%	90%	95%
Purpose	82.2%	87%	92%
Resiliency	80%	85%	90%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=35)	Spring 2023 Goal	Spring 2026 Goal
Belonging	86.9%	90%	95%
Optimism	92%	95%	97%
Pride	86.9%	90%	95%
Purpose	87.8%	90%	95%
Resiliency	89.2%	90%	95%

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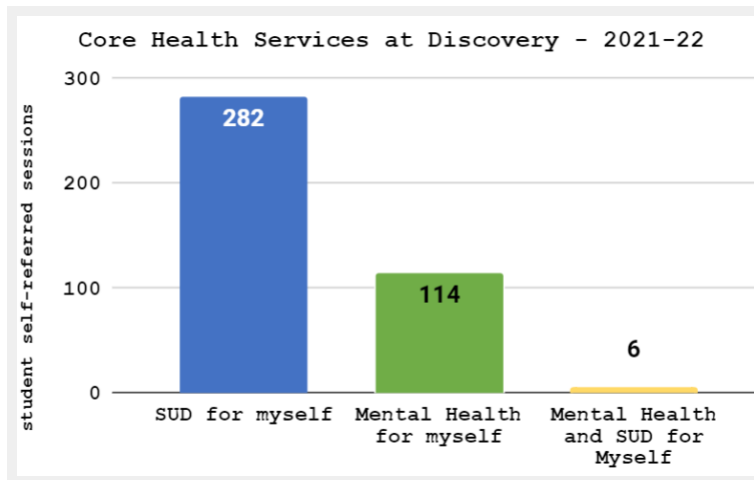
Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=3)	Spring 2023 Goal	Spring 2026 Goal
Belonging	68.9%	80%	90%
Optimism	78.8%	80%	90%
Pride	71.1%	80%	90%
Purpose	63.9%	80%	90%
Resiliency	73.3%	80%	90%

Part 2B. - Action Steps for Attendance and Climate & Culture

1. Use School Improvement funds to:
 - a. install a school reader board system to improve communication with students and families.
 - b. identify and trial a digital attendance taking system.
2. Continue to build relationships within the attendance and truancy intervention community. Truancy processes are most effective when there is continuity across the intervention spectrum; i.e., the Truancy Officer, Principals, Courts, Probation staff, School staff all work together on collaborative interventions.
3. Address the turnover and cohesion of our staff by engaging with, “Appreciation at Work.” People aren’t all the same, and it’s the job of the school leader to encourage and support each individual staff person. This work is oriented at supporting and retaining teachers and staff, in an environment in which they may literally be the most stable and supportive adult in a student’s life.
4. In the model of MTSS, a disproportionate share of Discovery students are in need of Tier II or III supports. To address this (growing) need, we will continue to contract with Core Health to provide push-in services for substance use and mental health.

In just second semester 2021-22, the number of self-referrals and followup appointments was profound:

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In 2022-23 we will use School Improvement funds to renew our contract with Core Health, to provide onsite counseling for mental health and substance abuse.

Further climate and culture considerations are addressed below, in the context of our Design for Excellence.

Improving graduation rate:

We are continuing to develop our Social-Emotional Learning (SEL) focus, to help ameliorate the external stresses that lead to dropping out.

Student Connectedness

In this COVID era, our main focus is to stay in contact with each student, each day. Our goal is to have at least one staff member speak to each student every day, beginning with Admin.

The Whole Child

In 2022 we revamped our Student Support Team meetings in a way that each student discussed is the subject of an action item immediately the next day. We will continue building on that work.

In 2022-23, we hope to open the Horticulture program to students with mobility challenges.

Financial Prudence

Using multiple grants, we:

1. will develop the best possible remote learning environment, accounting for the diverse needs of our working students;

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2. pay for teachers to develop new courses, specifically geared toward credit recovery and students who are most at-risk in this economy: young parents, low-income families, non-English speaking families.

Rigor & Relevance

1. Our staff collaborates with job-alikes in other buildings. We are “silo busters,” and see Discovery as an integral part of Longview’s secondary system.

2. We actively add organizational skills content to our credit recovery classes.