

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.

Discovery High School Mission

Build a thriving, individualized, academic environment wherein each student finds success, meets graduation requirements, and develops the skills they need to lead to 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.

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 |
| 10 th Grade | 28% | 38% | 48% |

| Smarter Balanced Assessment in Mathematics | | | |
|--|--|------------------|------------------|
| Grade Level | Percent of Students Meeting Standard Spring 2023 | Spring 2024 Goal | Spring 2026 Goal |
| 10 th Grade | 4% | 25% | 30% |

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 |
| 12 th Grade | 67.6% | 70% | 75% |

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 |
| 9 th Grade | Earned 6 Credits | no 9th graders | | |
| 10 th Grade | Earned 12 Credits | 12.5% | 25% | 35% |
| 11 th Grade | Earned 18 Credits | 0.0% | 25% | 35% |

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 Spring 2023 | Spring 2024 Goal | Spring 2026 Goal |
| 9 th Grade | - | | |
| 10 th Grade | 46.8% | 30% | 25% |
| 11 th Grade | 31.8% | 25% | 20% |
| 12 th Grade | 9.8% | 7% | 5% |

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

1. Action Steps for English Language Arts (ELA)

| on track as of Oct 10, 2023 | | avg % behind |
|-----------------------------|---------|--------------|
| 0% | 10th gr | -87% |
| 15% | 11th gr | -52% |
| 14% | 12th gr | -35% |

Because students who come to Discovery are typically deficient in both *credits* and *skills*, we are having to back away from the standard high school offerings and cover those pre-high school skills.

To help students recover, we have significantly shifted resources:

- a. We have instituted “Options” classes, which are:
 - i. grounded in the learning standards covered by the GED;
 - ii. creditable as “courses of study” leading to the GED;
 - iii. designed to quickly improve students’ credit standing, to the point where they have the *option* to take the GED exams or continue to a diploma.

- b. Using School Improvement funds, we are building a certified testing center in a room at Discovery. Once complete, our students will be able to test for their GED in a familiar, low-stress environment.

- c. We are re-establishing Discovery High School Achieve as an *onsite* Open Doors entity. Open Doors, established under House Bill 1418 in 2013, “is a re-engagement system that provides education and

services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21.”¹

Doing so will enable us to create flexible scheduling on a student-by-student basis. Rather than adhere to the district’s bell schedule, we will adaptively schedule students according to their academic, work, health, and family needs.

While Discovery High School is the main focus of this plan, Discovery High School Achieve is a, “school within a school,” and is focused on this reengagement work. DHSA comprises a mix of in-person and contracted services. Our contractors include Lower Columbia College, Goodwill, and Graduation Alliance. All three programs operate under Washington’s Open Doors law, which provides guidance and support to serve students who are at-risk of dropping out or have already done so.

2. Action Steps for Mathematics, Science, Social Studies

The above changes apply equally across the core subject 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 | | | |
|------------------------|-----------------------|------------------|------------------|
| 2023 Grade Level | 2023 Attendance Rates | Spring 2024 Goal | Spring 2026 Goal |
| Building | 72.7% | 75% | 80% |
| 9 th Grade | N/A | | |
| 10 th Grade | 72.0% | 75% | 80% |
| 11 th Grade | 69.7% | 75% | 80% |
| 12 th Grade | 74.9% | 80% | 85% |

- 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 (N=6) | Spring 2024 Goal | Spring 2026 Goal |
| Belonging | 95.6% | 100% | 100% |
| Optimism | 95.5% | 100% | 100% |
| Pride | 91.1% | 100% | 100% |
| Purpose | 88.9% | 100% | 100% |

¹ <https://ospi.k12.wa.us/student-success/support-programs/building-bridges/open-doors-youth-reengagement>

| | | | |
|------------|-------|------|------|
| Resiliency | 90.0% | 100% | 100% |
|------------|-------|------|------|

| Culture of Hope Student Survey | | | |
|--------------------------------|---|-------------------|------------------|
| Seeds of Hope | Percent Agree and Strongly Agree Spring 2023 (N=9) | Spring 2024 Goals | Spring 2026 Goal |
| Belonging | 88.9% | 90% | 95% |
| Optimism | 77.8% | 80% | 85% |
| Pride | 88.9% | 90% | 95% |
| Purpose | 100% | 100% | 100% |
| Resiliency | 77.8% | 80% | 85% |

| Culture of Hope Parent Survey | | | |
|-------------------------------|---|-------------------|------------------|
| Seeds of Hope | Percent Agree and Strongly Agree Spring 2023 (N=6) | Spring 2024 Goals | Spring 2026 Goal |
| Belonging | 100% | 100% | 100% |
| Optimism | 100% | 100% | 100% |
| Pride | 100% | 100% | 100% |
| Purpose | 100% | 100% | 100% |
| Resiliency | 100% | 100% | 100% |

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

Attendance Considerations:

Historically, the majority of Discovery students were somewhere along the truancy continuum *prior to arriving at Discovery*. As of 10 October, 2023, that number is **84%**.

Mitigating for students’ chronic absenteeism requires a nuanced approach.

1. Action Steps for Attendance

At the heart of the Options classes lies *student engagement*. By creating courses that are accessible, pertinent, and *are relevant to the students*, we believe we are leveraging changes to our academic system to make improvements in attendance.

Added to the mix is Longview Virtual Academy, which is serving students who need or choose to pursue their diploma online. At present, nearly 100 6th - 12th graders are enrolled in LVA.

With the options we have in place, we continue to build opportunities for students in the most challenging circumstances.

2. Action Steps for Improving Perception Data

Although we indicated some optimistic improvement goals, the first focus is to improve our response rate.

We are a small school, but we should generate a staff response rate of 100% (n=15), and student &

parent rates of at least 50% (n=35+). To accomplish this, we will:

- make room for survey completion during PLC;
- set aside time during Advisory, for student surveys;
- set multiple chromebooks to kiosk mode, so that parents attending conferences will have quick access to the survey.