



2025-26 Discovery High School School Improvement Plan



Vision and Mission Statement

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

Our Vision: Every student will have their individual learning needs met through personalized instruction in an alternative environment that leads to their academic success and graduation.

Our Mission: To provide an alternative environment for individualized learning where each student achieves academic success and meets graduation requirements.

School Performance Data - Math

Smarter Balanced Assessment

DHS Met Smarter Balanced Mathematics						
Math	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 10	29%	22%	0%	<13%	<18%	N<10

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

2025-2026 SMARTIE Goal #1 (Academic Achievement Math):

Click or tap here to enter text.

Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.

Beginning of Year:

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Click or tap here to enter text.

Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>

	<i>How will you measure the effectiveness of this action?</i>		<i>implementation of this action and how often will progress be measured?</i>		
<i>Action 1</i>					
<i>Action 2</i>					
<i>Action 3</i>					

Mid-Year Review

1. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.
Click or tap here to enter text.

2. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?
Click or tap here to enter text.

School Performance Data – English Language Arts (ELA)

Smarter Balanced Assessment

DHS Met Smarter Balanced ELA						
ELA	Foundational Level			Career/College Ready		
	2023	2024	2025	2023	2024	2025
Grade 10	38%	45%	50%	20.8%	23.5%	N<10

- Foundational Level is a total of L2 (Nearly met grade level standards), L3 (met grade level standards), and L4 (exceeded grade level standards)
- Career/College Ready is a total of L3 and L4

2025–2026 SMARTIE Goal #2 (Academic Achievement ELA):

Click or tap here to enter text.					
Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.					
Beginning of Year:					
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?					
Click or tap here to enter text.					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
Action 1					
Action 2					
Action 3					
Mid-Year Review					
1. Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work. Click or tap here to enter text.					
2. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?					

Click or tap here to enter text.

School Performance Data – College & Career

Graduation Rate

Graduation Rate	2023	2024	2025*
Discovery	53.0%	46.2%	

2025-2026 SMARTIE Goal #3 (Career & College):

Click or tap here to enter text.					
<i>Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.</i>					
Beginning of Year: <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i> Click or tap here to enter text.					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change as a result of this action? How will you measure the effectiveness of this action?</i>	<i>What data will be collected to measure the impact of implementing this action?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>What resources will be needed for implementation of this action?</i>	<i>What progress is the evidenced-based action having on student performance?</i>
<i>Action 1</i>					
<i>Action 2</i>					
<i>Action 3</i>					
Mid-Year Review					
<ol style="list-style-type: none"> Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work. Click or tap here to enter text. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal? Click or tap here to enter text. Click or tap here to enter text. 					

School Performance Data – Climate & Culture Attendance

Percent of DHS Students With 90% or Better Attendance			
	2023	2024	2025
Grade 10	21.2%	<21.4%	20.0%
Grade 11	23.9%	18.4%	13.8%
Grade 12	33.9%	26.3%	20.0%

Climate & Culture Survey

DHS Student Climate & Culture Survey Results			
	2023	2024	2025
Belonging	80.0%	84.9%	81.3%
Optimism	86.9%	88.1%	90.1%
Pride	85.2%	87.5%	84.0%
Purpose	75.9%	86.6%	81.2%
Resiliency	85.6%	89.1%	87.4%

DHS Parent Climate & Culture Survey Results			
	2023	2024	2025
Belonging	97.8%	78.7%	81.3%
Optimism	98.5%	86.7%	90.1%
Pride	100.0%	80.5%	84.0%
Purpose	98.6%	73.9%	81.2%
Resiliency	98.3%	82.0%	87.4%

DHS Staff Climate & Culture Survey Results			
	2023	2024	2025
Belonging	95.6%	94.7%	93.9%
Optimism	95.5%	97.6%	97.0%
Pride	91.1%	88.9%	89.4%
Purpose	88.9%	83.3%	82.6%
Resiliency	90.0%	92.0%	95.8%

2025–2026 SMARTIE Goal #4 (Climate & Culture):

Click or tap here to enter text.					
<i>Use the empty rows in the table below to detail high leverage evidence-based actions (activities, practices, or strategies) supporting your SMARTIE Goal #1. Each evidence-based action needs to support the larger SMARTIE Goal.</i>					
Beginning of Year: <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i> Click or tap here to enter text.					
Action to support SMARTIE Goal.	Implementation Measures	Data Measures	Lead and Timeframe	Resources	Progress Check on Actions
<i>Describe three actions that will address your SMARTIE goal?</i>	<i>What instructional practices will change</i>	<i>What data will be collected to measure the impact of</i>	<i>Who will be responsible for implementing,</i>	<i>What resources will be needed for</i>	<i>What progress is the evidenced-based</i>

	<i>as a result of this action? How will you measure the effectiveness of this action?</i>	<i>implementing this action?</i>	<i>measuring, and adjusting the implementation of this action and how often will progress be measured?</i>	<i>implementation of this action?</i>	<i>action having on student performance?</i>
<i>Action 1</i>					
<i>Action 2</i>					
<i>Action 3</i>					
Mid-Year Review <ol style="list-style-type: none"> Which evidence-based actions identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work. Click or tap here to enter text. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal? Click or tap here to enter text. Click or tap here to enter text. 					

End of Year Reflection:

Has the school met this goal, based on end-of-year expectations as stated in the SIP?

2025–2026 End-of-Year Reflection Questions

- How did at least one of the activities positively impact student outcomes in pursuit of its associated SMARTIE Goal?
Click or tap here to enter text.
- How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment you made. Additionally, describe how these adjustments will influence the 2026–27 SIP goals or actions?
Click or tap here to enter text.
- How did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
Click or tap here to enter text.
- How will you utilize available and additional sources of data in this planning process?
Click or tap here to enter text.
- Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Building Data:

Building Name: Discovery	Does your school share a building with another school? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Discovery Achieve (5400)
School Code: 5312	Grade Span: 10-12 School Type: Highschool
Principal: Mike Kleiner	Building Enrollment: 62
School District: Longview	F/R Percentage: 61.3%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 14.5%
Plan Date: 2025-2026	English Learner Percentage: 4.8%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Choose an item.

School Leadership Team Members and Parent-Community Partners:

Mike Kleiner, Principal April Baszler, Counselor	Ashley Swofford, Lead Clinician Core Health Valerie Dunaway, Admin Intern
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WSIF Cycle Identification and Report Card Data:

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	2.55	N/A
Comprehensive Graduation Rate	46.2%	53.6%

WSIF Cycle 3 Identification Thresholds:
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

By Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	N/A	N/A
Two or more races	N/A	N/A
White	N/A	N/A
English Learner	N/A	N/A
Low Income	2.95	N/A
Special Education	N/A	N/A

Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary):

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
 - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.
Click or tap here to enter text.
 - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.
Click or tap here to enter text.
 - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?
Click or tap here to enter text.

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

Click or tap here to enter text.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Click or tap here to enter text.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development
 - a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?
Click or tap here to enter text.
 - b. How will the professional development activities benefit the students receiving targeted assistance services?
Click or tap here to enter text.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.
Click or tap here to enter text.
 2. How did your school identify these areas of strength and improvement?
Click or tap here to enter text.
 3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
Click or tap here to enter text.
 4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
Click or tap here to enter text.
 5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)
Click or tap here to enter text.
1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions
 - a. How does your targeted assistance program coordinate with core and additional programs in the school?
Click or tap here to enter text.
 - b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?
Click or tap here to enter text.
 - c. How do you support transitions between grade spans?
Click or tap here to enter text.
 - d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

Resource Inequities (Component #1 – Needs Assessment Summary):

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Click or tap here to enter text.

CNA Priorities (Component #1 – Needs Assessment Summary):

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.
Priority #1: Click or tap here to enter text.
Priority #2: Click or tap here to enter text.
Priority #3: Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

Funding (Component #3 – Consolidated Funds Matrix SY 2025–26):

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> Click or tap here to enter text.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	educational opportunity gaps, specifically those driving identification.	
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.