

Longview Public Schools’ Strategic Framework

Our Design for Excellence

“Longview Public Schools: Where literacy is the most important thing we do!”

2021-26

Approved by the Board of Directors on August 23, 2021

Our 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 world.

Our Vision Statement: Ready to Learn, Ready for Life. Together We Aspire and Achieve.

Our Aim: Longview Public Schools: The district of choice for families, educators and support staff!

Our Primary Goal: Increase Student Achievement

Longview Public Schools is focused on student learning and providing equitable opportunities for student success. The district will continue to create a system of practices dedicated to improving student achievement levels, for all students Pre-K through 12th grade, while valuing the unique backgrounds and perspectives of each of the students we serve. We believe that all students can learn and that it is our responsibility to teach all of our students to become critical thinkers and discerning consumers of information while being challenged to reach their academic potential. This is accomplished by focusing on results:

- through a partnership of students, staff, parents, and community;
- in a supportive, caring, innovative environment;
- with a commitment to challenge each learner to reach their potential.

District Measurable Goals (See Appendix A for baseline data*) **Due to the lack of complete data from the Spring of 2020 and 2021, the baseline data will be re-established in the Spring of 2022.*

1. As measured by the state summative assessment:
 - a. By 2026 district student English/Language Arts (ELA) and Mathematics achievement levels will exceed state average achievement levels in all grades.
2. Using the I-Ready Reading and Mathematics growth projection data from the Spring of 2022 as a baseline, the percentage of 2nd-8th grade students meeting their growth targets will increase 10% by the Spring of 2026.
3. In grades K-1, as measured by the Acadience reading skills assessment, 75% of students will be reading at expected levels by 2026.

4. Four year graduation rates will reach 90% by the end of the 2026.
5. Five year graduation rates will reach 92% by the end of the 2026.
6. High school, end of year course failure rates will decrease each year and not exceed 5% by the end of the 2026 school year.
7. High School enrollment in dual credit courses (CTE Dual Credit, AP and College in the HS) will increase 10% by 2026.
8. The percentage of eligible middle school 8th grade families enrolled in the College Bound scholarship program will increase 10% by 2026.

Our Secondary Goal: Improve the Culture and Climate of our schools

District Measurable Goals (See Appendix A for baseline data)

The survey to be used to gather this information is being created by a district team and goals will be written to reflect the created tool. It will be based upon the “five seeds of hope” found in *Building a Culture of Hope* by Robert D. Barr and Emily L. Gibson. The use of the created survey will commence in the fall of 2021.

Our Focus Areas:

- **Rigor and Relevance**

We are committed to providing a rigorous and relevant education for each of the students we serve. Because of our belief in the foundational importance of creating students who are effective readers and writers, we will focus on improving the literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) skills of our students and recognize that teaching literacy is the responsibility of all teachers, regardless of grade level or content area. This comes with the recognition that mathematical understanding must also be focused upon as students progress through our school system.

We will strive to provide diverse and challenging curricular and co-curricular academic, career focused, and fine arts options to students so they are able to explore and discover their gifts and their academic, personal and vocational interests and aptitude. We will constantly review the curricular and co-curricular options available to students to ascertain areas in which we may need to provide additional opportunity. Consideration will be given to creating opportunities that help students become adept and discerning digital citizens and critical thinkers. We will assure that students in poverty, from underrepresented populations or with disabilities are not denied these opportunities due to their lack of resources, access, life circumstance, or mastery of the English language.

- **Focused Intervention**

Longview Public Schools is committed to providing supplemental, evidence based, and focused educational services to students who are struggling to meet expected achievement and behavior standards. These services will be primarily focused on literacy, mathematical understanding, and supports for achieving high school graduation. Through a Multi-Tiered Systems of Support (MTSS) model, which provides a framework for assuring the academic and behavioral intervention needs of students are addressed, each school will have an active Student Support Team (SST). These teams will be charged with supporting the academic and behavioral progress of students by providing targeted academic and behavior intervention services when skill deficits are identified. Intervention services will primarily be delivered during the regular school day. Extended learning programming for students in need of additional

services will also be provided through after school and summer school educational opportunities. Opportunities to enlist the support of community organizations in these efforts will be sought.

These extended learning opportunities will be of particular importance during the 2021-22 and 2022-23 school years as we address our students' learning gaps resulting from the COVID-19 pandemic and consequent lost learning opportunities. Longview Public Schools is committed to providing and supporting early intervention supports to children from birth until they reach school age.

To help meet our goal of increasing graduation rates, credit retrieval options will be provided to students who need additional opportunities to earn course credit. Alternative credit bearing opportunities including virtual, competency based and work related options, will also be made available to students within guidelines established by the state. Additionally, an alternative high school program that supports student success will be available for students who are struggling to succeed in a traditional high school setting. We also recognize our responsibility to intervene to meet the needs of our students who are already achieving at high levels so that they are able to continually grow academically and socially.

- **Student Connectedness**

We are committed to creating effective relationships with our students. The creation of these relationships gives us the opportunity to ensure that all of our students achieve at high levels, graduate from high school, and have access to the workforce or continuing education. Longview Public Schools recognizes creating positive, appropriate relationships with each of our students is essential for their academic success and helps them to live healthy, social and emotional lives. Efforts will be undertaken to track our students' success after graduation. Information gathered will be used to refine and improve the work we do to prepare our students for life after high school.

We will strive to create a welcoming, caring, positive, challenging, rigorous, and safe environment for our students. Diverse elective courses, and extra-curricular and co-curricular activities play an important role in creating these connecting opportunities for students. Transitions between grade bands will receive special attention to assure our students' success. Of particular importance is the transition from preschool to elementary school; elementary school to middle school; and from middle to high school. The support of purposeful programs (ie. AVID) will be essential to encourage students who might be the first in their family to enroll in post-secondary educational institutions.

We recognize the essential role family involvement plays in the success of our students, and we will strive to create meaningful relationships with the families of each of our students so that we are better able to meet our students' needs.

- **The Whole Child**

We recognize that many of our students are challenged with social, emotional, behavioral, and physical health needs and recognize that it is our responsibility to work with students, their families, and community organizations to help them overcome these challenges. This work will

include a social/emotional focus for all our students to help them self-regulate their responses to the emotions they feel.

The creation of school and district wide systems of social, emotional, and behavioral support are essential if we are to more effectively meet the academic needs of our students. Through a Multi-Tiered Systems of Support (MTSS) model and process each school will have an active Student Support Team (SST) charged with supporting, the social and emotional needs of students by providing appropriate intervention supports when needs are identified. The social/emotional supports provided to students will include trauma informed practices for our students who have experienced significant trauma in their lives.

- **Prudent and Focused Financial Management**

In Longview Public Schools, we recognize the financial resources we have available are due to the hard work and support of our local and state taxpayers. Because of this recognition, we will strive to manage our resources prudently, and will focus our financial priorities on our students, their needs, and the district's established goals. We will manage our financial resources transparently and seek to provide the community with regular, easily understood information regarding the district's finances. When the state funding formulas are inadequate to provide the funding necessary for the successful operation of the school district, the district will clearly and transparently advocate for the passage of operation levies to augment the state's revenue allocation model.

- **Maintain and Build Dynamic Facilities**

We recognize that our facilities play an important role in the creation of a positive climate and culture for learning. We believe that this is an important consideration when seeking to improve upon the education we provide our students and the perceptions our community holds regarding its schools. The Longview School District operates many schools that have been in the community for decades. To protect our community's investment in our facilities, it is of paramount importance that we maximize the life and functionality of existing facilities while we plan for the future needs of our educational system and its students. It is even more important that our schools are safe and functional facilities designed to maximize teaching and learning so that our students can achieve at high levels. We will create and maintain inviting facilities that reflect well upon our community and its students. When it is deemed necessary to meet the district's long range facility needs, we clearly and transparently advocate for the passage of building levies and bonds to secure the needed funding to maintain existing facilities and to build needed new facilities.

Our Commitments:

- **To Our Students**

Longview Public Schools is focused on student learning and strives to create a system whose foundation is built on improving student achievement levels. We believe that all students can learn, and that it is our responsibility to assure that all of our students learn, earn a high school diploma, and enter adulthood prepared for life beyond their time in the Longview Public Schools. Because of our belief in the foundational importance of creating students who are effective readers and writers, we will focus on improving the literacy (reading and writing) skills of our students and recognize that teaching literacy is the responsibility of all teachers,

regardless of grade level or content area. This comes with the recognition that we must also focus upon our students' mathematical thinking skills and rigorous instruction in all other core subject areas as they progress through our school system.

We will provide opportunities for students to explore their interests, passions, and career aspirations and will give guidance and instruction regarding the "life skills" necessary for future success. We will also provide our students with experiences that prepare them for a changing world and help them critically assess the accuracy of information that is so easily accessed through technological means. We will encourage students to become active participants in local, state and national government and provide instructional opportunities that prepare them for this engagement.

To this end, we will strive to provide diverse curricular and co-curricular options for our students to explore throughout their experience with Longview Public Schools. We are also committed to providing a safe and supportive learning environment for our students so that they are able to explore their strengths, address their weaknesses, and take academic risks that will allow them to challenge themselves to reach their potential.

We recognize that some students may face inequities that are associated with aspects of their identities and their contexts, including race, ethnicity, culture, disability and learning differences, gender, gender identity, gender expression, sexual orientation, religion, national origin, and when they are acquiring English, or are experiencing homelessness, in foster care or poverty. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in our district to enable them all to thrive. Longview Public Schools is committed to equity and will continue its work in this area through the use of the newly established Equity Council, and by continually reviewing policies and procedures to ensure emphasis on equitable treatment of all students.

- **To Our Families** – Longview Public Schools will effectively, consistently, and positively reach out to the families of our students so that we are able to work together to meet the needs of the students we share. We will communicate our purpose, share our vision for the future, celebrate our successes, and create processes to proactively gather input from and exchange information with our families regarding their expectations for our schools and our district. We will strive to create an environment in which families are informed, welcomed, supported, and encouraged as we partner to meet the needs of each of our students. We recognize that some members of our students' families may not be fluent in English and that we have a responsibility to communicate effectively with them. We will also work to involve parents in social emotional training to bridge school and at home learning.

- **To Our Educators and Support Personnel**

Longview Public Schools is committed to recruiting, retaining, celebrating, and developing effective, well-trained, passionate, and student centered staff members who reflect the diversity of the students and families they serve. We are striving to make Longview Public Schools the district of choice for Southwest Washington educators and support personnel. We will do this by creating and maintaining an environment that is marked by exemplary student performance in a positive, supportive, equitable, and caring culture.

We will provide professional development opportunities that meet the expressed needs of our staff members and the goals of the district. New staff members will be given additional support

as they transition into our district. Professional development opportunities will be aligned to the instructional framework found in the teacher evaluations tool and will also be focused on literacy, effective instructional design, the establishment of clear and essential learning targets, effective implementation of weekly professional learning communities (PLCs), addressing students' social/emotional needs, dropout prevention, and other areas as needs are identified. Regular PLC opportunities will be provided to assure teachers focused opportunities to collaborate as they seek to improve student learning.

We are committed to compensating our employees fairly and competitively to attract and retain outstanding staff members who are focused on serving our students. Our employees are our greatest resource, and we recognize that they constitute the majority of our resource allocation.

- **To Our Community**

Longview Public Schools embraces the belief that our schools should reflect the desires and dreams of our community. We will strive to create partnerships with its people, organizations, and governing bodies so that our policies, programs and direction reflect the needs of the community we serve. We will work to communicate effectively, to share our purpose, vision, successes and challenges and to create processes for community input that inform our vision and future direction. Diverse mediums for communication will be used to assure a consistent and positive presence in our community.

Appendix A – Design for Excellence

Longview Public Schools

Student Achievement Goals*

September 19, 2018

**Due to the lack of complete data from the Spring of 2020 and 2021, the baseline data will be re-established in the Spring of 2022 and goals will be reset for 2026 as outlined in the Design for Excellence revisions before the board for adoption on August 23, 2021.*

Kindergarten and First Grade Reading

Goal: Using 2017 DIBELS Reading Assessment results as the baseline, increase by 11% at kindergarten, the percentage of students who score at CORE on the Spring DIBELS Reading Assessment by the Spring of 2023.

Goal: Using 2017 DIBELS Reading Assessment results as the baseline, increase by 20% at 1st Grade, the percentage of students who score at CORE on the Spring DIBELS Reading Assessment by the Spring of 2023.

DIBELS	2017 Baseline	2023 Goal
Kindergarten	59%	70%
1 st Grade	50%	70%

Grades 3-8 and 10 Reading

Goal: Using 2017 SBAC results as the baseline, increase by 19% in grade 3, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 16% in grade 4, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 15% in grade 5, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 15% in grade 6, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 8% in grade 7, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 6% in grade 8, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 5% in grade 10, the percentage of students who score at or above proficiency on the ELA SBAC Assessment by the Spring of 2023.

SBAC Reading Spring Results	2017 Baseline	2023 Goal
3 rd Grade	34%	53%
4 th Grade	39%	55%
5 th Grade	44%	59%
6 th Grade	41%	56%
7 th Grade	52%	60%
8 th Grade	53%	59%
10 th Grade	74%	79%

Goal: Student 3 year Cohort proficiency rates will increase for 4th-8th grade students tested on the ELA SBAC assessment when compared to their previous years' performance.

Goal: Using the I-Ready Reading growth projection data, the percentage of 2nd-8th grades students meeting their growth targets will increase 10% by the Spring of 2023.

I-Ready Reading Growth Target Results	2018 Baseline	2023 Goal
2nd Grade	63%	73%
3rd Grade	56%	64%
4th Grade	64%	74%
5th Grade	62%	72%
6th Grade	50%	60%
7th Grade	55%	65%
8th Grade	49%	59%

Grades 3-8 and 10 Mathematics

Goal: Using 2017 SBAC results as the baseline, increase by 22% in grade 3, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 19% in grade 4, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 17% in grade 5, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 10% in grade 6, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 11% in grade 7, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 5% in grade 8, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

Goal: Using 2017 SBAC results as the baseline, increase by 5% in grade 10, the percentage of students who score at or above proficiency on the Mathematics SBAC Assessment by the Spring of 2023.

SBAC Mathematics Spring Results	2017 Baseline	2023 Goal
3rd Grade	36%	58%
4th Grade	35%	54%

5th Grade	32%	49%
6th Grade	38%	48%
7th Grade	39%	50%
8th Grade	45%	50%
10th Grade	28%	33%

Goal: Student 3 year Cohort proficiency rates will increase for 4th-8th grade students tested on the Mathematics SBAC assessment when compared to their previous years' performance.

Goal: Using the I-Ready Mathematics growth projection data, the percentage of 2nd-8th grade students meeting their growth targets will increase 10% by the Spring of 2023.

I-Ready Mathematics Growth Target Results	2018 Baseline	2023 Goal
2nd Grade	63%	73%
3rd Grade	52%	62%
4th Grade	55%	65%
5th Grade	51%	61%
6th Grade	61%	71%
7th Grade	57%	67%
8th Grade	57%	67%

Graduation Rates

Goal: Increase the 4 year Graduation Rate to 90% by the end of the 2022-23 school year.

Goal: Increase the 5 year Graduation Rate to 92% by the end of the 2022-23 school year.

Graduations Rates	2017 Baseline	2023 Goal
4 Year Graduation Rate	81%	90%
5 Year Graduation Rate	83%	92%

Climate and Culture Goals

Center for Educational Effectiveness (CEE) Staff, Student, and Parent Survey Data

Goal: Using CEE survey results the percentage of staff members rating each of the 11 Characteristics as being almost always true or often true will increase by 5%.

Staff Results – 11 Characteristics	2018 Baseline	2023 Goal
District Support for Improvement	66%	71%
Cultural Responsiveness	71%	76%
Focused Professional Development	72%	77%
Parent and Community Involvement	75%	80%
High Standards and Expectations	76%	81%
Collaboration and Communication	81%	86%
Monitoring of Teaching and Learning	83%	88%
Effective Leadership	84%	89%
Supportive Learning Environment	87%	92%
Clear and Shared Focus	89%	94%
Curriculum, Instruction, Assessment	86%	91%

Goal: Using CEE survey results the percentage of parents rating each of the 7 Characteristics as being almost always true or often true will increase by 5%.

Parent Results – 7 Characteristics	2018 Baseline	2023 Goal
Parent and Community Involvement	75%	80%
High Standards and Expectations	82%	87%
Collaboration and Communication	80%	85%
Monitoring of Teaching and Learning	78%	83%
Effective Leadership	83%	88%
Supportive Learning Environment	81%	86%
Clear and Shared Focus	76%	81%

Goal: Using CEE survey results the percentage of students rating each of the 7 Characteristics as being almost always true or often true will increase by 5%.

Student Results – 7 Characteristics	2018 Baseline	2023 Goal
Parent and Community Involvement	62%	67%
High Standards and Expectations	89%	94%
Collaboration and Communication	70%	75%
Monitoring of Teaching and Learning	72%	77%
Effective Leadership	71%	76%
Supportive Learning Environment	69%	74%
Clear and Shared Focus	73%	78%