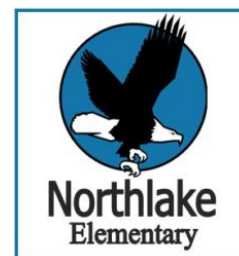


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

### Northlake Mission

The mission of the Northlake Elementary School is to ensure that every student learns the knowledge, skills, attitudes, and behaviors to become a responsible citizen in a rapidly changing society.

### Northlake Vision Statement

We are a caring community of learners committed to the success of each and every student. Together, we create a supportive learning environment focused on improving teaching and learning.

## Part 1A – Student Achievement Data and Goals

### 1. Acadience Early Literacy Data and Goals

Formerly known as the Dynamic Indicator of Basic Literacy Skills, the Acadience literacy skills are a set of procedures and measures for assessing the acquisition of literacy skills.

2021 Grade Level	Percent of Students at Core Level Fall 2021	Spring 2022 Goal
Kindergarten	30%	50%
1 <sup>st</sup> Grade	40%	50%
2 <sup>nd</sup> Grade	51%	65%

### 2. Smarter Balanced Assessments

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures to see how many students are reaching grade level achievement targets.

Smarter Balanced Assessment in English Language Arts		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 <sup>rd</sup> Grade	30.6%	50%
4 <sup>th</sup> Grade	34.2%	50%
5 <sup>th</sup> Grade	27.3%	50%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 <sup>rd</sup> Grade	19.1%	35%
4 <sup>th</sup> Grade	32.4%	40%
5 <sup>th</sup> Grade	21.9%	40%

### 3. iReady Diagnostic Assessments

Students in the Longview School District take the iReady Diagnostic assessments in the fall, winter and spring. These assessments are administered to measure the number of students who are making at one year's growth.

iReady Diagnostic Growth Goals in Reading		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 <sup>th</sup> Grade	57%	70%
4 <sup>th</sup> Grade	63%	70%
5 <sup>th</sup> Grade	72%	75%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 <sup>th</sup> Grade	51%	70%
4 <sup>th</sup> Grade	53%	70%
5 <sup>th</sup> Grade	80%	80%

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

### 1. Action Steps for Early Literacy

- Improve instruction through PLC work
- Staff engaging in LETRs training and applying knowledge to teaching
- Assure alignment across Kinder, 1<sup>st</sup> and 2<sup>nd</sup> grade
- Provide intervention through 95%; regroup every 3 weeks
- Conduct Kinder Camp prior to Kindergarten to orient families and students to Kindergarten
- Provide after school literacy clubs

### 2. Action Steps for English Language Arts (ELA)

- Improve instruction through frequent classroom visits and PLC work
- Increase variety and depth of questioning strategies
- Increase student collaboration and goalsetting
- Provide Intervention through 95% intervention; regroup every 3 weeks
- Work with writing consultant to increase and improve writing at all grades
- Post PLC notes publicly and collaborate within and across grades to increase student learning

- Implement UDL Lessons and engage in training with consultant
- Use formative data to guide instructional planning and implementation
- Pilot Spanish Heritage Language after school learning
- Provide after school intervention and extension clubs

**3. Action Steps for Mathematics**

- Improve instruction through frequent classroom visits and PLC work
- Increase the use of think pair share and manipulatives
- Improve instruction through collaboration with math coaches: number talks, counting collections
- Identify and coordinate with math teacher leads
- Use formative data to guide instructional planning and implementation
- Using Common Assessments and formative assessments in PLC work
- Post PLC notes publicly and collaborate within and across grades to increase student learning
- Implement UDL Lessons and engage in training with consultant
- Provide after school intervention and extension clubs

**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		
Grade Level	First Quarter Attendance Rates	2021-22 Goals
Building	91.1%	95%
Kindergarten	90.2%	95%
1 <sup>st</sup> Grade	90.7%	95%
2 <sup>nd</sup> Grade	90.6%	95%
3 <sup>rd</sup> Grade	92.2%	95%
4 <sup>th</sup> Grade	90.7%	95%
5 <sup>th</sup> Grade	92.5%	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 Fall 2021 (N=18)	2021-22 Goals
Belonging	89.3%	90%
Optimism	90.9%	95%
Pride	88.9%	90%
Purpose	85.6%	90%
Resiliency	87.2%	90%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=59)	2021-22 Goals
Belonging	82.7%	90%
Optimism	85.8%	90%
Pride	83.3%	90%
Purpose	83.3%	90%
Resiliency	87.3%	90%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=4)	2021-22 Goals
Belonging	95.0%	98%
Optimism	93.1%	98%
Pride	98.4%	98%
Purpose	93.8%	98%
Resiliency	95%	98%

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

### 1. Action Steps for Attendance

- Call each family daily for student absence
- Contact families frequently regarding attendance in advance of BECCA
- Use tardy remind postcards regarding the importance of attendance
- Collaborate with families to support student health practices
- Collaborate families showing attendance challenges
- Convene family conferences and conduct home visits
- Offer before and after school Parks and Recreation child care

### 2. Action Steps for Improving Perception Data

- Provide classroom and school wide training of skills included in Conscious Discipline
- Provide training and resources to families from Conscious Discipline
- Increase family members volunteering at school
- “Handle with Care” Cards for family communication with teachers about students
- Collaborate and provide adequate translation for collaborative family support meetings
- Increase Student Leadership Opportunities
- Provide SEL clubs and activities
- Improve SEL skills during outside play using Playworks structured activities
- Use of Student success plans with family collaboration to support student success
- Attend to physiological, safety, and belonging needs of students and families
- Participate in ZOOM assemblies highlighting safety, learning and optimism
- Collaborate with Mental Health Providers to meet the needs of families
- Collaborate with Community partners to meet housing, clothing and other family needs
- Communicate often using FaceBook Page, email, Zoom and other forms of communication
- Improve safety in pick up and drop off procedures
- Use internal formative assessments and measurements to measure growth