

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.

Columbia Valley Gardens Mission

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

Columbia Valley Gardens Vision Statement

We believe CVG is an educational community to which all adults and students belong. As a community, we work to respect, accept and celebrate each other’s differences. All community members work to interact positively with each other and each strives to do their best.

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	34%	74%
1 st Grade	32%	60%
2 nd Grade	67%	80%

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 rd Grade	29.1%	60%
4 th Grade	52.2%	60%
5 th Grade	55.9%	65%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 rd Grade	29.6%	65%
4 th Grade	37.0%	60%
5 th Grade	23.7%	55%

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 th Grade	63%	80%
4 th Grade	67%	80%
5 th Grade	70%	90%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 th Grade	76%	80%
4 th Grade	68%	80%
5 th Grade	88%	90%

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

1. Action Steps that occur in both ELA and math:

- **Rigor and Relevance**
 - Master schedule is built so that all students access 60 min. Core instruction, even if they also need intervention via 95%, ELL and/or special education.
 - Priority common core standards are taught to a high level of expectation
 - Maintain an attitude of urgency that we have the responsibility to help all students close any gaps they have.
 - Clear and robust behavior and academic expectations
 - Look fors include clear targets and success criteria, quality guided practice, higher level questioning, use of academic vocabulary, frequent checks for understanding, targeted feedback quick transitions, high student engagement and perky pacing.
 - All staff received training in August on best practices in PLCs
 - Grade level PLC teams meet weekly and work through the critical 4 questions
 - What do we expect students to learn?
 - How will we know if they learn it?
 - How do we respond when students experience difficulty in learning?
 - How do we respond when students do learn?
 - PLC Facilitators received additional training through Solution Tree

- **Focused Intervention**
 - SST (Student Support Team) meets with each grade level every six weeks to problem solve the needs of our most struggling students.
 - Before and/or after school programs between Jan. and May

- 2. Action Steps for Early Literacy**
 - **Rigor and Relevance**
 - Many teachers have been or will be trained in the Science of Reading using LETRS PD
 - Access to district coaches as needed for modeling and support
 - Follow the suggested district guide by the week and throughout the year.
 - Focus on phonemic awareness, letter names and sounds, phonics, fluency and vocabulary.
 - LIPS training for teachers and use of sound wall cards

 - **Focused Intervention**
 - Designated 95% time where students are served at their skill level by teachers or paras.
 - Students with IEPs get push in support with a para
 - Additional intervention support provided throughout the day to work on discrete skills for all struggling students
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- 3. Action Steps for English Language Arts (ELA)**
 - **Rigor and Relevance**
 - Master schedule is built so that all students access 60 min. Core whole group instruction daily even if they also need intervention via 95%, ELL and/or special education.
 - Training by district coaches in August 2021 as well as additional coaching as needed for modeling and support for grade level teams and/or specific teachers
 - Literacy focus: Reading, writing and student discourse in all subject areas
 - Multisyllabic word routine and morphology taught 3rd – 5th.

 - **Focused Intervention**
 - 95% Reading intervention time available to those who need it at all grade levels with monitoring and adjusting skill groups every 3 weeks
 - 30 min. small group instruction time built into the master schedule to provide for Tier 2 supports
 - Small group instructional group frequency determined by those with highest need meeting most often (K-5)
 - Classroom teachers and sped staff have designated collaboration times to plan and problem solve.
 - Literacy Specialist provides support in grade level PLCs (K-5)
 - Tailored iReady online lessons to meet the needs of all students (2-5)

4. Action Steps for Mathematics**• Rigor and Relevance**

- Master schedule is built so that all students access 60 min. Core instruction, even if they also need intervention via 95%, ELL and/or special education.
- Training by district coaches in August 2021 as well as additional coaching as needed for modeling and support for grade level teams and/or specific teachers
- Access to district coaches as needed for modeling and support
- Literacy focus: Reading, writing and student discourse in all subject areas

• Focused Intervention

- Small group instruction time, (30 min.), built into the master schedule to provide for Tier 2 supports
- Small group instructional group frequency determined by those with highest need meeting most often (K-5)
- Classroom teachers and sped staff have designated collaboration times to plan and problem solve.
- Tailored iReady online lessons to meet the needs of all students

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	92.4%	94.5%
Kindergarten	91.7%	94.5%
1 st Grade	93.9%	94.5%
2 nd Grade	94.2%	94.5%
3 rd Grade	91.2%	94.5%
4 th Grade	92.6%	94.5%
5 th Grade	91.2%	94.5%

- 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=27)	2021-22 Goals
Belonging	90.1%	95%
Optimism	94.6%	95%
Pride	88.1%	93%
Purpose	79.0%	84%
Resiliency	93.3%	95%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=94)	2021-22 Goals
Belonging	85.3%	90%
Optimism	90.0%	95%
Pride	87.4%	92%
Purpose	84.8%	90%
Resiliency	87.3%	92%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=30)	2021-22 Goals
Belonging	88.9%	94%
Optimism	91.2%	95%
Pride	87.8%	93%
Purpose	80.0%	85%
Resiliency	88.0%	93%

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

1. Action Steps for Attendance

- Celebration of each grade level class with highest attendance each week
- Attendance rate focus in daily announcements
- Phone calls home by office staff and teachers
- Wishing well routine to acknowledge those that are gone and greeting them when they return
- Accessing “shared” family liaison to assist with phone calls and home visits
- Adhere to strict COVID protocols to reduce transmission
- Regular meetings between principal and asst. secretary to review attendance concerns and plan for needed intervention and meetings.
- Truancy processes
- Counselor/Principal involvement as added support for those struggling with attendance

2. Action Steps for Improving Perception Data

- **For parents and guardians**
 - Parent Newsletters and School Messenger messages
 - Promoting parent involvement in PTO and as a volunteer
 - Consistent Facebook messaging of celebrations and activities around the school
 - Parent nights depending on COVID levels
- **For staff**
 - Weekly Staff newsletter
 - Celebrations
 - Continual focus on collaboration and problem solving via staff meetings as well as specific committees: PBIS, Site Base, SST, Sped Team and Safety Team
 - Provision of additional supports in the form of fidgets, alternative seating, SEL books, Conscious Discipline supplies, etc. so staff can better support students in need
 - Counselor led training in Conscious Discipline principles
- **For students**
 - Daily announcements by the principal include birthdays, examples of how to use the skill of the month, attendance, students of the week, etc.
 - Student of the Month assemblies celebrating the academic focus of the month, skill of the month, walking club successes and cheers for each grade level’s specific graduating class

- Conscious Discipline skill lessons given by counselor to individual classrooms
- Continual focus on staff being safekeepers for all students
- Clear and consistent “Success Expectations” taught for every area of the school
- Counselor and behavior para providing “as needed” support for individual students each day