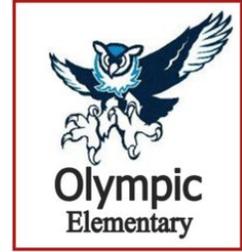


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

### **Our Mission**

Every person at Olympic has the right to feel safe, supported and valued. In our school community, learning is our most important job. So we agree to follow our Owl Traits: Owl Be Kind, Owl Be Safe and Owl Be Responsible.

### **Our Vision Statement**

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

### **Supports for Success**

The three district focus areas (Instruction, PLC's, Social/Emotional Learning) address critical elements of effective schools and are a foundation we are building upon to improve student achievement at Olympic.

#### Instruction

Professional Development in the Purpose dimension of our instructional framework has deepened teacher understanding and practice in communicating learning targets, success criteria and purpose of learning with students. Designing performance tasks that align with learning standards is another practice teachers continue to work on in the lesson planning. The refinement and use of these instructional practices is important for students to learn.

#### PLC's

The district team PLC training team has brought focus and direction to school administrators as they assist their PLC facilitators in maximizing their efforts in teacher collaboration. Using formative assessment data to identify lagging skills and additional teaching strategies to use with students is key to closing the achievement gap.

#### SEL (Social/Emotional Learning)

In light of the pandemic, one the greatest needs we have identified for students is how the distancing and isolation has and is effecting them socially and emotionally. Therefore, our continued use of Second Step and Zones of Regulation curriculum, coupled with Restorative Practices has assisted students through identifying their emotions, self-regulating, developing a sense of belonging and fixing harm when it occurs. Maslow's Hierarchy of Needs points to our need for safety and security well before being successful in more demanding activities such as learning. This work, although time-consuming, is essential for students to become ready to learn.

Restorative Room – Our Behavior Success Coach and Para-educator use procedures and practices for working with students who need assistance in de-escalating and self-regulation to minimize disruptions in the classroom and allow the student to return to learning in a timely manner

Multi-Tiered Support Systems

## Tier II/Tier III interventions

ELA – 95% and Journeys curriculum materials are used for both Tier II and Tier III small group intervention to improve phonemic awareness and phonics skills. Our Reading Success instructional block provides 30-minutes of learning time. We also have para-educator time for one-on-one tier III remediation for SST referred students. Math – Ready Math online instructional lessons, classroom small groups and math games account for Tier II intervention that occur in the classroom. Our Math Specialist provides intervention and remediation for grade level groups during Math Success time.

SST - (Student Support Team) – Our School Counselor facilitates weekly Response to Intervention team meetings to identify students requiring additional interventions through a teacher referral process. The referral paperwork includes critical information about the child (attendance, academic and/or behavior concerns, assessment data, and classroom interventions attempted by the teacher/para-educator). The team allows interventions to take place for four-six weeks with a follow-up to evaluate their effectiveness. If necessary, additional interventions may be identified or a referral for Special Education evaluation. At the beginning of the year, names of students brought to the team the previous school year will be shared with PLC facilitators of the current grade level team to monitor progress.

PBIS – We teach common area expectations three times a year as a school with learning stations for the gym, office and playground that all classrooms visit. The distribution of Owl bucks assist us in reaching the 5:1 positive interaction ration research shows to be effective in creating and maintaining a positive school climate. We continue to use Restorative Practices, including the use of circles for community-building and restorative questions to repair the harm done to relationships by students. We continue to have a 25-minute block of time for classroom meetings, so class circles can take place on a daily basis.

Counseling – CORE counseling services take place in Rm. 24 on Tuesdays and Thursdays to minimize the amount of time students are out of the classroom. Our School Counselor holds boys and girls groups to help students needing social skill development

**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	46%	60%
1 <sup>st</sup> Grade	26%	45%
2 <sup>nd</sup> Grade	59%	70%

**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	43.5%	53.5%

4 <sup>th</sup> Grade	41.7%	53.5%
5 <sup>th</sup> Grade	37.5%	51.7%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 <sup>rd</sup> Grade	31.1%	41.1%
4 <sup>th</sup> Grade	22.9%	41.1%
5 <sup>th</sup> Grade	14.3%	32.9%

### 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	67%	77%
4 <sup>th</sup> Grade	67%	77%
5 <sup>th</sup> Grade	61%	71%

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%	61%
4 <sup>th</sup> Grade	82%	87%
5 <sup>th</sup> Grade	62%	72%

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

### 1. Action Steps for Early Literacy

- Use high quality measures – Acadience (DIBELS), PSI (95%) (2<sup>nd</sup> – 5<sup>th</sup>) and PASI (95%) (K- to determine core instructional focus and flexible, fluid small instructional groups
- Use Core lessons, designed with the Science of Reading research, to teach phonemic awareness, phonics, vocabulary and comprehension skills
- Use 95% curriculum material to strategically develop phonemic awareness and phonics skills necessary to become proficient in reading during the 30-minute Reading Success time
- Use weekly PLC meetings to discuss specific instructional strategies to use for Reading core and small group and intervention instruction
- Students with continued lagging skills are referred to our SST (Student Support Team) for intervention ideas or, ultimately, a Special Education evaluation, when appropriate

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

- The use of teacher clarity will ensure learning targets align with Common Core Standards and success criteria are identified and shared with students
- All students receive 30-45 minutes of daily grade level core instruction in Reading
- Teachers use the CEL5D+ instructional practices to deliver high-quality teaching strategies to support all students' learning
- Teachers will use comprehension questions that require high-ordered thinking from students
- Student-to-student talk opportunities will be provided for students to explain their thinking and provide evidence to support their thinking
- Students self-assess their performance, set goals and monitor their progress
- Provide instruction that incorporates complex comprehension strategies such as thinking through text and digging deeper that requires the analysis of text
- Use SBA interim assessments and performance tasks to monitor progress and make instructional adjustments

**3. Action Steps for Mathematics**

- The use of teacher clarity will ensure learning targets align with Common Core Standards and success criteria are identified and shared with students
- All students receive 60 minutes of daily core instruction
- Teachers use the CEL5D+ instructional practices to deliver high-quality teaching strategies to support all students' learning
- The district adopted materials from Ready Classroom Math will be used by teachers
- The use of the Think-Share-Compare routine will develop number sense, mathematical thinking, communication of mathematics knowledge
- Teachers provide opportunities for students to explain their thinking and provide evidence for that thinking with partners and the whole class
- Conceptual understanding will be achieved using concrete, pictorial then abstract instructional strategies. Manipulatives will be regularly used in all grades (K-5)
- Higher-ordered thinking will be promoted through the visualization and Math is thinking instructional strategies
- Students self-assess their performance, set goals and monitor their progress
- Opportunities to apply skills solving real-world problems
- Use SBA interim assessments and performance tasks to monitor progress and make instructional adjustments
- Use high quality measures (K-1 Common Assessment and iReady) to determine flexible, fluid small instructional groups
- Use weekly PLC meetings to discuss specific instructional strategies to use in Math intervention instruction
- 30 minutes of daily, differentiated intervention/extension instruction (Grades K-5) using small group and/or Ready Math Online Instruction

- Our Math Specialist will provide intervention instruction to small groups (Grades 1-5)
- Students with continued lagging skills are referred to our SST (Student Support Team) for intervention ideas or, ultimately, a Special Education evaluation, when appropriate

### **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.

<b>Attendance Rates</b>		
<b>Grade Level</b>	<b>First Quarter Attendance Rates</b>	<b>2021-22 Goals</b>
Building	91.7%	93%
Kindergarten	90.7%	93%
1 <sup>st</sup> Grade	89.5%	93%
2 <sup>nd</sup> Grade	92.9%	93%
3 <sup>rd</sup> Grade	92.8%	93%
4 <sup>th</sup> Grade	93.2%	93%
5 <sup>th</sup> Grade	90.7%	93%

- 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.

<b>Culture of Hope Staff Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=26)</b>	<b>2021-22 Goals</b>
Belonging	93.1%	95%
Optimism	96.9%	98%
Pride	91.5%	95%
Purpose	84.9%	90%
Resiliency	94.2%	96%

<b>Culture of Hope Student Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=87)</b>	<b>2021-22 Goals</b>
Belonging	89.1%	92%
Optimism	93.8%	95%
Pride	91.5%	93%
Purpose	89.8%	92%
Resiliency	91.8%	94%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=152)	2021-22 Goals
Belonging	95.1%	96%
Optimism	95.8%	97%
Pride	95.5%	96%
Purpose	93.8%	95%
Resiliency	95.9%	97%

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

### **1. Action Steps for Attendance**

- Weekly meetings will be held with the Principal, liaison and secretarial assistant to monitor attendance, planning attendance meetings, identify needs and intervention strategies to improve attendance for those students who are chronically absent or late
- Home visits will be conducted when communication breaks down between school and home
- Clothing and other needs will be addressed through the Family Community Resource Center and school liaison, using Title I funds
- Teachers will make phone calls home when students miss multiple days in a row to encourage good attendance
- Continue attendance incentive program – Monthly owlazing attendance awards, whole class perfect attendance days and annual attendance awards

### **Additional Climate and Culture Action Steps**

- Explicitly teach classroom expectations at the beginning of the school year, reviewing after holiday breaks and when necessary
- Utilize classroom meetings to foster a sense of belonging for each student and create a sense of community
- Hold monthly school assemblies to celebrate student and staff successes
  - Give out certificates for 2-3 students per classroom
  - Highlight an owl trait of the month through presentations/skits/etc.
- Use morning announcements to celebrate student and staff successes
  - Hand out HOOT Awards to students with exceptional behavior
  - Picture/Certificate on display in main building hallway
- Hold transition meetings with Head Start and Broadway for entering Kindergarteners
- Use WaKIDS parent interviews to help Kindergarten students transition to elementary school
- Participate in middle school orientation activities in the spring for 5<sup>th</sup> grade students
- Meet with middle school special education staff to share information about students with disabilities

- Utilize our School Counselor to teach social skills, coping skills, self-regulation
- Utilize the Restorative Room to allow students to calm down, learn social skills, coping skills, self-regulation skills and repair relationships
- Implement Playworks strategies to decrease competition and increase a sense of belonging during recess games and classroom activities
- Utilize school counselor by forming boys and girls social groups for all grade levels
- Utilize the partnership with CORE to promote the use of counseling services at school
- Utilize the partnership with Columbia Wellness to access wrap-around services, and crisis mental health services for students and families in need
- Utilize Behavior Success Coach to support teacher professional growth in classroom management, behavior improvement plans, discipline, etc.
- Teach and reinforce appropriate problem-solving strategies through the Talk, Walk, Squawk approach
- Place students on a behavior improvement plan when disruptive or unsafe behavior is present
- Teach and reinforce anger management strategies, using the 2<sup>nd</sup> Step curriculum
- Teach emotional regulation strategies using the Zones of Regulation curriculum
- Utilize our Behavior Success Coach to work with teachers, parents and students to improve behavior
- Utilize the SST Team (Student Support Team) to provide interventions and other support to teachers for the improvement of students with challenges in academics and behavior
- Use Restorative Practices, repairing relationships, when problems occur between students and students with staff.

## **2. Action Steps for Improving Perception Data**

- Involve parents in the school through Coffee with the Principal, PTO participation, Site Based Management representation, volunteering, etc.
- Inform parents of the Culture of Hope survey results, our goals and plans to improve our climate and culture and/or perceptions of it
- Inform parents of efforts being made at school to address the Culture of Hope areas (belongingness, optimism, pride, purpose and resiliency) through our monthly newsletter and other correspondence
- Have our Site Based Management Team review our data and identify action steps to address “low” perception areas
- Invite families to engagement events:
  - Meet the Teacher - August 30<sup>th</sup> 1-3
  - STEAM+R Night – February 8<sup>th</sup> 4:00 – 5:30
  - Kinder Camp - TBS
  - Kindergarten Registration/Orientation - TBS
  - Diversity/ELL Night – June 7<sup>th</sup> 4:00 – 5:30