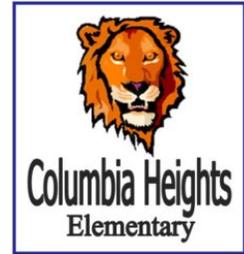


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

Our Columbia Heights community collaborates to promote individual growth by setting high expectations, encouraging problem solving, creativity and inquiry and by providing a positive and safe learning and social environment for all.

Columbia Heights Vision Statement

Every Lion is a compassionate and literate learner.

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	49%	75%
1 st Grade	34%	76%
2 nd Grade	49%	75%

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	40.6%	50%
4 th Grade	34.0%	44%
5 th Grade	51.0%	61%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 rd Grade	34.4%	45%
4 th Grade	29.2%	39%
5 th Grade	20.8%	31%

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	54%	70%
4 th Grade	81%	75%
5 th Grade	75%	75%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 th Grade	59%	70%
4 th Grade	79%	78%
5 th Grade	60%	75%

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

1. Action Steps for Early Literacy

- Implement the “soft start” for Kindergarten students. The first four days of school, classes will be divided in half, each coming for a half-day to acclimate to school and recess expectations at that level. The following week, all students will come all day
- Preschool informational meetings are held with Head Start and our Special Education School to learn about the needs of entering Kindergarten students. Observations are scheduled for any students with significant needs.
- Kindergarten Registration/Orientation Night
- 95% Intervention program with schedule prioritized to K-2
- Hire additional paraprofessional support for K-1
- PLC goals and student growth goals centered on literacy.

2. Action Steps for English Language Arts (ELA)

- Teachers will differentiate instruction to meet the needs of all learners, in Literacy instruction
- Supervising teachers will support para-educators in the use of 95% interventions for students performing below grade level standard in literacy.
- Literacy Facilitator and Principal will regularly observe 95% instruction and provide appropriate feedback and support

- Literacy Coaches and Facilitators will facilitate and execute ELA studio sessions
- SST (RTI Model) procedures for referral of students with academic, social/emotional and/or behavior concerns
- Provide small group/1:1 instruction, for students requiring further intervention and support, as deemed appropriate.
- Use ELA district priority standards to plan and deliver focused instruction
- Use iReady data and resources to plan groups and target instruction based upon learning needs
- Use Journeys curriculum and other identified teaching resource materials to teach standards
- Use 95% supplemental reading materials to meet students phonemic awareness and/or phonics skills (K-4th) or comprehension/vocabulary skills (3rd)
- Use district Writing plan using Journeys and other identified teaching and learning resources
- PLC goals and student growth goals centered on literacy.
- 100-mile club for all students to promote healthy habits, regulate emotions and prepare students for learning.

3. Action Steps for Mathematics

- Teachers will differentiate instruction to meet the needs of all learners, in Mathematics instruction
- A designated para-educator will support intervention and small group instruction for students not performing at grade level standard in mathematics.
- SST (RTI Model) procedures for referral of students with academic, social/emotional and/or behavior concerns
- Provide small group/1:1 instruction, for students requiring further intervention and support, as deemed appropriate.
- Use Math district priority standards to plan and deliver focused instruction
- Use iReady data and resources to plan groups and target instruction based upon learning needs
- Use Mathematical teaching practices and Ready Classroom Math materials to teach standards
- Plan intervention sessions with Ready Online Instruction program, 29-45 minutes per week for students
- Tier III students will receive intervention instruction focused on their learning needs to accelerate instruction
- Math Liaisons: K-2 & 3-5 working with district math coaches to plan/strategize best practices
- Participate in district sponsored and coach facilitated Math studios

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	90.4%	92%
Kindergarten	86.4%	88%
1 st Grade	87.9%	90%
2 nd Grade	92.8%	94%
3 rd Grade	92.2%	94%
4 th Grade	91.5%	93%
5 th Grade	92.1%	94%

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	91.5%	93%
Optimism	97.0%	98%
Pride	91.9%	93%
Purpose	81.5%	84%
Resiliency	94.4%	95%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=70)	2021-22 Goals
Belonging	82.8%	85%
Optimism	85.8%	88%
Pride	83.8%	85%
Purpose	80.4%	83%
Resiliency	82.3%	85%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=53)	2021-22 Goals
Belonging	92.3%	94%
Optimism	94.3%	96%
Pride	92.7%	94%
Purpose	86.8%	89%
Resiliency	91.5%	93%

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

1. Action Steps for Attendance

- Monitor daily attendance and tardiness: Parent/guardian phone calls when students are not present
- Run weekly reports and monitor students who have excessive absences
- Attendance added to the PBIS expectations
- Implement attendance incentive program (with PBIS support)
- Weekly/monthly goal setting in regard to attendance
- Goals and progress shared with staff, students, and families.
- Bring awareness to the value of attendance through parent newsletters, reader board messages, and morning announcements.
- When excessive absences trigger a concern, BECCA conferences are scheduled and executed
- Teachers will make phone calls home when students miss multiple days in a row to problem solve and encourage good attendance
- 100 Mile Club (shown to decrease patterns of tardiness and improve overall attendance)

2. Action Steps for Improving Perception Data

- Vision/Mission and Building Norms revisited and edited or developed, as needed
- Work to increase participation in survey through newsletters, timing of survey, phone calls and in-person conversations, etc.
- Bring attention and value to our purpose by ensuring staff is crystal clear on our purpose, including our purpose in every staff meeting, including in all public communication, verbally stating in conversations, utilize our purpose in decision making with stakeholders.
- In order to increase sense of belong, creating a “welcome system” to assist families and students in engagement with the Columbia Heights family.
- Seeds of Hope vocabulary integrated into PBIS expectations language.
- Frequent and varied opportunities to communicate with parents: Parent/Teacher conferences, report cards, school website, Skyward, monthly newsletter, Class Dojo, and Facebook
- Recognition and Celebration of staff