

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.

R.A. Long High School Mission

The mission of *R.A. Long High School* is to empower all students to envision and achieve extraordinary lives.

RA Long High School Vision Statement

Respect, Achieve, Lead

Part 1A – Student Achievement Data and Goals

1. Academic Achievement Goals in English Language Arts and Math

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures the percent of 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
10 th Grade	54%	85%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
10 th Grade	14.5%	75%

2. Progress Towards Graduation Goals

The following tables report the annual graduation rate, students on track to graduate, and the percent of courses failed.

Graduation Rates		
Grade Level	2021 Graduation Rate	2022 Graduation Rate Goal
12 th Grade	92.0%	95%

High school graduation requires students to earn 24 credits. Each year a student has an opportunity to earn at least 6 credits. This table shows the credit progress students are making to be on track for graduation.

On Track to Graduate			
Grade Level	Target	Percent of Students On Track Spring 2021	End of Year Goals Spring 2022
9 th Grade	Earned 6 Credits	62.4%	70%
10 th Grade	Earned 12 Credits	72.0%	85%
11 th Grade	Earned 18 Credits	76.1%	90%

Credits are earned by earning passing grades in classes. Failing a class requires a student to make additional efforts to earn the missed credits. This table shows the rate students are failing high school classes.

Course Failure Rates		
2022 Grade Level	Percent of Course Failures in Fall Quarter 2021	End of Year Goal
9 th Grade	Preliminary 8.5%	5%
10 th Grade	Preliminary 8.7%	5%
11 th Grade	Preliminary 5.5%	5%
12 th Grade	Preliminary 5.7%	5%

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

1. Action Steps for English Language Arts (ELA)

2021-22 Building ELA Goal:

- ✓ *Spring of 2022 will be out baseline data for ELA testing. The target is that during this assessment time, that 85% of the 10th graders testing would meet standard.*

By June of 2024, students will meet ELA standard at least at 95% as a cohort either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources.

2021-22 Focus Areas:

- **Rigor and Relevance** – Teachers will promote the level of rigor to improve passage of SBA ELA through the use of relevant practice and feedback: interactive notebooks, providing a variety of challenging texts both fiction and nonfiction, strategies to mark the text and discuss them that encourage depth of comprehension and thoughtful analysis. Students will also have many opportunities to practice writing both informatively and argumentatively, including how to cite relevant and specific evidence from those texts and effectively explain the evidence to support their main idea or claim.
 - Staff will continue to implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Writing) for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue to students to access this language and practice in a safe

environment with guidance and coaching. *School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.*

- Professional development opportunities for new learning will occur during staff meetings. AVID Site Team members will be responsible for training staff on new strategies that can be used within classrooms. Administrators will also provide learning focused opportunities during staff meetings focusing on building relational trust with students and meeting their emotional needs to support success.
 - *Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.*
- **Focused Intervention** –
 - *Jack’s Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.*
 - *“During school credit retrieval” focus on dual credit opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success.*
 - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.
 - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11th-12th) or the Transition Coach(9th-10th). The funding of these position are made possible by LAP(Learning Assistant Plan) dollars from the state.
 - Staff will continue to be provide strategies to engage and keep students engaged in school.
 - JackTime intervention time will be scheduled to intervene with students on a weekly basis as necessary. Students are “pink slipped” to join their teacher for intervention, reteach and/or make-up. These interventions will be scheduled on a needs basis.
 - Failing Special Education students are pulled by content area and assigned intervention time to work with a para educator to complete work and/ or relearn concepts needed for classroom success. This occurs 2-3 times per month. (45 min)
 - *Decemeber 2021/January 2022 will begin Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.*

2. Action Steps for Mathematics

2021-22 Building Mathematics Goal:

RA Long's math goal is to raise the percentage of students attaining at least a level 2.5(Proficiency for graduation cut score) on the Smarter Balanced Assessment.(SBA)

- ✓ *10th grade Math scores on SBA from 14.6% in 2021 to 75% in spring of 2022.*
- ✓ *Class of 2022 will meet state math standard by at least 95% by June of 2022 to meet graduation requirement either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources.*

2021-22 Focus Areas:

- **Rigor and Relevance** –
 - Based on our data, more explanations of reasoning are needed as a core piece of the math curriculum. As well, based on our data, instructing more in areas where the students performed poorly in relation to their tests. Maintain our strengths, focus more intentionally on student deficient skill areas.
 - Use of interactive notebooks to monitor formatively the progress of students.
 - Staff will continue to implement expectations of Academic Language for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue to students to access this language and practice in a safe environment with guidance and coaching. *School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.*
 - *Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.*
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- **Focused Intervention** –
 - Student will receive feedback and monitor their progress.
 - *Jack's Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.*
 - *“During school credit retrieval” focus on dual credit opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success.*
 - We will communicate with parents about the importance of their student getting extra help and support after school.
 - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11th-12th) or the Transition Coach(9th-10th). The funding of these position are made possible by LAP funding.
 - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.

- *Starting January of 2022, Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.*
- Teachers will continue to be trained in AVID “best practice” strategies. This will be done using AVID curriculum and presented monthly at staff meetings BY STAFF, as well as WICOR strategies with PLC commitment for implementation.
- JackTime intervention time will be utilized to intervene with students on a need to schedule basis though Advisory. Students are “pink slipped” to join their teacher for intervention, reteach and/or make-up. This occurs Fridays for a 45 minute period of time.
- Failing Special Education students are pulled by content area and assigned intervention time to work with a para educator to complete work and/ or relearn concepts needed for classroom success. This is also occurs per monthly. (45 min)

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		
2022 Grade Level	First Quarter Attendance Rates	2022 End of Year Goal
Building	87.2%	92%
9 th Grade	88.1%	92%
10 th Grade	86.5%	92%
11 th Grade	86.6%	92%
12 th Grade	87.2%	92%

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	2021-22 Goal
Belonging	91.7	95
Optimism	94.1	95
Pride	88.1	95
Purpose	87.8	95
Resiliency	88.2	95

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021	2021-22 Goals
Belonging	79.7	90
Optimism	87.0	90
Pride	78.7	90
Purpose	76.8	90
Resiliency	78.9	90

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021	2021-22 Goals
Belonging	84.7	90
Optimism	88.1	90
Pride	82.2	90
Purpose	78.8	90
Resiliency	79.2	90

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

1. Action Steps for Attendance

2021-22 Building Climate and Culture Goal:

- ✓ *Maintain the graduation rate at 90% or higher for the graduating class of 2022 and beyond. Class of 2021 date indicates at 92% graduation rate.*
- ✓ *Reduced the number of schoolwide unexcused absences by 10%. Increasing regular attendance rates from 83 % to 95% for 2021-22. Admin will continue to track unexcused absences by grade level. Assigning consequences for unexcused absences and missing periods.*
- ✓ *Continue to increase the number of students enrolled in rigorous coursework by 5% as a preface to college and career readiness. This can be made possible when students have basic needs met, have*

meaningful relationships at school, and their social emotional needs are being met. Reducing these barriers will increase students' ability to learn and access more rigorous coursework.

- ✓ *Increase the number of freshman receiving 6 credits per year from 63.1%(2022) to 80% for the 2025 cohort.*
 - ✓ *Reduce the number of F grades from 3.7% to 1.5 % in second semester grading cycles.*
- AVID Schoolwide will continue to guide instructional practices and a college/career readiness culture. RA Long continues to be recognized as an AVID Schoolwide Site of Distinction for the 5th straight year. Showcases TBD.
 - Decrease the number of Fs in grades 9 and 10. In a 6 period day and 24 credit system, students cannot afford to fail coursework, as student instantly become off track to graduate without credit retrieval.
 - Student SupportTeam(SST) meets weekly to discuss needs and interventions for students.
 - Intermittent Saturday School opportunities will be offered through LAP funding for students to work with teachers to complete curricular tasks and support student success.
 - Credit retrieval offered during the school day for upper classmen and after school in all core content areas.
 - Community: Student and staff will know the names of students in each class. Intentional focus on building classroom community. Admin will "test" students for prizes throughout the year.
 - Peer Observations: Staff will quarterly do peer observations in classrooms. They may attend alone or with an administrator. The intent is to learn from each other and share practices that impact student learning. Reflection of the observation will be turned in to principal upon completion. The focus of the observation is around observable WICOR(Writing, Inquiry, Collaboration, Organization, and Reading) strategies.
 - Staff development will be conducted by AVID trained teachers or administrators around high yield instructional strategies that can be used across content areas.

2021-22 Focus Areas:

Student Connectedness–

- *Full time mental health counselor on site from Columbia Wellness.*
- *After school activity MEAL program. Students can eat a meal after school if involved in athletics, clubs, or staying after school to seek academic support from teachers.*
- *FAFSA Day at RA Long: All seniors cycled through FAFSA sign up with 12th grade Social Studies teachers and Graduation Coach*
- *Athletic Director, DeWayne McCabe, connecting with the school community through Twitter and Instagram posts. Both curricular and athletic posts are getting seen by many of the positive things going on at RA Long HS. Assistant Principal, Lacey Griffiths has championed celebrating non-athletic events that showcase RA Long students on Instagram and Facebook.*
- *Community: Student and staff will know the names of students in each class. Intentional focus on building classroom community.*
- *Jacks' House: Continue to refine protocols. Ensure that all students have at least one adult and one student connection upon entering classes for the first time. Jack's House induction has moved to the job duties of the graduation and transition coaches as of Fall 2019.*

Whole Child–

- **Goal: Increase access services for students so they may address issues that are barriers to school success.**
- **“FOCUS ON THE MOMENT” refocus of high impact strategies that have impacted the learning and the social/emotional needs of students at RA Long HS. Cornell Notes, summarizing, Socratic seminars, focused study groups, interactive notebooks, etc.**
 - **Truancy Project—identify students as needed**
 - **Columbia Wellness—on site mental health services two days per week. Seeking 5 days per week services.**
 - **CORE Health Initiative- 2 days per week in building**
 - **Transition Coach owns caseload of struggling 9th and 10th grade students. Works to be “that adult” in the life to mentor, coach, monitor.**
 - **Jacks’ House— new student induction to RA Long implemented by Grad and Transition Coaches**
 - **Graduation Success Coordinator: LAP/Poverty Funding: Monitors, mentors, motivates, and coaches students toward graduation. Caseload based on student need.**
 - **NEW: Curriculum for Advisory “Master Your Mindset” by Collin Henderson**