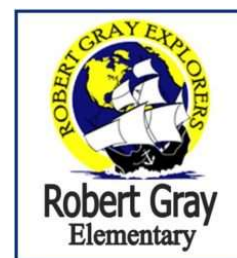


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

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

Our Vision Statement

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

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	38%	60%
1 st Grade	36%	60%
2 nd Grade	60%	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	26.0%	50%
4 th Grade	42.0%	60%
5 th Grade	44.3%	60%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 rd Grade	26.5%	40%
4 th Grade	29.0%	45%
5 th Grade	23.3%	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 th Grade	73%	85%
4 th Grade	78%	90%
5 th Grade	59%	80%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 th Grade	69%	85%
4 th Grade	77%	85%
5 th Grade	56%	80%

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

1. Action Steps for Early Literacy

- Intervention via 95% groups; re-assess every 3 weeks
 - Double-dipping as needed for intensive early intervention in K-1
- LETRs training for teachers
- Classroom based reading intervention kits for teachers (Heggerty Decodables)
- Frequent progress monitoring/data cycles with PLC+ Lit. Spec: Acadience, ORF
- Decodable Readers as parent literacy involvement tool (Take home family reading kits)

2. Action Steps for English Language Arts (ELA)

- Focus on district priority standards to plan and deliver focused instruction
- Intervention via 95% groups; reassess every 3 weeks
- LETRs training for teachers
- iReady personalized instruction program for classroom-based intervention
- Frequent progress monitoring/data cycles: Acadience, ORF, Spelling Inventory
- Before/After school intervention clubs

3. Action Steps for Mathematics

- Use district identified priority standards for math to plan and deliver focused instruction

- Use iReady data to plan groups and target instruction based on individual learning needs
 - Purchase/implement iReady Personalized Instruction for math intervention
- Use Mathematical Teaching Practices and Ready Math classroom materials to teach standards
- Grade-level PLC partnerships with District Math Coaches
 - Focused on developing high-leverage learning outcomes; formative assessments

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	91.9%	95%
Kindergarten	90.2%	95%
1 st Grade	90.7%	95%
2 nd Grade	92.8%	95%
3 rd Grade	90.5%	95%
4 th Grade	92.8%	95%
5 th Grade	92.6%	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=35)	2021-22 Goals
Belonging	95.0%	98%
Optimism	96.9%	98%
Pride	92.4%	95%
Purpose	87.6%	95%
Resiliency	94.0%	98%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=48)	2021-22 Goals
Belonging	85.6%	95%
Optimism	88.1%	95%
Pride	83.2%	95%
Purpose	80.6%	95%
Resiliency	84.8%	95%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=54)	2021-22 Goals
Belonging	85.0%	95%
Optimism	88.7%	95%
Pride	82.9%	95%
Purpose	76.4%	90%
Resiliency	81.3%	90%

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

1. Action Steps for Attendance

- Daily calls for every student with an unexcused absence
- Run bi-weekly reports for students with excessive tardy/absence rates
 - Contact families frequently regarding attendance data in advance of BECCA (nudge letters)
- Use remind postcards regarding the importance of attendance
- School-wide PBIS focus on daily attendance goals and readiness to learn
- Collaborate with families to support student health practices
- Collaborate/wrap around support for families showing attendance challenges
 - Convene family conferences as needed and conduct home visits
- Offer before and after school on-site childcare through Parks and Recreation

2. Action Steps for Improving Perception Data

- PBIS refresh for Tier 1 school-wide practices
- Positive phone calls home from admin and teachers
- School post-card notes for every student sent home
- Provide student leadership opportunities
- Support SEL development through PlayWorks on Demand subscription for families and staff
- Frequent positive communication via social media: District & School Website/Facebook
- Collaborate with district & county on dismissal safety and traffic flow
- Increase/regain lost sense of Family Engagement: Live-stream school celebrations and events for families