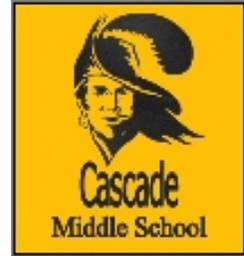


The Longview School District has adopted a Design for Excellence for school years 2021-2026, which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies, and commitments shown in these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

**Cascade Middle School Mission**

The mission is to empower responsible decision-makers, develop life-long learners, and inspire caring and contributing members of our community.

**Cascade Middle School Vision Statement**

We will have a safe and welcoming environment where students will experience academic rigor and prepare to be career, college, and community ready. Students will receive the message, “You are important, You can do it, and I will not give up on you.”

**Part 1A – Student Achievement Data and Goals**

**1. 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 reach grade-level achievement targets.

Smarter Balanced Assessment in English Language Arts		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
6 <sup>th</sup> Grade	42.9%	50%
7 <sup>th</sup> Grade	24.7%	40%
8 <sup>th</sup> Grade	41.3%	50%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
6 <sup>th</sup> Grade	17.2%	27%
7 <sup>th</sup> Grade	11.7%	22%
8 <sup>th</sup> Grade	25.2%	35%

## 2. 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
6 <sup>th</sup> Grade	55%	65%
7 <sup>th</sup> Grade	53%	63%
8 <sup>th</sup> Grade	48%	58%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
6 <sup>th</sup> Grade	41%	51%
7 <sup>th</sup> Grade	48%	58%
8 <sup>th</sup> Grade	46%	56%

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

Theory of Action: If we continue to provide staff with training on literacy strategies, and there is an implementation of those strategies, and time for collaboration for teachers, then we will see an increase in our ELA student achievement.

#### **Action Steps for English Language Arts (ELA)**

- Literacy strategies will be reviewed in Professional Enrichment Time (PET).
- The instructional coach will work with each PLC on the implementation of literacy strategies.
- PLCs will choose additional literacy strategies to add to their toolbox.
- Teachers will focus on a literacy strategy until it becomes part of their routine.
- The instructional coach will work with new staff to assist them with literacy strategies.
- ELA teachers will continue the implementation of StudySync with fidelity.
- ELA teachers will focus on the revised ELA Common Core Priority Standards.
- All teachers will focus on vocabulary using graphic organizers and strategies learned in prior training.
- Implementation of One-School-One-Book, *Rules* during Advisory.
- The instructional coach will provide intensive support in reading interventions to identified students.
- The instructional coach will provide support for the Academic Tool Kit and ELL instructor.
- Teachers will administer and monitor iReady testing and SBA Interim Assessments.

#### **Action Steps for Mathematics**

- Math teachers will focus on teaching Common Core Standards through envision 2.0.
- Teachers will administer and monitor iReady testing and SBA Interim Assessments.
- Math PLC will review student data and classroom practices to improve classroom instruction.

- Students who scored a level 2 or below on the SBA will be offered a math assistance class.
- After-school math tutoring is offered twice weekly as well as math tutoring during lunch.
- Math teachers will focus on math vocabulary and make it part of their instructional model.
- The instructional coach will work with the Math PLC on the implementation of literacy strategies.
- Math PLC will identify, develop, and implement best practices in mathematical practices.

**Part 2A – Climate and Culture Data and Goals**

1. **Attendance Data** – Schools continue to monitor attendance 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	88.4%	90%
6 <sup>th</sup> Grade	88.7%	90%
7 <sup>th</sup> Grade	88.5%	90%
8 <sup>th</sup> Grade	87.9%	90%

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 contained 45 questions and was administered to students, staff, and parents in the fall and spring.

Culture of Hope Staff Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=26)	Spring 2022 Goal
Belonging	84.9%	86%
Optimism	90.9%	92%
Pride	82.8%	84%
Purpose	85.9%	87%
Resiliency	80.0%	81%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=321)	Spring 2022 Goal
Belonging	76.5%	78%
Optimism	84.2%	85%
Pride	75.8%	77%
Purpose	71.6%	73%
Resiliency	76.3%	78%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=21)	Spring 2021-22 Goal
Belonging	75.2%	76%
Optimism	80.1%	81%
Pride	67.0%	68%
Purpose	61.1%	63%
Resiliency	65.2%	66%

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

**1. Action Steps for Attendance**

- Monitor weekly attendance rates.
- Make contact with parents of students that have three or more unexcused absences.
- Make home visits as needed.
- Assign Saturday School or detention for students who are eloping from class.
- Hold weekly meetings with the Truancy Officer.
- Conduct joint home visits with the Truancy Officer.
- Recognize perfect attendance twice a year at the end of each semester.

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

- Administration greeting students as they enter and exit the building.
- Staff greeting students at the beginning of each class period.
- Weekly grade level Cav Council meetings.
- We are offering elective classes that focus on social and emotional learning (SEL).
- We are teaching Medal of Honor lessons in Advisory.
- Counselors are present in the cafeteria and courtyard during lunches.
- The administration is present in the halls, courtyard and café during unstructured times interacting with students.
- All staff will make an effort to communicate more via phone conversations or in-person with parents.
- Eighth-grade students will attend a yearly leadership training day at Seaquest State Park.
- Weekly Advisory developed and planned by the counseling team.
- We offer a leadership class responsible for school-wide activities such as spirit days, food drives, and socials.
- Monthly Cavalier Student of Distinction gatherings to honor students chosen by their teachers.
- We are revamping our PBIS/MTSS systems to meet the needs of our students better.
- We are using the “Smore” software to better communicate with our parents.
- We are beginning meetings by sharing a positive or celebrating successes.
- We are having staff present at staff meetings.