

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.

Monticello Middle School Mission

We **BELIEVE** we make a difference in the lives of our students by providing a safe and supportive environment where ALL students receive a high quality, comprehensive education that **INSPIRES** them to become lifelong learners and equips them with the skills and knowledge to **SUCCEED** in high school and beyond as a caring and contributing member of society.

Monticello Middle School Vision Statement

Believe Inspire Succeed

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 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
6 th Grade	39.9%	50%
7 th Grade	41.1%	51%
8 th Grade	39.6%	50%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
6 th Grade	16.9%	27%
7 th Grade	25.0%	35%
8 th Grade	25.9%	36%

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 th Grade	56%	66%
7 th Grade	55%	65%
8 th Grade	47%	57%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
6 th Grade	69%	79%
7 th Grade	62%	72%
8 th Grade	57%	67%

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

- **Action Steps for English Language Arts (ELA)**
 - 100 minutes of ELA and social studies instruction for all students
 - Standards Based Grading-All assessments are tied directly to common core state standards
 - LAP specialist provides intensive reading interventions and grade level support for student with the highest need as determined by iReady assessment results and SBA Data.
 - Identify, develop, and implement best practices in ELA (emphasis on integration, writing, and social studies) AVID strategies as well as SIOP strategies.
 - All ELA teachers have a common planning time to plan instruction, create common assessments, review assessment results, and plan interventions to meet the needs of each individual student.
 - Push-In Model for Special Education Students to access general education curriculum.
 - School Wide Literacy Focus
 - i. All conclusion writing will follow the CEEL/CER/RACE writing strategy.
 - Weekly iReady lessons that are individually designed to meet each student's needs
 - After school tutoring
- **Action Steps for Mathematics**
 - 100 minutes of daily math instruction
 - Standards Based Grading-All assessments are tied directly to common core state standards
 - LAP specialist provides intensive reading interventions and grade level support for student with the highest need as determined by iReady assessment results and SBA Data.
 - Identify, develop, and implement best practices in math (emphasis on the mathematical practices)

- All math teachers have a common planning time to plan instruction, create common assessments, review assessment results, and plan interventions to meet the needs of each individual student.
- Push-in model for Special Education students to access the general education curriculum.
- Weekly iReady lessons that are individually designed to meet the needs of each student.
- Identify student weaknesses and provide personalized support through Pearson envision.
- After school tutoring

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	90.2%	92%
6 th Grade	90.6%	92
7 th Grade	91.6%	93
8 th Grade	88.7%	91

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=21)	Spring 2022 Goal
Belonging	87.9%	90
Optimism	95.2%	96
Pride	88.9%	90
Purpose	86.9%	90
Resiliency	92.9%	95

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=445)	Spring 2022 Goal
Belonging	79.3%	81
Optimism	86.3%	88
Pride	79.3%	81
Purpose	77.3%	80

Resiliency	80.9%	82
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Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=34)	Spring 2021-22 Goal
Belonging	81.5%	83%
Optimism	86.9%	90%
Pride	79.4%	82%
Purpose	76.3%	79%
Resiliency	77.1%	80%

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

1. Action Steps for Attendance

- Create success plans for students that are frequently absent, low academically and struggling with social skills.
- Home visits for students with low attendance rates
- Recognize perfect attendance quarterly and annually

2. Action Steps for Improving Perception Data

Student Connectedness–

- Weekly Advisory Class utilizing Character Strong Curriculum emphasizing positive character traits.
- Monthly recognition based on month character trait (Ex: patience, humility etc)
- Implement Positive Behavior and Supports System (PBIS) school wide – Teach, reteach and recognize positive school wide behaviors
- Monthly PBIS activities and socials, including spirit week, to reward positive behaviors that meet school expectations.
- Leadership Class-Responsible for planning school wide activities and creating a positive culture in the building.
- Provide an opportunity for our Spanish speaking students to attend a leadership retreat (La Chispa).
- Family and Community Resource Center is available to provide multiple resources for our students including food bags after school.
- After school clubs and organizations
 - Multicultural Club
 - Lego/Robotics Club
 - Garden Club
 - LGBTQT Club
 - Video/Photography Club
 - Body Image Club
 - After School Cooking Club

- Grade Level Team Meetings to celebrate student success and discuss concerns and tier 1 interventions.
- School counselors provide small group support working on social skills.
- Success Coach-develops strong relationship with Tier 2 students and provides social and emotional supports to allow them to be successful in the classroom.
- Bilingual Liaison-meets with students and families where they are at and connects them to services.
- School Wide Assemblies to reinforce expectations and provide support.
- Multi-Tiered System of Support
- Trauma Informed Care Approach
- Student Assistant Professional (SAP), from grant funding, supports our students in a variety of ways. The SAP creates lessons on substance abuse prevention delivered in health classes.

Parent Connectedness–

- Parent Outreach Committee plans 2 events throughout the year to bridge the gap between the home and school.
 - Open House in the fall
 - Evening of Excellence in the winter
- Donuts with the principal-Opportunity for parents to discuss concerns and ask questions.
- Weekly communication with parents via email and REMIND app
- Monthly Newsletter using SMORE
- Provide interpreter at school wide events (open house, student led conferences, success night).
- Family and Community Resource Center is available to provide multiple resources for our families.
- Utilize multiple media outlets to communicate regularly with parents and community members.
- Partnership with WSU – Vancouver to provide opportunities to strengthen families.

Staff Connectedness–

- Each staff meeting begins with a celebration.
- Shared leadership opportunities for staff
- Climate and Culture committee focusing efforts to improve staff moral through extra social activities for the staff.