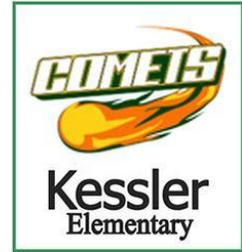


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

**Kessler Mission**

Kessler’s mission is to ensure that ALL students receive a rigorous, high-quality education in a safe and respectful environment that celebrates diversity and fosters lifelong learning.

**Kessler Vision Statement**

Kessler is a place where ALL students succeed with no exceptions.

**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	35%	45%
1 <sup>st</sup> Grade	30%	40%
2 <sup>nd</sup> Grade	26%	36%

**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 <sup>rd</sup> Grade	31.4%	41%
4 <sup>th</sup> Grade	37.3%	47%
5 <sup>th</sup> Grade	23.1%	33%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 <sup>rd</sup> Grade	22.9%	33%
4 <sup>th</sup> Grade	19.2%	29%
5 <sup>th</sup> Grade	5.1%	15%

### 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 one year's growth.

iReady Diagnostic Growth Goals in Reading		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 <sup>th</sup> Grade	53%	63%
4 <sup>th</sup> Grade	57%	67%
5 <sup>th</sup> Grade	61%	71%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 <sup>th</sup> Grade	42%	42%
4 <sup>th</sup> Grade	51%	61%
5 <sup>th</sup> Grade	48%	58%

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

### 1. Action Steps for Early Literacy

- a. An inclusive Multi-tiered System of Support will be established and implemented.
- b. Teachers will utilize the Science of Reading in their practices, and we are striving for 90% of our teachers to be LETRS trained by the 2022/2023 school year
- c. 95% interventions and routines will be adhered to with fidelity.
- d. All students will have access to grade-level content. Pullouts will not occur during whole group instruction. Students needing additional support will be pulled during small group instruction.
- e. PLC time will be utilized to look at student common assessment data and determine:
  - i. What do we want all students to know and be able to do?
  - ii. How will we know if they learn it?
  - iii. How will we respond when some students do not learn?
  - iv. How will we extend the learning for students who are already proficient?

**1. Action Steps for English Language Arts (ELA)**

- a. An inclusive Multi-tiered System of Support will be established and implemented.
- b. All students will have access to grade-level content. Pullouts will not occur during whole group instruction. Students needing additional support will be pulled during small group instruction.
- c. 95% interventions and routines will be adhered to with fidelity.
- d. Literacy Facilitator and District ELA Coaches will work with all teachers supporting core and small group instruction.
  - i. All teachers will follow the whole group suggested structures for Journeys.
  - ii. All teachers will follow the science of reading instructional routines provided in the curriculum center.
- e. Teachers will follow the district-determined ELA time with 60 minutes dedicated to whole group instruction and 30 minutes for small group instruction.
- f. PLC time will be utilized to look at student common assessment data and determine
  - i. What do we want all students to know and be able to do?
  - ii. How will we know if they learn it?
  - iii. How will we respond when some students do not learn?
  - iv. How will we extend the learning for students who are already proficient?

**2. Action Steps for Mathematics**

- a. An inclusive Multi-tiered System of Support will be established and implemented.
- b. All students will have access to grade-level content. Pullouts will not occur during whole group instruction. Students needing additional support will be pulled during small group instruction.
- c. Math Specialist and District math coaches will work with all teachers supporting math instruction.
  - i. All teachers will utilize the Try, Discuss, Connect routine.
  - ii. Teachers will use number talks daily in their classrooms to help develop conceptual understanding and number sense.
- d. Teachers will follow the district-determined Math time with 60 minutes dedicated to whole group instruction and 30 minutes for small group instruction.
- e. PLC time will be utilized to look at student common assessment data and determine
  - i. What do we want all students to know and be able to do?
  - ii. How will we know if they learn it?
  - iii. How will we respond when some students do not learn?
  - iv. How will we extend the learning for students who are already proficient?

**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	88.3%	92%
Kindergarten	88.1%	92%
1 <sup>st</sup> Grade	87.4%	92%
2 <sup>nd</sup> Grade	89.8%	92%
3 <sup>rd</sup> Grade	89.3%	92%
4 <sup>th</sup> Grade	88.8%	92%
5 <sup>th</sup> Grade	87.2%	92%

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=40)	2021-22 Goals
Belonging	86.3%	91%
Optimism	89.1%	94%
Pride	87.8%	93%
Purpose	79.8%	85%
Resiliency	90.5%	95%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=52)	2021-22 Goals
Belonging	80.9%	86%
Optimism	85.3%	90%
Pride	80.6%	86%
Purpose	81.7%	87%
Resiliency	82.5%	88%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=28)	2021-22 Goals
Belonging	81.0%	86%
Optimism	83.4%	88%
Pride	80.5%	85%
Purpose	74.7%	80%
Resiliency	81.4%	85%

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

### **1. Action Steps for Attendance**

- a. Weekly attendance meetings will be scheduled to help students with three or more unexcused absences. These meetings provide an opportunity to connect with families and support removing any barriers that impact attendance. These meetings are solution-focused and judgment-free.
  - i. Families will be connected to the Family Community Resource Center, school liaison, counselors, etc.
- b. Families will be educated on the importance of attendance.
  - i. This information will go out in various ways: email, flyers home, Facebook, school website, and at school events.
  - ii. Attendance information will be communicated to families in their home language.
- c. Students returning from an absence will receive help transitioning back to school to ensure they feel welcomed and know that they were missed.
- d. School and classroom celebrations will be implemented to provide incentives and rewards for attendance.
- e. School-Wide attendance goals will be set, and our attendance rate will be communicated to all stakeholders to help focus on the importance of attendance and celebrate our growth.

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

- a. The school will hold multiple family events to connect with parents in an inclusive, fun, educational, and inviting manner.
- b. Monthly Coffee with Principal events will be held to invite families in to provide an open line of communication with school leadership.
  - i. Topics from these events will be brought to the school leadership team.
  - ii. A parent representative will be invited to participate on the leadership team.
- c. Student of Distinction celebrations will be held monthly to provide the opportunity to celebrate students who are exhibiting a growth mindset and following the Kessler Keys to Success: Be Respectful, Be Safe, Be Responsible, Be a Learner.
- d. A student leadership committee will be formed to provide an opportunity for student voice in decision-making.
- e. This year we will hire a bilingual EL para to support our EL students and families.
  - i. This position will work with the school liaison to ensure that EL families receive the same opportunities and level of communication as non-EL families.