

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.

### **Mint Valley Mission**

Mint Valley Elementary School's mission is to promote and provide successful learning for all children. Mint Valley staff believes that:

- Every individual has value.
- Everyone can learn and it is a life-long process.
- Students, staff, parents, and community are all responsible for an effective education.
- People learn in different ways and at different rates.
- High expectations challenge people to improve.
- Quality education is worth the investment of effort, time, and money.

### **Mint Valley Vision Statement**

Our vision is to establish Mint Valley Elementary as a model for excellence, ensuring equitable opportunities and support for ALL children.

## **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.

<b>2021 Grade Level</b>	<b>Percent of Students at Core Level Fall 2021</b>	<b>Spring 2022 Goal</b>
Kindergarten	34%	41%
1 <sup>st</sup> Grade	49%	54%
2 <sup>nd</sup> Grade	52%	57%

### **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	27.6%	37.6%
4 <sup>th</sup> Grade	32.7%	42.7%
5 <sup>th</sup> Grade	36.5%	46.5%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 <sup>rd</sup> Grade	19.0%	29%
4 <sup>th</sup> Grade	26.0%	36%
5 <sup>th</sup> Grade	18.9%	28.9%

### 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 <sup>th</sup> Grade	63%	68%
4 <sup>th</sup> Grade	63%	68%
5 <sup>th</sup> Grade	73%	78%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 <sup>th</sup> Grade	63%	68%
4 <sup>th</sup> Grade	62%	67%
5 <sup>th</sup> Grade	74%	79%

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

### 1. Action Steps for Early Literacy

- 60 minutes of core instruction daily
- 95% Intervention with 3 week data monitoring and regrouping based on need
- 95% PD videos for staff
- Para PD on Wednesdays for 95%
- Small Group Interventions in class
- LETRS training for teachers
- Money for Classroom Libraries/targeted at level and interest
- Bookflix

- Lalilo Software for 1<sup>st</sup> grade
- PLC data cycles and focus on specific student interventions
- PD from District Coaches/Instructional Support
- Before and After School extra supports (January through May)
- School-wide Data Review with team and teachers 1:1 (Fall and Spring) (Data Dive)
- Weekly SST Meetings
- SpEd Interventions
- Increased ELL support. Doubled the supports for K-1
- LIPS
- Phonics and Spelling Through Phoneme-Grapheme Mapping
- LETRS Spelling Inventory
- PAST assessment

## 2. Action Steps for English Language Arts (ELA)

- 60 minutes of core instruction daily
- Barton Literacy Intervention (4<sup>th</sup> and 5<sup>th</sup> grade)
- 95% Intervention with short term data monitoring and regrouping based on need
- 95% PD videos for staff
- Para PD on Wednesdays for 95%
- Small Group Interventions
- Spelling Supports
- LETRS training for teachers
- Classroom Libraries
- Bookflix
- iReady Reading
- PLC data cycles and focus on specific student interventions
- PD from District Coaches/Instructional Support
- Before and After School Extra Supports
- Weekly SST
- School-wide Data Review with team and teachers 1:1 (Fall and Spring) (Data Dive)
- SpEd Interventions
- Increased ELL Support
- LIPS
- Phonics and Spelling Through Phoneme-Grapheme Mapping
- LETRS Spelling Inventory

## 3. Action Steps for Mathematics

- District Training in August
- 60 minutes of core instruction daily
- Coaches support for teachers in the classroom and with teams
- Number Talks
- iReady imbedded PD
- PLC data cycles and focus on specific student interventions
- School-wide Data Review with team and teachers 1:1 (Fall and Spring) (Data Dive)
- SpEd Interventions
- Weekly SST

- Classroom Based Math Interventions
- Family Engagement Night with District Math Coaches
- Before and After School extra supports (January through May)

### **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.

<b>Attendance Rates</b>		
<b>Grade Level</b>	<b>First Quarter Attendance Rates</b>	<b>2021-22 Goals</b>
Building	85.4%	92%
Kindergarten	84.4%	92%
1 <sup>st</sup> Grade	84.6%	92%
2 <sup>nd</sup> Grade	85.0%	92%
3 <sup>rd</sup> Grade	87.8%	92%
4 <sup>th</sup> Grade	86.0%	92%
5 <sup>th</sup> Grade	85.2%	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.

<b>Culture of Hope Staff Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=36)</b>	<b>2021-22 Goals</b>
Belonging	88.7%	93.7%
Optimism	93.2%	97.3%
Pride	86.1%	91.1%
Purpose	73.8%	83.8%
Resiliency	91.4%	96.4%

<b>Culture of Hope Student Survey</b>		
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Fall 2021 (N=124)</b>	<b>2021-22 Goals</b>
Belonging	83.1%	88.1%
Optimism	85.1%	90.1%
Pride	83.4%	88.4%
Purpose	83.3%	88.3%
Resiliency	85.0%	90.0%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=46)	2021-22 Goals
Belonging	89.4%	94.4%
Optimism	90.9%	95.9%
Pride	90.0%	95.0%
Purpose	84.8%	89.8%
Resiliency	87.6%	92.6%

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

### 1. Action Steps for Attendance

- SEL Screener/Aperture
- Weekly PBIS Class meetings
- Weekly Tier 2 Behavior Support Meeting
- Targeted SEL support groups
- Parent Engagement Liaison Mint Valley App/Facebook posts
- Family Liaison, direct reaching out to families for support, check in, accountability, home visits
- Truancy Process
- Monthly Parent Newsletter
- Home Visits
- Teacher/Parent Meetings and Conferences
- Support Team/Parent meetings and conversations
- COVID protocols and safety to reduce transmissions and Close Contacts at school, testing
- If you are sick stay home reduce transmission among students messaging
- Monthly PBIS shout outs for attendance and Zoom Broadcast Mustang of the month Assembly

### 2. Action Steps for Improving Perception Data

- Monthly Parent Newsletter
- Teacher/Student/Parent Conferences in the Spring
- Weekly News Letter for Staff
- Weekly Class Meeting for SEL
- Counselor targeted SEL groups identified through SEL Screener and Data Dive Conversations
- Teacher Lessons with targeted groups of students, SEL
- PD and staff/committee work on purpose/mission/etc. Refine and focus.
- Staff meeting SEL work, continued focus on supporting each other
- Increased SEL supports for students on IEPs