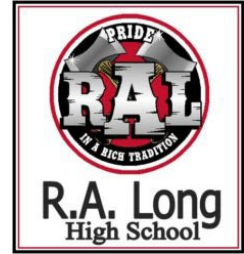


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

R.A. Long High School Mission

The mission of *R.A. Long High School* is to empower all students to envision and achieve extraordinary lives.

RA Long Vision Statement

Respect-Achieve-Lead

Part 1A – Student Achievement Data and Goals

1. Academic Achievement Goals in English Language Arts and Math

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures the percent of students are reaching grade level achievement targets.

Smarter Balanced Assessment in English Language Arts			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
10 th Grade	49%	64%(2019 baseline)	74%(State 79% 2019)

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
10 th Grade	21%	32%(2019 baseline)	42%(State 2019)

2. Progress Towards Graduation Goals

The following tables report the annual graduation rate, students on track to graduate, and the percent of courses failed.

Graduation Rates			
Grade Level	2022 Graduation Rate	2023 Graduation Rate Goal	2026 Graduation Rate Goal
12 th Grade	93.1%	95%	95%

High school graduation requires students to earn 24 credits. Each year a student has an opportunity to earn at least 6 credits. This table shows the credit progress students are making to be on track for graduation.

On Track to Graduate				
Grade Level in 2022	Target	Percent of Students On Track Spring 2022	Spring 2023 Goal	Spring 2026 Goal
9 th Grade	Earned 6 Credits	70.2%	85%	87%
10 th Grade	Earned 12 Credits	64.8%	85%	87%
11 th Grade	Earned 18 Credits	76.1%	95%	95%
12 th Grade	Earned 24 Credit	95%	95%	96%

Credits are earned by earning passing grades in classes. Failing a class requires a student to make additional efforts to earn the missed credits. This table shows the rate students are failing high school classes.

Course Failure Rates			
2022 Grade Level	Percent of Course Failures in Spring 2022	Spring 2023 Goal	Spring 2026 Goal
9 th Grade	9.0%	<5%	3%
10 th Grade	9.9%	<5%	3%
11 th Grade	9.3%	<4%	3%
12 th Grade	.9%	<2%	<2%

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

1. Action Steps for English Language Arts (ELA)

2022-23 Building ELA Goal:

- ✓ *Spring of 2023 will be our baseline data for ELA testing. The target is that during this assessment time, that 64% of the 10th graders testing would meet standard.*

By June of 2023, seniors will meet ELA standard at least at 90% as a cohort either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources.

- **Rigor and Relevance** – Teachers will promote the level of rigor to improve passage of SBA ELA through the use of relevant practice and feedback: interactive notebooks, providing a variety of challenging texts both fiction and nonfiction, strategies to mark the text and discuss them that encourage depth of comprehension and thoughtful analysis. Students will also have many opportunities to practice writing both informatively and argumentatively, including how to cite relevant and specific evidence from those texts and effectively explain the evidence to support their main idea or claim.
 - Building—wide staff training on the 5 Steps of Focused Notetaking. Staff development monthly at staff meetings on each step with teams showing evidence of student growth in this area as implemented. Student work and needs will be shared by students at these meetings.
 - I. Taking Notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes. ...
 - II. Processing Notes. Revise notes by underlining, highlighting, circling, chunking, adding, or deleting. ...
 - III. Connecting Thinking. ...
 - IV. Summarizing and Reflecting.

2022-23 AVID Schoolwide Site Goal: Every RA Long student will be able to demonstrate all 5 stages of the note-taking process in all classes by the end of 1st semester.

Phase	Train Staff	Focus on this phase during	Show evidence at staff meeting	Link to Slides
1. Taking notes	PLC 09/14	September	10/04	Phase 1 Slides
2. Processing notes	PLC 10/05	October	11/01	Phase 2 Slides
3. Connecting Thinking	PLC 11/02	November	12/06	Phase 3 Slides
4. Summarizing and reflecting on learning	PLC 12/07	December	01/10	Phase 4 Slides
5. Applying learning	PLC 01/11	January	02/07	Phase 5 Slides

- Staff will continue to implement AVID WICOR(Writing, Inquiry, Collaboration, Organization, and Writing) for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue to students to access this language and practice in a safe environment with guidance and coaching. *School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.*
 - Focus will be on developing activities into strategies.
 - Professional development opportunities for new learning will occur during staff meetings. AVID Site Team members will be responsible for training staff on new strategies that can be used within classrooms. Administrators will also provide learning focused opportunities during staff meetings focusing on building relational trust with students and meeting their emotional needs to support success.
 - *Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.*
- **Focused Intervention –**
 - Jack’s Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.
 - “During school credit retrieval” Academic Lab will focus on dual credit opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success. RA Long currently has three sections for retrieval opportunities.
 - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.
 - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11th-12th) or the Transition Coach(9th-10th). The funding of these position are made possible by LAP(Learning Assistant Plan) dollars from the state.
 - Staff will continue to be provide strategies to engage and keep students engaged in school.
 - JackTime intervention time will be scheduled to intervene with students on a weekly basis as necessary. Students are “pink slipped” to join their teacher for intervention, reteach and/or make-up. These interventions will be scheduled on a need basis.
 - Failing Special Education students are pulled by content area and assigned intervention time to work with a para educator to complete work and/ or relearn concepts needed for classroom success. This occurs during advisory.
 - December 2022/January 2023 will begin Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.

2. Action Steps for Mathematics

2022-23 Building Mathematics Goal:

RA Long's math goal is to raise the percentage of students attaining at least a level 2.5(Proficiency for graduation cut score) on the Smarter Balanced Assessment.(SBA)

- ✓ 10th grade Math scores on SBA from 21% in 2022 to 32% in spring of 2023(2019 success rate).
- ✓ Class of 2023 will meet state math standard by at least 60% by June of 2023. 35% of students meet graduation requirement either by SBA retake or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources. By 2026 RA Long will meet or exceed the State average.

2022-23 Focus Areas:

- **Rigor and Relevance** –
 - Based on our data, more explanations of reasoning are needed as a core piece of the math curriculum. As well, based on our data, instructing more in areas where the students performed poorly in relation to their tests. Maintain our strengths, focus more intentionally on student deficient skill areas.
 - Use of interactive notebooks to monitor formatively the progress of students.
 - Building-wide staff training on the 5 Steps of Focused Notetaking. Staff development monthly at staff meetings on each step with teams showing evidence of student growth in this area as implementation is the expectation. Student work and needs will be shared by students at these meetings.
 - I. Taking Notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes. ...
 - II. Processing Notes. Revise notes by underlining, highlighting, circling, chunking, adding, or deleting. ...
 - III. Connecting Thinking. ...
 - IV. Summarizing and Reflecting.

2022-23 AVID Schoolwide Site Goal: Every RA Long student will be able to demonstrate all 5 stages of the note-taking process in all classes by the end of 1st semester.

Phase	Train Staff	Focus on this phase during	Show evidence at staff meeting	Link to Slides
1. Taking notes	PLC 09/14	September	10/04	Phase 1 Slides
2. Processing notes	PLC 10/05	October	11/01	Phase 2 Slides
3. Connecting Thinking	PLC 11/02	November	12/06	Phase 3 Slides
4. Summarizing and reflecting on learning	PLC 12/07	December	01/10	Phase 4 Slides
5. Applying learning	PLC 01/11	January	02/07	Phase 5 Slides

- Staff will continue to implement expectations of Academic Language for ALL students. These strategies must be taught, practiced, and implemented, and assessed. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue for students to access this language and practice in a safe environment with guidance and coaching. School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.
- Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.
-
- **Focused Intervention** –
 - Student will receive feedback and monitor their progress.
 - Jack’s Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.
 - “During-school credit retrieval” called Academic Lab will focus on dual credit opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success.
 - We will communicate with parents about the importance of their student getting extra help and support after school.
 - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11th-12th) or the Transition Coach(9th-10th). The funding of these positions are made possible by LAP(Learning Assistance Program) funding.
 - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.

- Starting December 2022/January of 2023, Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.
- Teachers will continue to be trained in AVID “best practice” strategies. This will be done using AVID curriculum and presented monthly at staff meetings BY STAFF, as well as WICOR strategies with PLC commitment for implementation.
- JackTime intervention time will be utilized to intervene with students on a need to schedule basis though Advisory. Students are “pink slipped” to join their teacher for intervention, reteach and/or make-up. This occurs Fridays for a 30 minutes when available.
- Failing Special Education students are pulled by content area and assigned intervention time to work with a para educator to complete work and/ or relearn concepts needed for classroom success. This is also monthly during advisory.

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	Spring 2022 Attendance Rates	Spring 2023 Goal	Spring 2026 Goal
Building	86.9%	90%	93%
9 th Grade	87.9%	90%	93%
10 th Grade	86.7%	90%	93%
11 th Grade	86.5%	90%	93%
12 th Grade	86.1%	90%	93%

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 Spring 2022 (N=42)	Spring 2023 Goal	Spring 2026 Goal
Belonging	95.7%	97%	97%
Optimism	96.7%	97%	97%
Pride	92.7%	97%	97%
Purpose	92.3%	97%	97%
Resiliency	93.2%	97%	97%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=271)	Spring 2023 Goals	Spring 2026 Goal
Belonging	79.4%	85%	87%
Optimism	84.2%	90%	93%
Pride	77.6%	85%	87%
Purpose	77.2%	85%	87%
Resiliency	78.5%	85%	87%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=46)	Spring 2023 Goals	Spring 2026 Goal
Belonging	73.5%	85%	90%
Optimism	76.3%	85%	90%
Pride	69.3%	80%	85%
Purpose	68.1%	80%	85%
Resiliency	68.0%	80%	85%

Part 2B – Action Steps for Attendance and Climate & Culture**1. Action Steps for Attendance****2022-23 Building Climate and Culture Goal:**

- Maintain the graduation rate at 90% or higher for the graduating class of 2023 and beyond. Class of 2022 data indicates at 93% graduation rate.
- Weekly attendance reports and monitoring
 - Daily phone calls home
 - Home visits as needed
 - Parent/Teacher/Student Conferences
 - Grad/Transition Coaches Intervention
- Reduced the number of schoolwide unexcused absences by 10%. Increasing regular attendance rates from 83 % to 95% for 2022-23. Admin will continue to track unexcused absences by grade level. Assigning consequences for unexcused absences and missing periods.

2. Action Steps for Improving Perception Data**Student Connectedness–**

- Weekly Newsletters updating families on current school initiatives and activities.
- Two days per week mental health counselor on site from Columbia Wellness.
- Full time intervention/prevention specialist on site partnership with ESD 112
- After school activity MEAL program. Students can eat a meal after school if involved in athletics, clubs, or staying after school to seek academic support from teachers.
- FAFSA Day at RA Long: All seniors cycled through FAFSA sign up with 12th grade Social Studies teachers and Graduation Coach. Complete first week of August.
- Athletic Director, DeWayne McCabe, connecting with the school community through Twitter and Instagram posts. Both curricular and athletic posts are getting seen by many of the positive things going on at RA Long HS. ASB Secretary, Jaimie Barchus in charge of all things social media at RA Long.
- Community: Student and staff will know the names of students in each class. Intentional focus on building classroom community.
- Jacks' House: Continue to refine protocols. Ensure that all students have at least one adult and one student connection upon entering classes for the first time. Jack's House induction has moved to the job duties of the graduation and transition coaches as of Fall 2019.

Whole Child–

- Goal: Increase access services for students so they may address issues that are barriers to school success.
- "IF NOT NOW, WHEN?" refocus of high impact strategies that have impacted the learning and the social/emotional needs of students at RA Long HS. Cornell Notes, summarizing, Socratic seminars, focused study groups, interactive notebooks, etc.
 - Cell phone policy strictly enforced by ALL staff- maximize learning time
 - One-way hallways to reduced conflict, congestion and hallway intimidation.
 - Engagement Board- Truancy and attendance planning with students and families as identified.
 - Truancy Project through ESD 112—identify students as needed
 - Columbia Wellness—on site mental health services two days per week. Seeking 5 days per week services.
 - CORE Health Initiative- 2 days per week in building

- Cowlitz Tribe. Back on site every other week, providing counseling services.
- Transition Coach owns caseload of struggling 9th and 10th grade students. Works to be “that adult” in the life to mentor, coach, monitor.
- Jacks’ House— new student induction to RA Long implemented by Grad and Transition Coaches
- Graduation Success Coordinator: LAP/Poverty Funding: Monitors, mentors, motivates, and coaches students toward graduation. Caseload based on student need.
- Curriculum for Advisory “Master Your Mindset” by Collin Henderson. Time reduced for implementation due to reduction of advisory time to two Fridays per month, not to exceed 30 minutes.
- RA Long offers 20 CLUBS for students to choose to be a part of.