

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 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 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
6 <sup>th</sup> Grade	30%	40%	58%
7 <sup>th</sup> Grade	37%	47%	62%
8 <sup>th</sup> Grade	42%	52%	60%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
6 <sup>th</sup> Grade	17%	27%	49%
7 <sup>th</sup> Grade	15%	25%	51%
8 <sup>th</sup> Grade	20%	30%	49%

**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.

<b>iReady Diagnostic Growth Goals in Reading</b>			
<b>Grade Level</b>	<b>Percent of Students Met Growth Target Spring 2022</b>	<b>Spring 2023 Goal</b>	<b>Spring 2026 Goal</b>
6 <sup>th</sup> Grade	45%	55%	72%
7 <sup>th</sup> Grade	50%	60%	75%
8 <sup>th</sup> Grade	40%	50%	66%

<b>iReady Diagnostic Growth Goals in Mathematics</b>			
<b>Grade Level</b>	<b>Percent of Students Met Growth Target Spring 2022</b>	<b>Spring 2023 Goal</b>	<b>Spring 2026 Goal</b>
6 <sup>th</sup> Grade	36%	46%	71%
7 <sup>th</sup> Grade	37%	47%	68%
8 <sup>th</sup> Grade	40%	50%	68%

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

- **Action Steps for English Language Arts (ELA)**
  - Use professional enrichment time to examine effective and ineffective practices in literacy instruction and learning, and subsequently evaluate current approaches in this light.
  - Provide consistency and repetition in reading and writing approaches across academic disciplines. For example, AVID text marking strategies and focused notes. Use professional enrichment time with staff to develop these skills and consistencies. Identify at least one key strategy for the following areas:
    - informational reading
    - summary writing
    - argumentative writing
    - vocabulary acquisition
  - Review best practices in foundational reading intervention, consider logistical supports to ensure each student receives needed instructional approaches.
  - Using data (i-Ready) to help improve student learning/growth, and further diagnostic assessment in reading fluency and multisyllabic decoding, identify needs for foundational reading skill intervention (emphasis on multisyllabic decoding and fluency).
  - Use the Professional Learning Communities framework to develop curricular alignment between middle schools in the district and increase collaboration among professionals.
  - Identify priority standards and adjust instructional pacing and timelines accordingly.
  - Create common formative assessments as district content teams in order to more effectively assess students for learning—identifying not only what students know and do not know, but informing next steps in instruction.

- Explore and consider approaches that would provide for tier two intervention on ELA standards.
- **Action Steps for Mathematics**
  - Develop vision for implementation of two-period math schedule in sixth grade for 2023-24 school year.
  - Work with elementary math coaches to develop vision of math instruction and learning for middle schools in Longview School District.
  - Provide training and material support for math intervention staff in effective strategies addressing math fact fluency and work with fractions.
  - Develop a data driven system for identification and placement for students needing math intervention.
  - Explore possibilities for math tutoring to be provided after school.
  - Emphasize interpretation of presentation of data and statistics (graphs, charts, tables) across disciplines.

**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	2022 Attendance Rates	Spring 2023 Goal	Spring 2026 Goal
Building	88.2%	90%	94%
6 <sup>th</sup> Grade	90%	91%	94%
7 <sup>th</sup> Grade	87.7%	89%	94%
8 <sup>th</sup> Grade	87.1%	89%	94%

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=19)	Spring 2023 Goal	Spring 2026 Goal
Belonging	86%	88%	95%
Optimism	88.8%	91%	96%
Pride	86.3%	88%	93%
Purpose	87.2%	88%	91%
Resiliency	83.2%	86%	92%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree	Spring 2023 Goal	Spring 2026 Goal

	Spring 2022 (N=386)		
Belonging	69.2%	73%	86%
Optimism	76.8%	80%	91%
Pride	67.8%	72%	86%
Purpose	64.1%	69%	83%
Resiliency	68.0%	73%	87%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=25)	Spring 2023 Goal	Spring 2026 Goal
Belonging	81.8%	85%	95%
Optimism	86.5%	89%	96%
Pride	80.8%	84%	93%
Purpose	73%	77%	89%
Resiliency	80.8%	84%	92%

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

**1. Action Steps for Attendance**

- Review attendance protocols applied to chronically excused absences, consider response systems that increase sense of belonging and connection for students
- Promote participation and access to extra-curricular activities, consider expansion of opportunities
- Chart students to evaluate student connection with adults in the school, and respond with strategic outreach as a collective staff
- Explore after-school activity transportation options to improve equitable access to those programs
- Develop non-athletic options for after school activities for students
- Explore activity clubs during advisory
- Explore ways to bring the school to the community—outreach events in neighborhoods far from the school
- Work with district truancy officer to devise student-specific strategies for chronically truant students

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

- Reinforce habits of more personalized parent contact (phone and meeting)
- Staff will reflect on communications and interactions with students and families through a lens of maintaining a culture of connection and care
- Bi-weekly parent newsletter highlighting events and clarifying school processes
- Identify priority standards from WA State Social Emotional Learning standards
- Consider materials to improve social emotional learning through Advisory, including instruction on:
  - executive functioning
  - emotional regulation

- interpersonal communication skills
- interpersonal problem solving
- Increase student recognition opportunities:
  - Student shout-out post cards
  - Students of Distinction
  - Peer recognition system (quarterly)
- Professional learning on restorative behavioral response practices and subsequence implementation