

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.

Mt. Solo Middle School Mission

The mission of the Longview Public Schools is to ensure that every student learns the knowledge, skills, attitudes, and behaviors to become a responsible citizen in a rapidly changing society.

Mt. Solo Middle School Vision Statement

Ready to Learn, Ready for Life. Together We Aspire and Achieve.

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 th Grade | 50% | 60% | 70% |
| 7 th Grade | 58% | 68% | 75% |
| 8 th Grade | 53% | 63% | 73% |

| Smarter Balanced Assessment in Mathematics | | | |
|--|--|------------------|------------------|
| Grade Level | Percent of Students Meeting Standard Spring 2022 | Spring 2023 Goal | Spring 2026 Goal |
| 6 th Grade | 30% | 50% | 60% |
| 7 th Grade | 26% | 54% | 56% |
| 8 th Grade | 31% | 51% | 61% |

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 2022 | Spring 2023 Goal | Spring 2026 Goal |
| 6 th Grade | 46% | 66% | 76% |
| 7 th Grade | 54% | 74% | 84% |
| 8 th Grade | 48% | 68% | 78% |

| iReady Diagnostic Growth Goals in Mathematics | | | |
|--|--|-------------------------|-------------------------|
| Grade Level | Percent of Students Met Growth Target Spring 2022 | Spring 2023 Goal | Spring 2026 Goal |
| 6 th Grade | 57% | 77% | 87% |
| 7 th Grade | 52% | 72% | 82% |
| 8 th Grade | 54% | 74% | 84% |

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

- **Action Steps for English Language Arts (ELA)**
 - Universal Screening using iReady and SBA to determine needs for Tier 1 instruction and learning.
 - Development of a monthly assessment calendar which includes SBA interim assessments to be administered in content classes (ELA, Science and Social Studies).
 - Monthly LAP program meetings to share data with all staff, share strategies and to share LAP program updates, students being served, etc.
 - LAP pull out services for identified Tier 3 students for first and second semester in all three grades.
 - Performance task writing process being completed in ELA, SS, and science three times this year and scored using the state writing rubrics. Exemplars to showcase writing in all three modes (narrative, explanatory, argumentative), will be used in all content areas when writing.
 - Monthly team meetings to discuss reading and writing across the content areas, calibrate scoring, and create reading and writing STEMS to be used in all classes.

- **Action Steps for Mathematics**
 - Universal Screening using iReady and SBA to determine needs for Tier 1 instruction and learning.
 - iReady Classroom Data Share Activities (Fall/Winter/Spring)
 - Semester Student Recognition Emphasizing Growth
 - SBA Interim Assessment Blocks (shorter version of the full Smarter Balanced Assessment focused on a few specific state standards, usually take about 20 mins each and provides us with detailed information regarding student performance that is shared with students)

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 | 89.5% | 94.5% | 98% |
| 6 th Grade | 91.9% | 96.9% | 98% |
| 7 th Grade | 89.9% | 94.5% | 98% |
| 8 th Grade | 87.0% | 92% | 98% |

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=26) | Spring 2023 Goal | Spring 2026 Goal |
| Belonging | 83.3% | 88.3% | 90% |
| Optimism | 83.0% | 88% | 90% |
| Pride | 82.8% | 87.8% | 90% |
| Purpose | 80.3% | 85.3% | 90% |
| Resiliency | 76.0% | 81% | 90% |

| Culture of Hope Student Survey | | | |
|--------------------------------|---|------------------|------------------|
| Seeds of Hope | Percent Agree and Strongly Agree Spring 2022 (N=296) | Spring 2023 Goal | Spring 2026 Goal |
| Belonging | 66.8% | 76% | 86% |
| Optimism | 74.3% | 84.3% | 94.3% |
| Pride | 66.8% | 76.8% | 86.8% |
| Purpose | 61.3% | 71.3% | 81.3% |
| Resiliency | 65.8% | 75.8% | 85.8% |

| Culture of Hope Parent Survey | | | |
|-------------------------------|--|------------------|------------------|
| Seeds of Hope | Percent Agree and Strongly Agree Spring 2022 (N=25) | Spring 2023 Goal | Spring 2026 Goal |
| Belonging | 92.0% | 95% | 98% |
| Optimism | 92.4% | 95% | 98% |

| | | | |
|------------|-------|-----|-----|
| Pride | 89.9% | 95% | 98% |
| Purpose | 88.7% | 95% | 98% |
| Resiliency | 88.4% | 95% | 98% |

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

1. Action Steps for Attendance

- Establish attendance awards and expectations
- Post Daily/Weekly Attendance Data
- Streamline attendance systems for accuracy and quick referrals to Attendance Officer
- Emphasize Importance of Staff Entering Attendance Data Accurately
- Collaboration with B Nusbaum to identify truant students and conduct Attendance Conferences
- Post and Share every month Daily Average Attendance for each Grade
- Recognize Students Each Semester who attain 95% or above Attendance

2. Action Steps for Improving Perception Data

- Monthly SEL themes
- Students of the month identified
Character Advisory Lessons, monthly themes, character dares, student recognition, posting and sharing with families via Facebook and Skyward.

Emphasis: Building a Sense of Pride in our school and in each other

Purpose: Provide Clarity and emphasize our Purpose as a School

Student Council/Leadership: Creation of a student representative counsel for each grade level.

Choose Kindness Campaign: identifying and recognizing students who demonstrate Kindness in our building.

Student Activities: Create before and after school activities that emphasize social and emotional growth of students by emphasizing on the learning and application of student reading, writing and math skills.

Student Leadership: Creation of an exploration leadership class responsible to help connect and represent students creating student activities to promote school pride, connectedness and a sense of belonging.