

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.

Monticello Middle School Mission

We **BELIEVE** we make a difference in the lives of our students by providing a safe and supportive environment where ALL students receive a high-quality, comprehensive education that **INSPIRES** them to become lifelong learners and equips them with the skills and knowledge to **SUCCEED** in high school and beyond as caring and contributing members of society.

Monticello Middle School Vision Statement

We Believe. We Inspire. We Succeed.

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 | 43% | 53% | 63% |
| 7 th Grade | 53% | 58% | 68% |
| 8 th Grade | 42% | 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% | 41% | 51% |
| 7 th Grade | 34% | 49% | 59% |
| 8 th Grade | 29% | 48% | 58% |

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 | 64% | 74% | 84% |
| 7 th Grade | 62% | 72% | 82% |
| 8 th Grade | 49% | 70% | 80% |

| 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 | 61% | 71% | 81% |
| 7 th Grade | 54% | 64% | 74% |
| 8 th Grade | 51% | 61% | 71% |

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

- **Action Steps for English Language Arts (ELA)**
 - Block ELA/SS classes to provide 100 minutes of instruction integrating reading and writing into Social Studies
 - PLC (Professional Learning Communities) collaboration district wide designed to help improve tier 1 instruction
 - PLC work focusing on priority standards, common assessments and intentional tier 2 interventions provided during core class time
 - Tier 3 intervention and support from LAP (Learning Assistance Program) specialist in addition to core classes

- **Action Steps for Mathematics**
 - Block math classes providing 100 minutes of instruction focusing on the mathematical practices
 - PLC collaboration district wide designed to help improve tier 1 instruction
 - PLC work focusing on priority standards and common assessments and intentional tier 2 interventions provided during core class time twice a week for 30 minutes each time.
 - Tier 3 pull out interventions and support from LAP specialist

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 | 87.6% | 90% | 94% |
| 6 th Grade | 88.0% | 90% | 94% |
| 7 th Grade | 88.8% | 91% | 94% |
| 8 th Grade | 86.3% | 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=21) | Spring 2023 Goal | Spring 2026 Goal |
| Belonging | 84.1% | 87% | 92% |
| Optimism | 87.1% | 90% | 95% |
| Pride | 83.2% | 86% | 91% |
| Purpose | 82.6% | 86% | 91% |
| Resiliency | 83.6% | 87% | 92% |

| Culture of Hope Student Survey | | | |
|--------------------------------|---|------------------|------------------|
| Seeds of Hope | Percent Agree and Strongly Agree Spring 2022 (N=347) | Spring 2023 Goal | Spring 2026 Goal |
| Belonging | 74.3% | 79% | 84% |
| Optimism | 80.6% | 84% | 89% |
| Pride | 75.2% | 80% | 85% |
| Purpose | 72% | 78% | 83% |
| Resiliency | 76.4% | 80% | 85% |

| Culture of Hope Parent Survey | | | |
|-------------------------------|--|------------------|------------------|
| Seeds of Hope | Percent Agree and Strongly Agree Spring 2022 (N=30) | Spring 2023 Goal | Spring 2026 Goal |
| Belonging | 76.4% | 80% | 85% |
| Optimism | 83.6% | 86% | 91% |
| Pride | 79.1% | 84% | 89% |

| | | | |
|------------|-------|-----|-----|
| Purpose | 75.8% | 80% | 85% |
| Resiliency | 78% | 82% | 87% |

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

1. Action Steps for Attendance

- Create success plans for students that are frequently absent, low academically and struggling with social skills.
- SAT (Student Assistance Team) team meetings to discuss interventions to support individual students
- Home visits for students with low attendance rates
- Recognize perfect attendance quarterly and annually

2. Action Steps for Improving Perception Data

Student Connectedness–

- Advisory 2x per week. Emphasize character traits
- Monthly recognition based on month character trait (Ex: patience, humility etc)
- Implement Positive Behavior and Supports System (PBIS) school wide
- Monthly PBIS activities (socials, assemblies, spirit week, etc)
- Leadership Class-creating school wide activities to promote connectedness
- La Chispa – Spanish speaking students leadership retreat
- Family and Community Resource Center (FCRC) – Resources for students
- After school clubs and organizations
- School counselors provide small group support working on social skills.
- Success Coach-develops strong relationship with Tier 2 students and provides social and emotional supports to allow them to be successful in the classroom.
- Bilingual Liaison-meets with students and families where they are at and connects them to services.
- Trauma Informed Care Approach
- Student Assistant Professional (SAP), from grant funding, supports our students in a variety of ways. The SAP creates lessons on substance abuse prevention delivered in health classes.

Parent Connectedness–

- Parent Outreach Committee plans 2 events throughout the year to bridge the gap between the home and school.
- Weekly communication with parents via email and REMIND app
- Monthly Newsletter using SMORE
- Provide interpreter at school events (open house, student led conferences, success night).
- Family and Community Resource Center provides resources for our families
- Partnership with WSU – Vancouver to provide opportunities to strengthen families.

Staff Connectedness–

- Each staff meeting begins with a celebration.
- Staff Spotlight
- Birthday Celebrations
- After hours socials
- Shared leadership opportunities for staff