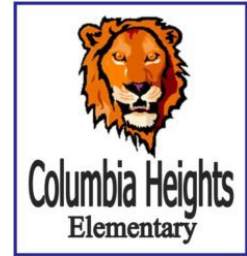


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

Columbia Heights Mission

Our Columbia Heights community collaborates to promote individual growth by setting high expectations, encouraging problem solving, creativity and inquiry and by providing a positive and safe learning and social environment for all.

Columbia Heights Vision Statement

All Lions are compassionate and literate learners.

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.

2022 Grade Level	Percent of Students at Core Level Spring 2022	Spring 2023 Goal	Spring 2026 Goal
Kindergarten	70%	80%	90%
1 st Grade	50%	70%	80%
2 nd Grade	33%	50%	60%

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 Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade	42%	52%	62%
4 th Grade	31%	46%	59%
5 th Grade	51%	55%	65%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade	45%	55%	65%
4 th Grade	35%	45%	55%
5 th Grade	33%	45%	55%

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 2022	Spring 2023 Goal	Spring 2026 Goal
3 th Grade	66%	76%	86%
4 th Grade	65%	81%	91%
5 th Grade	60%	75%	85%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Growth Target Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 th Grade	64%	74%	84%
4 th Grade	28%	79%	89%
5 th Grade	56%	66%	77%

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

1. Action Steps for Early Literacy

- Implementation of adopted English Language Arts curriculum with fidelity to FUNDations, and Geodes
 - Align with Science of Reading
- Principal presence in classrooms to coach and guide core and intervention instruction.
- Continued access to Tier II - strategic intervention, for all students
- Continue usage of 95% intervention, in small group settings.
 - Align with Science of Reading
- Analyze data

2. Action Steps for English Language Arts (ELA)

- Implementation of adopted English Language Arts curriculum with fidelity to Wit and Wisdom
- Principal presence in classrooms to coach and guide core and intervention instruction.
- Continued access to Tier II- strategic intervention, for all students

- Focused Interventions:
 - Leveled/types of intervention based on student need
- Analyze data

3. Action Steps for Mathematics

- Principal presence in classrooms to coach and guide core and intervention instruction.
- District professional learning communities (PLC) in math: Identifying and deepening understanding of grade level essential standards
 - Walk through with Ready coach to gain insight, receive feedback and guidance in instructional practices.
- Access to Tier II - strategic, intervention, for all students
- Focused Interventions:
 - Leveled/types of intervention based on student need
 - PLC questions 3 and 4: “How will we respond when students don’t learn?” And “How will we extend the learning when students demonstrate proficiency?”
- Analyze data

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			
Grade Level	2022 Attendance Rates	Spring 2023 Goal	Spring 2026 Goal
Building	89.4%	91.5%	94.5%
Kindergarten	86.5%	88.5%	92%
1 st Grade	87.0%	89%	92%
2 nd Grade	89.8%	92%	95%
3 rd Grade	89.8%	92%	95%
4 th Grade	92.3%	94%	96%
5 th Grade	91.2%	93%	96%

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=20)	Spring 2023 Goal	Spring 2026 Goal
Belonging	90.7%	93%	95%
Optimism	94.7%	95%	97%
Pride	91.7%	93%	95%
Purpose	85.1%	87%	92%
Resiliency	88.1%	90%	92%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=107)	Spring 2023 Goal	Spring 2026 Goal
Belonging	85.9%	90%	95%
Optimism	91.2%	93%	95%
Pride	89%	91%	95%
Purpose	84.7%	86%	92%
Resiliency	91.8%	93%	95%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=44)	Spring 2023 Goal	Spring 2026 Goal
Belonging	87.9%	90%	94%
Optimism	87.6%	90%	93%
Pride	83.9%	86%	90%
Purpose	82.4%	86%	90%
Resiliency	85.9%	88%	92%

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

1. Action Steps for Attendance

- Build relationships with families through family events, conferences, phone calls, conversations, and developing partnerships that promote student growth
- Create a system for positive recognition of strong attendance, through a PBIS framework
- Communicate the importance of regular attendance with families
- Phone conversations, home visits, and meetings to identify and overcome barriers to attendance

2. Action Steps for Improving Perception Data

- Family communication in the form of newsletters, family events, emails, Facebook, reader board messages, and conversations that share Columbia Heights mission, vision, and purpose.
- Publicize points of pride through newsletters, Facebook, reader board, and conversation.