



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.

Kessler Mission

Kessler's mission is to ensure that ALL students receive a rigorous, high-quality education in a safe and respectful environment that celebrates diversity and fosters lifelong learning.

Kessler Vision Statement

Kessler is a place where ALL students succeed with no exceptions.

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 (54 students)	52% (2021= 35%)	59% (+7% = 4 more students)	71% (+ 6.3% annually)
1 st Grade (56 students)	26% (2021= 30%)	52% (Keeping same percentage of students in cohort at core)	61% (+11.7% annually)
2 nd Grade (56 Students)	18% (2021= 26%)	30% (+12% = 7 more students)	53% (+ 11.7% annually)

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 (45 students)	28% (2021= 31.4%)	38% (+10% = 5 more students)	57% (+9.7% annually)
4 th Grade (53 students)	26% (2021= 37.3%)	37% (+11% = 6 more students)	58% (+10.7% annually)
5 th Grade (43 students)	17% (2021= 23.1%)	32% (+15% = 7 more students)	61% (+14.7% annually)

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade (45 students)	18% (2021= 22.9%)	32% (+14% = 7 more students)	59% (+13.7% annually)
4 th Grade (53 students)	21% (2021= 19.2%)	33% (+12% = 7 more students)	55% (+11.3% annually)
5 th Grade (43 students)	6% (2021= 5.1%)	23% (+15% = 7 more students)	50% (+14.5% annually)

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 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 rd Grade (45 students)	40% (2021= 53%)	55% (+15% = 7 more students)	84% (+14.7% annually)
4 th Grade (53 students)	51% (2021=57%)	62% (+11% = 6 more students)	83% (+10.7% annually)
5 th Grade (43 students)	70% (2021 61%)	75% (+5% = 3 more students)	85% (+5% annually)

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Growth Target Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade (45 students)	38% (2021= 42%)	49% (+12% = 6 students)	69% (+10.3% annually)
4 th Grade (53 students)	49% (2021= 51%)	58% (+9% = 5 students)	76% (+9% annually)
5 th Grade (43 students)	45% (2021=48%)	55% (+10% = 5 students)	73% (+9.3% annually)

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

Action Steps for Early Literacy

- A strong Tier 1 system is created and adhered to by all staff.
 - Every student has access to grade-level content, and as a system, we prioritize scheduling interventions or supports outside of core time.
 - An inclusive environment is established where all students are welcome and supported within the classroom.
 - All district-adopted Curriculum is taught with fidelity with no exceptions.
 - Wit and Wisdom Curriculum
 - The program aligns with the Science of Reading.
 - Teachers will give a Focusing Question Task for each module and review with the PLC (Professional Learning Community) team to answer the four critical questions.
 - Foundations Curriculum (K-2 and SPED)
 - The class will master each unit with at least 80%. If a large number of students are not mastering a unit, then it needs to be retaught in core before moving on to interventions.
 - 95% Curriculum
 - Teachers and PLC teams manage their students' data using Foundations unit assessments and work with the literacy specialist to form reading groups.
 - Teachers teach 95% groups along with paraprofessionals when needed.

Action Steps English Language Arts (ELA)

- A strong Tier 1 system is created and adhered to by all staff.
 - Every student has access to grade-level content, and we prioritize scheduling interventions or supports outside of core time as a system.
 - An inclusive environment is established where all students are welcome and supported within the classroom.
 - All district-adopted Curriculum is taught with fidelity with no exceptions.
 - Wit and Wisdom Curriculum
 - The program aligns with the Science of Reading.
 - Teachers will give a Focusing Question Task for each module and review with the PLC team to answer the four critical questions.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?
- Classrooms are well managed and have clear, consistent expectations with a positive discipline system that is consistent schoolwide.
 - Learning routines for discussion and collaborative work are present and result in effective discourse.
 - Instructional time is maximized, and students have clear routines for learning.
- Focused Interventions
 - STAR time interventions/extensions planned during PLC time utilizing four critical questions of a PLC:
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn?
 - How will we extend the learning for students who are already proficient?
 - 95% Curriculum taught with fidelity
 - Teachers and PLC teams manage their students' data and work with the literacy specialist to form reading groups.
 - Teachers teach 95% groups along with paraprofessionals when needed.
 - If a student is not making adequate progress, the teacher creates targeted interventions and collects data.
 - Students who are not making adequate progress AND have had targeted interventions for 4-6 weeks with data collected are referred to the MTSS(Multi-Tiered System of Support) team.

Action Steps for Mathematics

- A strong Tier 1 system is created and adhered to by all staff.
 - Every student has access to grade-level content, and we, as a system, prioritize scheduling interventions or supports outside of core time.
 - An inclusive environment is established where all students are welcome and supported within the classroom.
 - Classrooms are well managed and have clear, consistent expectations with a positive discipline system that is consistent schoolwide.
 - Learning routines for discussion and collaborative work are present and result in effective discourse.
 - Instructional time is maximized, and students have clear routines for learning.
 - All district-adopted Curriculum is taught with fidelity with no exceptions.
 - Ready Math curriculum is taught and an emphasis on Essential Standards
 - All teachers will utilize the Try, Discuss, Connect routine.
 - The Building Fact Fluency curriculum is taught with fidelity.
 - All teachers will implement the components of lesson strings 3-5 days per week. (teachers not using BFF will use district number talks.)
 - Teachers will follow the district-determined Math time with ~ 60 minutes dedicated to whole-group instruction and ~30 minutes for small-group instruction.

- Interim math assessments are given (Grades 3-5)
- Focused Interventions
 - STAR time interventions/extensions planned during PLC time utilizing four critical questions of a PLC:
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn?
 - How will we extend the learning for students who are already proficient?
 - If a student is not making adequate progress, the teacher creates targeted interventions and collects data.
 - Students who are not making adequate progress and who have had targeted interventions for 4-6 weeks with data collected are brought to the MTSS team to gain additional support.

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 (292 students)	88.5%	93.5% (+5% = 15 students)	95%
Kindergarten (54 students)	86.5%	91.5% (+5% = 3 students)	95%
1 st Grade (56 students)	87.3%	92.3% (+5% = 3 students)	95%
2 nd Grade (56 Students)	89.9%	94.9% (+5% = 3 students)	95%
3 rd Grade (45 students)	88.1%	93.1% (+5% = 2 students)	95%
4 th Grade (53 students)	91.6%	95% (+4% = 2 students)	95%
5 th Grade (43 students)	89.0%	94% (+5% = 3 students)	95%

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=17)	Spring 2023 Goal	Spring 2026 Goal
Belonging	94.1%	96%	98%

	(2021= 86.3%)		
Optimism	92.8% (2021= 89.1%)	95%	98%
Pride	81.6% (2021= 87.8%)	87%	97% (+5% annually))
Purpose	81.4% (2021= 79.8%)	84%	96% (+5% annually)
Resiliency	90.4% (2021= 90.5%)	92%	98%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=34)	Spring 2023 Goal	Spring 2026 Goal
Belonging	78.4% (2021= 80.9%)	83%	93% (+5% annually)
Optimism	85% (2021= 85.3%)	90%	98% (+4.3% annually)
Pride	80.8% (2021= 80.6%)	86%	96% (+5% annually)
Purpose	77.9% (2021= 81.7%)	83%	93% (+5% annually)
Resiliency	84.5% (2021= 82.5%)	90%	98% (+4.5% annually)

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=34)	Spring 2023 Goal	Spring 2026 Goal
Belonging	79.3% (2021= 81%)	84%	94% (+5% annually)
Optimism	78.3% (2021= 83.4%)	83%	95% (+5% annually)
Pride	74.5% (2021= 80.4%)	80%	90% (+5% annually)
Purpose	70.6% 92021= 74.7%0	76%	86% (+5% annually)
Resiliency	77.1% (2021=81.4%)	83%	93% (+5% annually)

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

Action Steps for Attendance

- Weekly attendance meetings will be scheduled to help students with three or more unexcused absences or five or more excused absences in a month. These meetings provide an opportunity to connect with families and support removing any barriers that impact attendance. These meetings are solution-focused and judgment-free.
 - Families will be connected to the Family Community Resource Center, school liaison, counselors, etc.
 - Families will be educated on the importance of attendance.

- This information will go out in various ways: via email, flyers home, Facebook, the school website, and at school events.
- Attendance information will be communicated to families in their home language.
- Students returning from an absence will receive help transitioning back to school to ensure they feel welcomed and know they were missed.
- School and classroom celebrations will be implemented to provide incentives and rewards for attendance.
- School-Wide attendance goals will be set, and our attendance rate will be communicated to all stakeholders to help focus on the importance of attendance and celebrate our growth.

Action Steps for Improving Perception Data

- The school will continue to work on creating an inclusive environment schoolwide.
 - Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those with physical or mental disabilities and members of other minority groups.
 - Positive collaboration with staff, parents, and students will occur to support students needing Tier 2 or 3 support. Students are all given high-quality Tier 1 support. Tier 2 and 3 supports will be based on need and not labels.
- The school will hold multiple family events to connect with parents in an inclusive, fun, educational, and inviting manner.
 - Ex. Monthly Coffee, Math Madness, Literacy from Around the World, School Movie Nights, Open Houses, School Concerts, etc.
- STAR Student celebrations will be held monthly to provide the opportunity to celebrate students who are exhibiting a growth mindset and following the Kessler STAR expectations: Safe, On Task, Accountable, and Respectful
- Bilingual EL (English Language) para is available to support our EL students and families.
 - This position works with the school liaison to ensure EL families receive the same opportunities and level of communication as non-EL families.
- Kessler Staff will be a part of the decision-making process and be given an opportunity to lend their voice to all school initiatives. We all have ownership in the Culture and Climate of the school as well as student achievement.