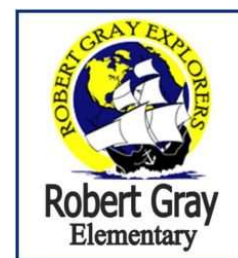


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

Our 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.

Vision Statement:

Robert Gray Elementary is a school where continuous improvement, rigorous learning, and high standards are the norm. Our primary mission is to increase student achievement; our secondary mission is to improve the culture and climate.

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	53%	63%	75%
1 st Grade	45%	55%	75%
2 nd Grade	40%	50%	75%

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	32%	47%	65%
4 th Grade	26%	48%	63%
5 th Grade	56%	56%	67%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade	32%	51%	68%
4 th Grade	40%	50%	64%
5 th Grade	30%	45%	60%

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%	90%
4 th Grade	53%	78%	90%
5 th Grade	58%	68%	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	61%	70%	85%
4 th Grade	64%	77%	92%
5 th Grade	51%	74%	87%

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

1. Action Steps for Early Literacy

- Fidelity support for Foundations implementation in grades K-2
- 95% Training for SpEd staff and paraeducators
- Cyclical data review at 3-week intervals with PLC (Professional Learning Community) teams and Literacy Facilitator

2. Action Steps for English Language Arts (ELA)

- Use of ELA Interim Assessment Blocks in grades 3-5
- Fidelity support for implementation of Wit & Wisdom in grades K-5
- Focused grade-level interventions following district diagnostic flow-chart

3. Action Steps for Mathematics

- Use of Math Interim Assessment Blocks in grades 3-5
- Partner PLC (Professional Learning Community) focus work with Mint Valley
- Walkthrough with ReadyMath curriculum trainer

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	Spring 2022 Attendance Rates	Spring 2023 Goals	Spring 2026 Goal
Building	90.9%	95%	95%
Kindergarten	90.1%	95%	95%
1 st Grade	89.4%	94%	95%
2 nd Grade	91.8%	95%	95%
3 rd Grade	90.8%	95%	95%
4 th Grade	91.5%	95%	95%
5 th Grade	91.5%	95%	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=45)	Spring 2023 Goals	Spring 2026 Goal
Belonging	93.8%	95%	98%
Optimism	95.2%	96%	98%
Pride	92.3%	95%	98%
Purpose	88.0%	93%	95%
Resiliency	92.2%	95%	98%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=110)	Spring 2023 Goals	Spring 2026 Goal
Belonging	79.8%	85%	95%
Optimism	85.9%	90%	95%
Pride	79.2%	85%	95%
Purpose	74.4%	80%	90%
Resiliency	83.1%	85%	95%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=58)	Spring 2023 Goals	Spring 2026 Goal
Belonging	89.0%	93%	95%
Optimism	90.3%	93%	95%
Pride	86.1%	90%	95%
Purpose	79.2%	85%	95%
Resiliency	84.1%	88%	93%

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

1. Action Steps for Attendance

- Schoolwide focus on “Belonging” as school theme
- Weekly attendance challenge
- Sharing data with families via parent newsletter

2. Action Steps for Improving Perception Data

- Schoolwide focus on “Belonging” as school theme
- Increased admin communication with families (2x monthly newsletter)
- Implement 2-way communication strategies and student goal setting through SGG (Student Growth Goal) work
- “Quick Responses” Book Study
- Initial CPI (Crisis Prevention Institute) Training for all staff focused on trauma informed practices while supporting students behavior needs