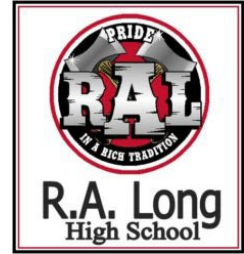


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

**R.A. Long High School Mission**

The mission of *R.A. Long High School* is to empower all students to envision and achieve extraordinary lives.

**RA Long Vision Statement**

Respect-Achieve-Lead

**Part 1A – Student Achievement Data and Goals**

**1. Academic Achievement Goals in English Language Arts and Math**

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures the percent of students are reaching grade level achievement targets.

Smarter Balanced Assessment in English Language Arts			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
10 <sup>th</sup> Grade	58%(+9% from 22') State 60%	68%	79%(State 60% 2023)

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
10 <sup>th</sup> Grade	21%	32%(2019 baseline)	42%(State 2023 28%)

**2. Progress Towards Graduation Goals**

The following tables report the annual graduation rate, students on track to graduate, and the percent of courses failed.

Graduation Rates			
Grade Level	2023 Graduation Rate	2024 Graduation Rate Goal	2026 Graduation Rate Goal
12 <sup>th</sup> Grade	96.7%	95%	95%

High school graduation requires students to earn 24 credits. Each year a student has an opportunity to earn at least 6 credits. This table shows the credit progress students are making to be on track for graduation.

On Track to Graduate				
Grade Level in 2023	Target	Percent of Students On Track Spring 2023	Spring 2024 Goal	Spring 2026 Goal
9 <sup>th</sup> Grade	Earned 6 Credits	70.0%	85%	87%
10 <sup>th</sup> Grade	Earned 12 Credits	74.4%	85%	87%
11 <sup>th</sup> Grade	Earned 18 Credits	74.5%	95%	95%
12 <sup>th</sup> Grade	Earned 24 Credit	95%	95%	96%

Credits are earned by earning passing grades in classes. Failing a class requires a student to make additional efforts to earn the missed credits. This table shows the rate students are failing high school classes.

Course Failure Rates			
2023 Grade Level	Percent of Course Failures in Spring 2023	Spring 2024 Goal	Spring 2026 Goal
9 <sup>th</sup> Grade	9.8%	<5%	3%
10 <sup>th</sup> Grade	10.2%	<5%	3%
11 <sup>th</sup> Grade	5.7%	<4%	3%
12 <sup>th</sup> Grade	3.5%	<2%	<2%

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

### 1. Action Steps for English Language Arts (ELA)

#### 2023-24 Building ELA Goal:

- ✓ *Spring of 2024 the target is during this assessment time, that 68% of the 10<sup>th</sup> graders testing would meet standard. The 2023 state average was 60%.*

*By June of 2024, seniors will meet ELA standard at least at 95% as a cohort either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources.*

- **Rigor and Relevance** – Teachers will promote the level of rigor to improve passage of SBA ELA through the use of relevant practice and feedback: interactive notebooks, providing a variety of challenging texts both fiction and nonfiction, strategies to mark the text and discuss them that encourage depth of comprehension and thoughtful analysis. Students will also have many opportunities to practice writing both informatively and argumentatively, including how to cite relevant and specific evidence from those texts and effectively explain the evidence to support their main idea or claim.
  - **2023-24 Building on the 5-Step Focused Notetaking** the building wide goal is to increase rigor with the use of and reflection of the students' Interactive NoteBooks(INB).
    - Use of the 5-point scoring rubric for INBs
    - Staff will self-evaluate personal INB and evaluate the effectiveness of student INB in reflection of their own learning to finding gaps in preparation, information, and in students conceptual understanding of concepts expected to be mastered.
    - Summative data should reflect the growth in student achievement with use of a well-prepared INB and useful analysis and critical thinking for assessment preparation.
    - Staff meeting time will be dedicated to teacher personal growth in this area.
    - **BERC**(Baker Educational Research and Consulting)Group: Powerful Teaching and Learning Protocols may be in place begin of second semester once “baseline” teaching is evaluated.
  - 2022-23 Focus Continuation as a Building—wide staff training on the 5 Steps of Focused Notetaking. Staff development monthly at staff meetings on each step with teams showing evidence of student growth in this area as implemented. Student work and needs will be shared by students at these meetings.
    - I. Taking Notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes. ...
    - II. Processing Notes. Revise notes by underlining, highlighting, circling, chunking, adding, or deleting. ...
    - III. Connecting Thinking. ...
    - IV. Summarizing and Reflecting.
  - Staff will continue to implement AVID WICOR(Writing, Inquiry, Collaboration, Organization, and Writing) for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic Seminars(prepared group discussions with multiple

perspectives), philosophical chairs (discussion forum with two distinct sides of a topic to debate), and collaborative work groups can/will be a venue to students to access this language and practice in a safe environment with guidance and coaching. *School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.*

- **Focus: Use of INB as a critical tool in preparation for formative and summative assessments.**
  - Professional development opportunities for new learning will occur during staff meetings. AVID Site Team members will be responsible for training staff on new strategies that can be used within classrooms. Administrators will also provide learning focused opportunities during staff meetings focusing on building relational trust with students and meeting their emotional needs to support success.
  - *Staff will implement new WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.*
- **Focused Intervention** –
  - Jack’s Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.
  - **“During school credit retrieval” Academic Lab (3 sections)** will focus on dual learning opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success. RA Long currently has three sections for retrieval opportunities.
  - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.
  - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach (11<sup>th</sup>-12<sup>th</sup>) or the Transition Coach (9<sup>th</sup>-10<sup>th</sup>). The funding of these positions are made possible by LAP (Learning Assistant Program) dollars from the state.
  - Staff will continue to provide strategies to engage and keep students engaged in school which includes time for student interaction during well-constructed learning experiences.
  - **December 2023/January 2024 will begin Saturday School (9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.**

## 2. Action Steps for Mathematics

2023-24 Building Mathematics Goal:

*RA Long's math goal is to raise the percentage of students attaining at least a level 2.5( Proficiency for graduation cut score) on the Smarter Balanced Assessment.(SBA)*

- ✓ 10<sup>th</sup> grade Math scores on SBA from 21% in 2023 to 32% in spring of 2023(2023 State 28%)
- ✓ Class of 2024 will meet state math standard by at least 60% by June of 2023 to meet graduation requirement either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources such as GED completion with credits returning to the high school toward a diploma, Open Doors, Goodwill GED. By 2026 RA Long will meet or exceed the State average.

### 2023-24 Focus Areas:

- **Rigor and Relevance –**
  - Based on our data, more explanations of reasoning are needed as a core piece of the math curriculum. As well, based on our data, instructing more in areas where the students performed poorly in relation to their tests. Maintain our strengths, focus more intentionally on student deficient skill areas.
  - **2023-24 Building on the 5-Step Focused Notetaking** the building wide goal is to increase rigor with the use of and reflection of the students' Interactive NoteBooks(INB).
    - Use of the 5-point scoring rubric for INBs
    - Staff will self-evaluate personal INB and evaluate the effectiveness of student INB in reflection of their own learning to finding gaps in preparation, information, and in students conceptual understanding of concepts expected to be mastered.
    - Summative data should reflect the growth in student achievement with use of a well-prepared INB and useful analysis and critical thinking for assessment preparation.
    - Staff meeting time will be dedicated to teacher personal growth in this area.
    - BERC(Baker Education Research and Consulting) Group Powerful Teaching and Learning Protocols may be in place begin of second semester once "baseline" teaching is evaluated.
  - 2022-23 in to **2023-24 Focus for Continuation:** Building—wide refreshers at staff training on the 5 Steps of Focused Notetaking. Staff development monthly at staff meetings on each step with teams showing evidence of student growth in this area as implemented. Student work and needs will be shared by students at these meetings.
    - I. Taking Notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes. ...
    - II. Processing Notes. Revise notes by underlining, highlighting, circling, chunking, adding, or deleting. ...
    - III. Connecting Thinking. ...
    - IV. Summarizing and Reflecting.

- Staff will continue to implement expectations of Academic Language for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue to students to access this language and practice in a safe environment with guidance and coaching. School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.
- Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.
- **Focused Intervention** –
  - Student will receive feedback and monitor their progress.
  - Jack’s Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.
  - “During-school credit retrieval” called **Academic Lab** will focus on dual learning opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success.
  - We will communicate with parents about the importance of their student getting extra help and support after school.
  - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11<sup>th</sup>-12<sup>th</sup>) or the Transition Coach(9<sup>th</sup>-10<sup>th</sup>). The funding of these positions are made possible by LAP(Learning Assistance Program) funding.
  - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.
  - Starting December 2023/January of 2024, Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.
  - Teachers will continue to be trained in AVID “best practice” strategies. This will be done using AVID curriculum and presented monthly at staff meetings BY STAFF, as well as WICOR strategies with PLC commitment for implementation.

**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			
2023 Grade Level	Spring 2023 Attendance Rates	Spring 2024 Goal	Spring 2026 Goal
Building	<b>88.4 %</b> (86.9% 2022)	90%	93%
9 <sup>th</sup> Grade	<b>89.9%</b> ( 87.9% 2022)	90%	93%
10 <sup>th</sup> Grade	<b>88.95%</b> (86.7% 2022)	90%	93%
11 <sup>th</sup> Grade	<b>88.75%</b> (86.5% 2022)	90%	93%
12 <sup>th</sup> Grade	<b>85.4%</b> (86.1% 2022)	90%	93%

- 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 spring.

Culture of Hope Staff Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=52)	Spring 2024 Goal	Spring 2026 Goal
Belonging	<b>91.4%</b> (95.7% 2022)	95%	97%
Optimism	<b>94.0%</b> (96.7% 2022)	95%	97%
Pride	<b>89.2%</b> (92.7% 2022)	95%	97%
Purpose	<b>89.5%</b> (92.3% 2022)	95%	97%
Resiliency	<b>87.9%</b> (93.2% 2022)	95%	97%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=370)	Spring 2024 Goals	Spring 2026 Goal
Belonging	<b>79.6%</b> (79.4% 2022)	85%	87%
Optimism	<b>85.4%</b> (84.2% 2022)	90%	93%
Pride	<b>79.7%</b> (77.6% 2022)	85%	87%
Purpose	<b>77.5%</b> (77.2% 2022)	85%	87%
Resiliency	<b>79.3%</b> (78.5% 2022)	85%	87%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=57)	Spring 2024 Goals	Spring 2026 Goal
Belonging	<b>85.0%</b> (73.5% 2022)	85%	90%
Optimism	<b>90.2%</b> (76.3% 2022)	85%	90%
Pride	<b>86.6%</b> (69.3% 2022)	85%	90%
Purpose	<b>84.5%</b> (68.1% 2022)	85%	90%
Resiliency	<b>84.0%</b> (68.0% 2022)	85%	90%

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

### 1. Action Steps for Attendance

2023-24 Building Climate and Culture Goal:

- *Maintain the graduation rate at 90% or higher for the graduating class of 2024 and beyond. Class of 2023 date indicates at 96.7% graduation rate.*
- *Weekly attendance reports and monitoring*
  - *Phone calls home*
  - *Home visits as needed*
  - *Parent/Teacher/Student Conferences*
  - *Grad/Transition Coaches Intervention*
- *Reduced the number of schoolwide unexcused absences by 10%. Increasing regular attendance rates from 86 % to 92% for 2023-24. Admin will continue to track unexcused absences by grade level. Assigning consequences for unexcused absences and missing periods.*

### 2. Action Steps for Improving Perception Data

*Two areas of focus:*

- *1) Increase Pride Self-Esteem*
  - *Intentional lesson design that includes social/emotional learning experiences to increase a sense of community and belonging*
  - *Student self-reflection in INB work and monitoring of their own progress.*
  - *Student recognition in all areas.(athletics, academics, clubs, theatre, etc)*
  - *Work with Student Leadership to increase student involvement. "Sometimes you just need a personal invitation." (54 boys out for tennis)*
- *2) Students Regularly Share Their Work With a Wider Audience*
  - *Develop strategies to share student progress outside the classroom*
    - *Academic fairs*
    - *Conferences*
    - *Social media as appropriate*
    - *Engage with local media for "shining moment" articles.*



*Continuation of Work from 2022-23 in to 2023-24*

- *Weekly Newsletters updating families on current school initiatives and activities.*
- **Full time intervention/prevention specialist on site partnership with ESD 112**
- *After school activity MEAL program. Students can eat a meal after school if involved in athletics, clubs, or staying after school to seek academic support from teachers.*
- *FAFSA Day at RA Long: All seniors cycled through FAFSA sign up with 12<sup>th</sup> grade Social Studies teachers and Graduation Coach. Complete first week of November.*
- *Athletic Director, DeWayne McCabe, connecting with the school community through Twitter and Instagram posts. Both curricular and athletic posts are getting seen by many of the positive things going on at RA Long HS. ASB Secretary, Jaimie Barchus in charge of all things social media at RA Long.*
- **Community: Student and staff will know the names of students in each class. Intentional focus on building classroom community.**
- *Jacks' House: Continue to refine protocols. Ensure that all students have at least one adult and one student connection upon entering classes for the first time. Jack's House induction has moved to the job duties of the graduation and transition coaches as of Fall 2019.*

Whole Child–

- *Goal: Increase access services for students so they may address issues that are barriers to school success.*
- **“FLIP THE SWITCH” in implementing high impact strategies that have impacted the learning and the social/emotional needs of students at RA Long HS. Cornell Notes, summarizing, Socractic seminars, focused study groups, interactive notebooks, etc.**
  - **Honoring Students' Backgrounds:** Bi-Lingual students can participate in the AVANT test in their home language. Students can earn up to 5 elective credits for their success on this assessment and earn a “seal of biliteracy” on their HS transcript, as well as, have their foreign language requirement waived.
  - *Cell phone policy strictly enforced by ALL staff- maximize learning time*
  - *One way hallways to reduced conflict and hallway intimidation.*
  - *Truancy Project—identify students as needed*
- **Columbia Wellness and Core Health—on site mental health services 5 days per week.(we are continuing to seek space to house all of our mental health itinerants.)**
- *Cowlitz Tribe. Back on site every other week.*
- *Transition Coach owns caseload of struggling 9<sup>th</sup> and 10<sup>th</sup> grade students. Works to be “that adult” in the life to mentor, coach, monitor.*
- **Jacks' House— new student induction to RA Long implemented by Grad and Transition Coaches**
- **Graduation Success Coordinator: LAP/Poverty Funding: Monitors, mentors, motivates, and coaches students toward graduation. Caseload based on student need.**
- **Curriculum for Advisory after 2023 HS District Agreement: Advisory experiences are centered around the High School and Beyond Plan and career exploration activities. Advisory reduced to two 30 minutes sessions per month.**