

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 actions step 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.

**We Believe:**

- Diversity is a strength that we embrace.
- Supportive communities encourage everyone to explore and take risks.
- Successful people take responsibility.
- Everyone is responsible to help create a safe and secure environment.
- Providing challenging learning opportunities for everyone is essential.

**We Expect Each Student To:**

- Be A Self-Starter
- Be Coachable
- Engage and Participate
- Add Value to Your Surroundings

**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 2023	Spring 2024 Goal	Spring 2026 Goal
6 <sup>th</sup> Grade	50%	60%	70%
7 <sup>th</sup> Grade	53%	63%	75%
8 <sup>th</sup> Grade	56%	66%	73%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
6 <sup>th</sup> Grade	34%	47%	60%
7 <sup>th</sup> Grade	38%	47%	56%
8 <sup>th</sup> Grade	21%	41%	61%

**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 determine the number of students who are meeting or exceeding at least one years’ growth in one years’ time.

iReady Diagnostic Growth Goals in Reading			
Grade Level	Percent of Students Met Growth Target Spring 2023	Spring 2024 Goal	Spring 2026 Goal
6 <sup>th</sup> Grade	58%	68%	76%
7 <sup>th</sup> Grade	62%	72%	84%
8 <sup>th</sup> Grade	68%	72%	78%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Growth Target Spring 2023	Spring 2024 Goal	Spring 2026 Goal
6 <sup>th</sup> Grade	68%	78%	87%
7 <sup>th</sup> Grade	48%	68%	82%
8 <sup>th</sup> Grade	47%	65%	84%

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

- **Action Steps for English Language Arts (ELA)**

**Essential Standards:** Teachers are working with district wide PLC teams to implement learning plans created last year that target essential standards identified by teams. Instructional plans are being implemented this year. Data gathered on student performance will be reviewed and shared to help us identify the most effective teaching and learning strategies.

**Quarterly ELA Skill Focus:** Our building ELA PLC team has identified a quarterly focus for the entire building to follow. The ELA PLC will teach all content teachers what skills and knowledge they are teaching to students in ELA classes followed by discussions on how each content teacher can build on and reinforce the use of these skills in each content area to enhance student learning. Our goal is to create grade level teams who expect students to apply and develop their essential reading and writing skills across all content areas.

**English Language Arts Support Class and Learning Assistance Program (LAP):** Assessment data was collected from Smarter Balanced Assessment and iReady diagnostic assessments to identify students in need of support to acquire basic reading and writing skills. We created four classes (Tier 3) to pull students in to provide the targeted skill development instruction. Read Naturally online instruction and iReady reading lessons are the materials we are using. Instruction will include helping students to review their present skills and setting goals to reach for improvement. The intent of the Tier 3 classes is for students to be able to work their way out of the class and re-enter an elective course once they reach their goal.

- **Action Steps for Mathematics**

**Essential Standards:** Teachers are working with district wide PLC teams to implement learning plans created last year that target essential standards identified by teams. Instructional plans are being implemented this year. Data gathered on student performance will be reviewed and shared to help us identify the most effective teaching and learning strategies.

**Creation of Math Support Classes:** The 6<sup>th</sup> grade math students were placed into two period math blocks. The extended time allows classroom teachers to create intervention and enrichment targeted activities in their classrooms. For 7<sup>th</sup> and 8<sup>th</sup> grade students math support classes have been created to help those who need extra math support. The support classes target specific gateway or access skills that interfering with the student’s ability to access grade level content. Students in need were identified through analysis of assessment data and some students chose the course as an elective. Teachers are using the iReady online lessons and Maneuvering Math materials to target specific skill development.

**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	2023 Attendance Rates	Spring 2024 Goal	Spring 2026 Goal
Building	90.1%	94%	98%
6 <sup>th</sup> Grade	90.6%	94%	98%
7 <sup>th</sup> Grade	90.9%	94%	98%
8 <sup>th</sup> Grade	88.7%	93%	98%

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 2023 (N=32)	Spring 2024 Goal	Spring 2026 Goal
Belonging	87.7%	92%	90%
Optimism	90.6%	92%	90%
Pride	87.1%	90%	90%
Purpose	85.4%	90%	90%
Resiliency	80.0%	85%	90%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=321)	Spring 2024 Goal	Spring 2026 Goal
Belonging	70.4%	78%	86%
Optimism	78.8%	85%	94.3%
Pride	72.6%	79%	86.8%
Purpose	67.8%	75%	81.3%
Resiliency	72.1%	79%	85.8%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=39)	Spring 2024 Goal	Spring 2026 Goal
Belonging	65.8%	82%	98%
Optimism	73.2%	86%	98%
Pride	67.2%	82%	98%
Purpose	59.0%	76%	98%
Resiliency	63.8%	81%	98%

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

**1. Action Steps for Attendance**

- Establish attendance awards and expectations
- Post Daily/Weekly Attendance Data
- Streamline attendance systems for accuracy and quick referrals to Attendance Officer
- Emphasize Importance of Staff Entering Attendance Data Accurately
- Collaboration with Barry Nusbaum (district Attendance Officer) to identify truant students and conduct Attendance Conferences
- Post and Share every month Daily Average Attendance for each Grade
- Recognize Students Each Semester who attain 95% or above Attendance

**2. Action Steps for Improving Perception Data**

- Monthly Social/Emotional (SEL) themes such as Gratitude,

- Identified Character Advisory Lessons Implementing Ripple Effects Program
- Monthly themes, character dares, student recognition, posting and sharing with families via Facebook and Skyward.
- Emphasis: Building a Sense of Pride in our school and in each other
- Purpose: Provide Clarity and emphasize our Purpose as a School
- Student Activities: Create before and after school activities that emphasize social and emotional growth of students by emphasizing on the learning and application of student reading, writing and math skills.