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.
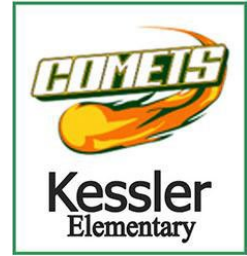
All of this work is accomplished by focusing on results: through a partnership of students, staff, parents, and community in a supportive, caring, innovative environment and with a commitment to challenge each learner to reach their potential.

In the following information, 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.

2023 Grade Level	Percent of Students at Core Level Spring 2023	Spring 2024 Goal	Spring 2026 Goal
Kindergarten	**48%** 22SY-52% 21SY 35%	59.5% (increase of 11.5%)	71%
1st Grade	**28%** 22SY 26% 21SY 30%	48% (Keep Cohort Same as Last Year)	61%
2nd Grade	**27%** 22SY 18% 21SY 26%	40% (Increase of 13%)	53%
3rd Grade	**28%** 22SY 28% 21SY No Data	38% (Increase of 10%)	48%

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 2023	Spring 2024 Goal	Spring 2026 Goal
3rd Grade	**28%** 22SY 28% 21SY 31.4%	42.5% (14.5% Increase)	57%
4th Grade	**26%** 22SY 26% 21SY 37.5%	42% (16% Increase)	58%
5th Grade	**20%** 22SY 17% 21SY 23.1%	40.5% (20.5% Increase)	61%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3rd Grade	**20%** 22SY 18% 21SY 22.9%	39.5% (19.5% Increase)	59%
4th Grade	**26%** 22SY 21% 21SY 19.2%	40.5% (14.5% Increase)	55%
5th Grade	**15%** 22SY 6% 21SY 5.1%	32.5% (17.5% Increase)	50%

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 making at least one year's growth.

iReady Diagnostic Growth Goals in Reading			
Grade Level	Percent of Students Met Growth Target Spring 2023	Spring 2024 Goal	Spring 2026 Goal
2nd Grade	**67%** 22SY 56% 21SY No Data	76% (9% Increase)	85%
3th Grade	**55%** 22SY 40% 21SY 53%	69.5% (14.5% Increase)	84%

	60% 22SY 51% 21SY 57%	71.5% (11.5% Increase)	83%
4th Grade			
5th Grade	45% 22SY 70% 21SY 61%	65% (20% Increase)	85%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Growth Target Spring 2023	Spring 2024 Goal	Spring 2026 Goal
Kinder	43% 22SY 60%	56.5% (13.5% Increase)	70%
1st Grade	65% 22SY 63%	69% (4% Increase)	73%
2nd Grade	63% 22SY 56%	66% (3% Increase)	66%
3th Grade	34% 22SY 38% 21SY 42%	51.5% (17.5% Increase)	69%
4th Grade	51% 22SY 49% 21SY 51%	63.5% (12.5% Increase)	76%
5th Grade	25% 22SY 45% 21SY 48%	49% (24% Increase)	73%

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

1. **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.
              ○ 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?

- Fundations Curriculum (K-3 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.

2. **Action Steps for 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
         - 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 are proficient?

         - Intervention
           - ○ Teachers and PLC teams manage their students' data using Fundations unit assessments and work with the literacy specialist to form reading groups.
           - ○ Reading groups are based on students' individual needs and are developed using benchmark and diagnostic screeners.
           - ○ Classroom teachers along with para educators use district provided intervention materials

- 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 team.

3. **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 five days per week.
     - 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
     - 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 progressing, 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 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 to encourage student success in the classroom. The attendance rates are a measure of students being present in class.

Attendance Rates			
Grade Level	**2023 Attendance Rates**	**Spring 2024 Goal**	**Spring 2026 Goal**
Building	**91.1%** 22SY 88.5%	95% (3.9% Increase)	95%

Kindergarten	**90.3%** 22SY 86.5%	95% (4.7% Increase)	95%
1st Grade	**90.1%** 22SY 87.3%	95% (4.9% Increase)	95%
2nd Grade	**90.6%** 22SY 89.9%	95% (4.4% Increase)	95%
3rd Grade	**91.3%** 22SY 88.1%	95% (3.7% Increase)	95%
4th Grade	**91.1%** 22SY 91.6%	95% (3.9% Increase)	95%
5th Grade	**93.9%** 22SY 89.0%	95% (1.1% Increase)	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 2023 (N=33)**	**Spring 2024 Goal**	**Spring 2026 Goal**
Belonging	93.3% 22SY 94.1% 21SY 86.3%	95.7% (2.4% Increase)	98%
Optimism	90.4% 22SY 92.8% 21SY 89.1%	94.2% (3.8% Increase)	98%
Pride	88.9% 22SY 81.6% 21SY 87.8%	93.9% (4% Increase)	97%
Purpose	86.9% 22SY 81.4% 21SY 79.8%	91.5% (4.6% Increase)	96%
Resiliency	93.0% 22SY 90.4% 21SY 90.5%	95.5% (2.5% Increase)	98%

Culture of Hope Student Survey			
Seeds of Hope	**Percent Agree and Strongly Agree Spring 2023 (N=72)**	**Spring 2024 Goal**	**Spring 2026 Goal**
Belonging	84.3% 22SY 78.4% 21SY 80.9%	88.7% (4.4% Increase)	93%
Optimism	87.0% 22SY 85% 21SY 85.3%	92.5% (5.5% Increase)	98%

	85.4% 22SY 80.8% 21SY 80.6%	90.7% (5.3% Increase)	96%
Pride			
Purpose	83.4% 22SY 77.9% 21SY 81.7%	88.2% (4.8% Increase)	93%
Resiliency	84.9% 22SY 84.5% 21SY 82.5%	91.5% (6.6% Increase)	98%

Culture of Hope Parent Survey			
Seeds of Hope	**Percent Agree and Strongly Agree Spring 2023 (N=27)**	**Spring 2024 Goal**	**Spring 2026 Goal**
Belonging	86.7% 22SY 79.3% 21SY 81%	90.4% (3.7% Increase)	94%
Optimism	89.2% 22SY 78.3% 21SY 83.4%	92.2% (3% Increase)	95%
Pride	86.4% 22SY 74.5% 21SY 80.4%	88.4% (2% Increase)	90%
Purpose	82.7% 22SY 70.6% 21SY 74.7%	84.7% (2% Increase)	86%
Resiliency	84.8% 22SY 77.1% 21SY 81.4%	88.9% (4.1% Increase)	93%

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

1. **Action Steps for Attendance**
★ Teachers will reach out to parents via Remind when students are absent. The purpose of this is to connect with families and let them know their child is an important part of our classroom/school, and we miss them.
★ 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 community services i.e., Family Community Resource Center, counseling, 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.

2. **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, Academic Showcase, 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
★ School will partner with community agencies to bring in supports that focus on the whole child