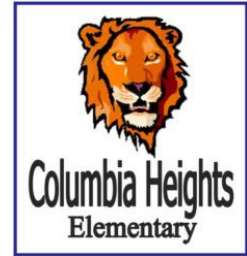


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

Columbia Heights Mission

Our Columbia Heights community collaborates to promote individual growth by setting high expectations, encouraging problem solving, creativity and inquiry and by providing a positive and safe learning and social environment for all.

Columbia Heights Vision Statement

All Lions are compassionate and literate learners.

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	66%	76%	90%
1 st Grade	64%	72%	80%
2 nd Grade	51%	65%	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 2023	Spring 2024 Goal	Spring 2026 Goal
3 rd Grade	45%	55%	62%
4 th Grade	29%	44%	60%
5 th Grade	52%	62%	70%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 rd Grade	54%	59%	65%
4 th Grade	45%	50%	55%
5 th Grade	46%	51%	55%

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 least one year’s growth.

iReady Diagnostic Growth Goals in Reading			
Grade Level	Percent of Students Met Typical Growth Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 th Grade	84%	86%	90%
4 th Grade	54%	70%	91%
5 th Grade	73%	78%	85%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Typical Growth Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 th Grade	84%	89%	95%
4 th Grade	63%	73%	89%
5 th Grade	65%	70%	80%

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

1. Action Steps for Early Literacy

- ❖ Strengthen practice using newly adopted English Language Arts curriculum with fidelity to FUNdations, and Geodes
 - Align with Science of Reading
- ❖ Principal presence in classrooms to coach and guide core and intervention instruction.
- ❖ Prioritize Literacy Coach’s work and intervention staffing to early intervention K-3
- ❖ Continued access to Tier II - strategic intervention, for all students
- ❖ Implement “WIN” (What I Need) time in small group settings. Groups will be skill based vs. support qualification based.
 - Align with Science of Reading
- ❖ Analyze data

2. Action Steps for English Language Arts (ELA)

- ❖ Strengthen practice using newly adopted English Language Arts curriculum with fidelity to Wit and Wisdom
- ❖ Principal presence in classrooms to coach and guide core and intervention instruction.
- ❖ Continued access to Tier II- strategic intervention, for all students
- ❖ Implement “WIN” (What I Need) time in small group settings. Groups will be skill based vs. support qualification based.
 - Align with Science of Reading
- ❖ Analyze data

3. Action Steps for Mathematics

- ❖ Principal presence in classrooms to coach and guide core and intervention instruction.
- ❖ Continue focus on math in professional learning communities (PLC): Identifying and deepening understanding of grade level essential standards
- ❖ Full time math coach will support Tier I and components of Tier II instruction
- ❖ Access to Tier II - strategic, intervention, for all students
- ❖ Focused Interventions:
 - Leveled/types of intervention based on student need
 - PLC questions 3 and 4: “How will we respond when students don’t learn?” And “How will we extend the learning when students demonstrate proficiency?”
- ❖ Analyze data

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	2023 Attendance Rates	Spring 2024 Goal	Spring 2026 Goal
Building	90.7%	92%	94.5%
Kindergarten	89.8%	91%	92%
1 st Grade	90.0%	91%	92%
2 nd Grade	90.0%	92%	95%
3 rd Grade	91.3%	92%	95%
4 th Grade	91.2%	93%	96%
5 th Grade	92.3%	93%	96%

- 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=31)	Spring 2024 Goal	Spring 2026 Goal
Belonging	88.4%	91%	95%
Optimism	90.9%	93%	97%
Pride	89.2%	92%	95%
Purpose	84.9%	87%	92%
Resiliency	89.0%	90.5%	92%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=86)	Spring 2024 Goal	Spring 2026 Goal
Belonging	82.2%	88%	95%
Optimism	85.8%	90%	95%
Pride	82.7%	88%	95%
Purpose	78.3%	85%	92%
Resiliency	83.4%	89%	95%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=20)	Spring 2024 Goal	Spring 2026 Goal
Belonging	90.0%	92%	94%
Optimism	90.9%	91.5%	93%
Pride	87.0%	88.5%	90%
Purpose	82.9%	86%	90%
Resiliency	89.0%	91.5%	92%

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

1. Action Steps for Attendance

- Continue to build and strengthen relationships with families through family events, conferences, phone calls, conversations, and developing partnerships that promote student growth
- Continue with our newly implemented system for positive recognition of strong attendance, through a positive behavior intervention systems framework
- Communicate the importance of regular attendance with families
- Continue phone conversations, home visits, and meetings to identify and overcome barriers to attendance

2. Action Steps for Improving Perception Data

- Family communication in the form of newsletters, family events, emails, Facebook, reader board messages, and conversations that share Columbia Heights mission, vision, and purpose.
- Publicize points of pride through newsletters, Facebook, reader board, and conversation.
- Demonstrate pride in our school community through conversation with families, celebrations in learning, and a specific section in the monthly newsletter.