

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.

Cascade Middle School Mission

The mission is to empower responsible decision makers, develop life-long learners, and inspire caring and contributing members of our community.

Cascade Middle School Vision Statement

We will have a safe and welcoming environment where students will experience academic rigor and prepare to be career, college and community ready. Students will receive the message, “You are important, You can do it, and I will not give up on you”.

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 th Grade	42%	47%	58%
7 th Grade	43%	50%	62%
8 th Grade	38%	46%	60%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
6 th Grade	28%	35%	49%
7 th Grade	22%	35%	60%
8 th Grade	18%	28%	49%

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 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
6 th Grade	51%	58%	72%
7 th Grade	53%	60%	75%
8 th Grade	45%	52%	66%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Typical Growth Spring 2023	Spring 2024 Goal	Spring 2026 Goal
6 th Grade	55%	61%	71%
7 th Grade	41%	50%	68%
8 th Grade	41%	50%	68%

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

- **Action Steps for English Language Arts (ELA)**
 - Establishing consistency school-wide in how we prompt and instruct students to successfully engage in literacy tasks, including argumentative writing, informational writing, non-fiction reading.
 - Establishing commitments within content teams as to how frequently and for how long students spend time reading and writing in different modes in our classrooms.
 - Continue to develop a foundational reading support program through high school prep reading class.
 - Continue to develop common formative assessments and data analysis processes to inform improved learning for students falling short in initial core instruction.
 - AVID (Achievement Via Individual Determination program) Strategies:
 - Increasing college awareness and interest among students
 - Focused Note Taking
 - Critical Reading Process
 - Marking the Text and Writing in the Margins

- **Action Steps for Mathematics**
 - Develop and implement model for use of two period blocks in 6th grade math.
 - Develop and implement model for use of “math plus” class in addition to core math classes for 7th and 8th grade math students who are below grade level based on iReady and Smarter Balanced Assessment data.

- Utilize Maneuvering in the Middle and iReady to facilitate targeted instructional opportunities for students needing extra support in extended math periods.
- Continue to develop common formative assessments and data analysis processes to inform improved learning for students falling short in initial core instruction.
- Develop AVID tutorial system to support students in AVID elective working through points of confusion in mathematics.
- Implementation of Focused Note Taking.

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	89.8%	91%	94%
6 th Grade	91.6%	92%	94%
7 th Grade	89.9%	91%	94%
8 th Grade	88.1%	91%	94%

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=33)	Spring 2024 Goal	Spring 2026 Goal
Belonging	70.9%	80%	95%
Optimism	79.8%	85%	96%
Pride	71.2%	78%	93%
Purpose	76.1%	81%	91%
Resiliency	70.5%	78%	92%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=249)	Spring 2024 Goal	Spring 2026 Goal
Belonging	70.7%	76%	86%
Optimism	80.1%	84%	91%
Pride	71.6%	76%	86%
Purpose	67.9%	80%	83%

Resiliency	75.3%	79%	87%
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Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=33)	Spring 2024 Goal	Spring 2026 Goal
Belonging	64.2%	74%	95%
Optimism	67.8%	77%	96%
Pride	62.8%	73%	93%
Purpose	60.1%	70%	89%
Resiliency	61.2%	71%	92%

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

1. Action Steps for Attendance

- Improve protocols for response to patterns of excused absences
- Increase opportunities for after school activity involvement
- Implement social emotional learning curriculum (Ripple Effects for Teens) in advisory to improve student skills in responding to anxiety and social struggles more effectively.
- Strategic staff contacts with families of their students who are not attending consistently.

2. Action Steps for Improving Perception Data

- Increase of after school activity involvement
- Develop student leadership program to improve student culture and climate
- Hold monthly student grade level meetings, utilizing student leadership, to address student climate and culture needs
- Increase intentionality of engagement between administration and staff to keep pulse of building climate using frequent one-on-one check-in meetings