

# LONGVIEW ELEMENTARY School Improvement Student Success Plan 2024-2025

School Name: Longview Elementary

School Year: 2024-2025

School LAND Trust Allocated Amount \$ 60,742.83

Teacher Student Success Allocated Amount \$ 71,645

## GOAL #1

Goal
<p><b>Students will show growth and achievement in mathematics:</b></p> <p><b>Grades K-6:</b> 75% of students will perform At or Above Benchmark, and at least 75% of students will make typical or better growth on their Pathways of Progress as measured by Acadience Math assessments at EOY (End of Year) for the 2024-2025 school year.</p> <p><b>Grades 3-6:</b> 62% of students of students will reach mastery in the Achievement component, AND the growth component, as measured by the Math RISE Summative Assessment by the end of the 2024-2025 school year.</p>
Academic Areas
Mathematics
Measurements
<ul style="list-style-type: none"><li>Acadience Math Assessments</li><li>RISE Math Assessments</li></ul> <p>With specific growth and achievement scores as listed below:</p> <p>Our school-wide average of students making typical or better growth on their Pathways of Progress as measured by the Acadience Math Assessments is currently 77%, but in order to keep closing the gap for ALL students the following grade levels need to increase their percentage of students making typical or better growth on their Pathways of Progress at EOY for the 2024-2025 school year:</p> <ul style="list-style-type: none"><li>1<sup>st</sup> Grade: increase from 57% to 65%</li><li>5<sup>th</sup> Grade: increase from 68% to 75%</li></ul> <p>Currently our school-wide average of students performing At or Above Benchmark as measured by Acadience Math assessment is 67.7%, in order to have at least 75% of students school-wide performing At or Above Benchmark at EOY for the 2024-2025 school year, and continue to close the gap for all student, the following grade levels need to increase the percentage of students performing At or Above Benchmark:</p> <ul style="list-style-type: none"><li>1<sup>st</sup> Grade: increase from 58% to 68%</li><li>3<sup>rd</sup> Grade: increase from 61% to 71%</li></ul>

- 4<sup>th</sup> Grade: increase from 70% to 78%
- 5<sup>th</sup> Grade: increase from 61% to 71%
- 6<sup>th</sup> Grade: increase from 64% to 74%

To meet the 70% goal for by the end of the 2025-2026 school year in the growth and achievement measures of RISE Summative Math assessments for 3<sup>rd</sup>-6<sup>th</sup> grades, the following increases need to occur by the RISE Summative for the 2024-2025 school year:

- 3<sup>rd</sup>-6<sup>th</sup> Grade Growth Measure: increase from 52% to 62%
- 3<sup>rd</sup>-6<sup>th</sup> Grade Achievement Measure average: increase from 47% to 55%
  - 3<sup>rd</sup> Grade: increase 60% to 66%
  - 4<sup>th</sup> Grade: increase 56% to 66%
  - 5<sup>th</sup> Grade: increase 45% to 55%
  - 6<sup>th</sup> Grade: increase 24% to 44%

## Action Plan Steps

1. **Provide Targeted Math Instruction, Interventions & Extensions for students K-6.** A master schedule will be created that includes time for Tier 1 differentiation, Tier 2 Intervention/Extension time built into the schedule at least 4 days a week (not on early-release days). Teachers work alongside trained paraprofessionals who support during this time. Paraprofessionals also help in administering and collecting assessment data towards the identified skills. (**\$20,000**; **\$0**)
2. **Targeted Math Intervention & Extension Materials for students K-6.** Purchase/replace materials that have worn out, or are out of date with current versions, or new materials for students, teachers and paraeducators to use during their intervention times. (**\$1,000**; **\$500**)
3. **Professional Development.** Provide teachers Professional Development to build greater capacity allowing them to be more successful in their work as defined by District priorities. Fund will provide for the facilitators, PD materials, & substitutes as needed. (**\$0**; **\$6,000**)  
This will include:
  - Learning Targets, Success Criteria, & Learning Progressions
  - Student Engagement & Big 8
  - Multi-Lingual Learner Strategies and Scaffolds, & use of ELLevations
  - Impact/Inquiry Teams
  - Additional Best Practice Strategies (needs determined by Building Leadership Team)
4. **Purchase of & Refill of High-Quality Math & STEM Supplies & Manipulatives.** Teacher teams will identify needed and desired materials to make a request for the purchase of these supplemental materials and supplies. These materials will support Tier 1 and Tier 2 math instruction as well as the science SEEd standards which also impact students' problem solving and reasoning in mathematics. (**\$0**; **\$2,500**)
5. **Continued use of Zearn.** Grades K-6.
6. **Instructional Coaching.** Teachers will collaborate with the academic coach in response to teacher requests, classroom observations, provisional teacher support, and initiatives presented by MCSD. This work will involve individual teacher planning, coaching cycles, PD, observations, etc. Some ongoing focus will include DOK, learning targets, student engagement and opportunities to respond, and technology integration in support of learning.

7. **Continued use of Eureka Math Curriculum.** Ongoing support for this program will be provided. This program targets identified essential skills, spirals and incorporates best practices in mathematics and metacognition. To support this program an increase in paper and copy supplies are needed. (**\$500; \$0**)
8. **Social & Emotional Learning Supports and Student/Family Advocacy:** To help meet the basic human needs for students and allow them a place and source to work through social and emotional issues that are interfering in their ability to access classroom learning and content, a student advocate will be hired to work with all students, along with targeted students and families who need increased supports, advocacy, and instruction to address the social and emotional needs that are preventing these students from being able to fully engage in and access their grade-level learning. (**\$0; 15,000**)
9. **Family Engagement Night.** Engagement activities focused on mathematics, STEM, and safety learning that will help foster language acquisition and problem-solving skills for families. Participation will help bridge the home/school relationship while providing families additional ideas, materials, resources, etc. to help support and foster their students' learning, development, and growth. (**\$4,000; \$4,500**)
10. **Student Recognitions** – student recognitions for growth, achievement, etc. Through: (**\$400; \$2,000**)
  - Academic Awards
  - Growth Awards
  - Principal's PRIDE Awards
  - Principal's 200 Club
  - PBIS Recognitions/Activities (class & individual students)
  - Attendance Recognitions
11. **Purchase Support Software.** Purchase Mystery Science site license to support with real world videos, lessons and digital experiences classroom instruction in both science and mathematics that support student learning and problem solving through exposure to content associated with classroom core standards content. (a multi-year license was purchased and is valid until June 2025 so no \$\$ is required this year)
12. **Building Leadership Team (BLT):** to assess school-wide systems and make changes/decisions based on the data related to school-wide goals for the 2024-2025 school year, the Building Leadership time will meet regularly to assess, evaluate, and act on the data. Due to limited time constraints during contract time these meetings happen outside of contract time and thus teachers will be compensated for their time. This will be done via stipend. (Total of \$275 per certified employee for the entire year, paid in June.) Additionally, there is a need for summer planning retreat which will also require teacher compensation and materials and supplies to develop short-term and long-term goals for the 2024-2025 school year. This will take place prior to the school year. (**\$0; \$4,515**)
13. **Playground Supervision:** To minimize the impact of student disagreements and behavior that take place during the unstructured time of lunch recess and before school. We will hire extra playground supervisors to help keep these behaviors to a minimum and allow for the maximum time in class for students to access instruction and learning without the disruptions of. (**\$0; \$1,000**)

Category	Action	Funding Amount	Funding Source
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Salaries & Benefits	Action Steps: 1, 3, 8, 9, 12, 13	20,200 21,615	LandTrust TSSA
Supplies & Materials	Action Steps: 2, 4, 7, 9, 10	4,900 9,500	LandTrust TSSA
Professional Services	Action Steps: 3	5,000	TSSA
Technology & Software	Action Step: 11 (due to pre-paying does not need to come from this year)	0	LandTrust

## GOAL #2

### Goal

**Students will show growth in English Language Arts (ELA) by:**

**Grades K-6:** 70% of students will perform At or Above Benchmark, and at least 70% of students will make typical or better growth on their Pathways of Progress as measured by Acadience Reading assessments at EOY (End of Year) by the end of the 2024-2025 school year.

**Grades 3-6:** 66% of students of students reaching mastery in the Achievement component, AND the growth component, as measured by ELA RISE Summative Assessments by the end of the 2024-2025 school year.

**Grades K-6:** Continue to close the gap for our multi-language learning (MLL) students through increasing both the Adequate Progress and Reaching Proficiency measures for our MLL students as measured by the WIDA Access assessment by the end of the 2024-2025 school year. Increase the percentage of MLL students K-6 making Adequate Progress from 62% to 70%, and Reaching Proficiency from 29% to 40%.

### Academic Areas

ELA (English Language Arts)

### Measurements

- Acadience Reading Assessments
- RISE ELA Assessments
- WIDA Access Assessments

With specific growth and achievement scores as listed below:

Our school-wide average of students making typical or better growth on their Pathways of Progress as measured by the Acadience Reading Assessments is currently 56%, so in order to keep closing the gap for at least 70% of students to be making typical or better growth on their Pathways, the following grade levels need to increase their percentage of students making typical or better growth on their Pathways of Progress at EOY for the 2024-2025 school year:

- Kindergarten: increase from 57% to 65%

- 1<sup>st</sup> Grade: increase from 54% to 65%
- 2<sup>nd</sup> Grade: increase from 64% to 70%
- 3<sup>rd</sup> Grade: increase from 69% to 74%
- 4<sup>th</sup> Grade: increase from 54% to 65%
- 5<sup>th</sup> Grade: increase from 36% to 46%
- 6<sup>th</sup> Grade: increase from 58% to 66%

Currently our school-wide average of students performing At or Above Benchmark as measured by Acadience Reading assessment is 73.8%, in order to have at least 75% of students school-wide performing At or Above Benchmark at EOY for the 2024-2025 school year, and continue to close the gap for all student, the following grade levels need to increase the percentage of students performing At or Above Benchmark:

- 1<sup>st</sup> Grade: increase from 68% to 75%
- 2<sup>nd</sup> Grade: increase from 70% to 75%
- 4<sup>th</sup> Grade: increase from 68% to 75%
- 5<sup>th</sup> Grade: increase from 64% to 70%
- K, 3<sup>rd</sup>, and 6<sup>th</sup> grade need to continue to maintain their current levels and not drop below 75%

To meet the 70% goal for by the end of the 2025-2026 school year in the growth and achievement measures of the RISE Summative ELA assessments for 3<sup>rd</sup>-6<sup>th</sup> grades, the following increases need to occur by the RISE Summative for the 2024-2025 school year:

- 3<sup>rd</sup>-6<sup>th</sup> Grade Growth Measure: increase from 59% to 66%
- 3<sup>rd</sup>-6<sup>th</sup> Grade Achievement Measure average: increase from 46% to 55%
  - 3<sup>rd</sup> Grade: increase 57% to 65%
  - 4<sup>th</sup> Grade: increase 40% to 50%
  - 5<sup>th</sup> Grade: increase 53% to 63%
  - 6<sup>th</sup> Grade: increase 35% to 50%

Continue to close the gap for our multi-language learning students through increasing both the Adequate Progress and Reaching Proficiency measures for our multi-language learner (MLL) as measured by the WIDA Access assessment by the end of the 2024-2025 school year to the following:

- Increase the percentage of MLL students K-6 making Adequate Progress from 62% to 70%
- Increase the percentage of MLL students K-6 Reaching Proficiency from 29% to 40%

## Action Plan Steps

1. **Provide Targeted Reading Interventions for students K-6.** A master schedule created that includes time for Tier 1 differentiation, Tier 2 Intervention/Extension time built into the schedule at least 4 days a week (not on early-release days). Teachers work alongside trained paraprofessionals who support during this time. Paraprofessionals also help with reading screeners and other reading assessments in addition to providing interventions. (\$30,000; \$0)
2. **Reading Intervention Materials and Supplies.** Purchase/replace materials that have worn out, or are out of date with current versions, or new materials for both students and para educators to use during their intervention times. (\$1,000; \$0)
3. **Continued use of Lexia & Powerup.** Grade K-6

4. **Purchase of high quality and high interest supplemental ELA reading materials.** *Scholastic Science Spin K-1, Story Works 2-4, and Scope 5-6 will be purchased. These materials will be used to address and develop skills used when reading information text as well as writing tied to this type of text and help integrate other content standards into reading and writing. (Most of these materials are purchased with school fundraiser funds.)* (\$0; \$2,000 at most)
5. **Professional Development.** Provide teachers Professional Development to build greater capacity allowing them to be more successful in their work as defined by District priorities. Fund will provide for the facilitators, PD materials, & substitutes as needed. (\$0; \$6,600)  
This will include:
  - Learning Targets, Success Criteria, & Learning Progressions
  - Student Engagement & Big 8
  - Multi-Lingual Learner Strategies and Scaffolds, & use of ELLevations
  - Impact/Inquiry Teams
  - Additional Best Practice Strategies (needs determined by Building Leadership Team)
6. **Instructional Coaching.** Teachers will collaborate with the academic coach in response to teacher requests, classroom observations, provisional teacher support, and initiatives presented by MCSD. This work will involve individual teacher planning, coaching cycles, PD, observations, etc. Some ongoing focus will include DOK, learning targets, student engagement and opportunities to respond, and technology integration in support of learning.
7. **Social & Emotional Learning Supports and Student/Family Advocacy:** To help meet the basic human needs for students and allow them a place and source to work through social and emotional issues that are interfering in their ability to access classroom learning and content, a student advocate will be hired to work with all students, along with targeted students and families who need increased supports, advocacy, and instruction to address the social and emotional needs that are preventing these students from being able to fully engage in and access their grade-level learning. (\$0; \$15,000)
8. **Family Engagement Night.** Engagement activities focused on literacy and safety learning that will help foster language acquisition and problem-solving skills for families. Participation will help bridge the home/school relationship while providing families additional ideas, materials, resources, etc. to help support and foster their students' learning, development, and growth. (\$3,000; \$4,500)
9. **Student Recognitions** – student recognitions for growth, achievement, etc. Through: (\$400; \$2,000)
  - Academic Awards
  - Growth Awards
  - Principal's PRIDE Awards
  - Principal's 200 Club
  - PBIS Recognitions/Activities (class & individual students)
  - Attendance Recognitions
10. **Building Leadership Team (BLT):** to assess school-wide systems and make changes/decisions based on the data related to school-wide goals for the 2024-2025 school year, the Building Leadership time will meet regularly to assess, evaluate, and act on the data. Due to limited time constraints during contract time these meetings happen outside of contract time and thus teachers will be compensated for their time. This will be done via stipend. (Total of \$275 per certified employee for the entire year, paid in June.) Additionally, there is a need for summer planning retreat

which will also require teacher compensation and materials and supplies to develop short-term and long-term goals for the 2024-2025 school year. This will take place prior to the school year. (\$0; \$4,615)

11. **Playground Supervision:** To minimize the impact of student disagreements and behavior that take place during the unstructured time of lunch recess and before school. We will hire extra playground supervisors to help keep these behaviors to a minimum and allow for the maximum time in class for students to access instruction and learning without the disruptions of. (\$0; \$1,000)

Category	Action	Funding Amount	Funding Source
Salaries & Benefits	Action Steps: 1, 5, 7, 8, 10, 11	31,000 20,650	LandTrust TSSA
Supplies & Materials	Action Steps: 2, 4, 5, 8, 9, 10	3,400 9,100	LandTrust TSSA
Professional Services	Action Step: 5	5,000	TSSA
Technology & Software	Action Step:		

**Total Projected Expenditures:**  
 \$59,500 LandTrust  
 \$71,865 TSSA\*

\*We will have a small carryover in our TSSA funds from the 2023-2024 school year to help with the extra cost over the 2024-2025 projected allotment.