

The Longview, Texas WIN Project ABSTRACT

Longview Independent School District (LISD) in Longview, Texas has developed the ***What I Need (WIN) Project*** to address Hispanic minority group isolation. This project will create a highly engaging ***Gaming Science and Digital Arts K-12 magnet pathway*** to graduation for students in the Longview area at two **new** magnet schools and one magnet middle school that is being **revised**. All will be **whole school magnets**. Each school's Gaming Science and Digital Arts magnet theme will be successful in racially and socioeconomically diversifying these project schools. The three schools are:

- ***Bailey Gaming Science and Digital Arts Elementary*** (K-5) enrollment: 259
- ***Forest Park Gaming Science and Digital Arts Middle School*** (6-8) enrollment: 795
- ***Early Graduation Gaming Science and Digital Arts High School*** (9-12) enrollment: 190

The ***conceptual framework*** for the Gaming Science and Digital Arts magnet theme builds on the **theory of change** that personalized learning with collaborative relationships and giving students voice and agency in their own learning is truly transformational. ***Each component of the project is interconnected***. International Baccalaureate units of inquiry will be the **instructional activities** that will undergird classroom instruction to make learning more authentic as skills and conceptual understandings are applied in the exploration of authentic, real-world issues. **Teaching methodologies** will be competency based and include the use of data science and digital arts, including gaming technology. The project schools will also be **systemically restructured** by using the Comer Model to organize the decision-making governance structure of each school to be more inclusive. Two **instructional interventions** have been identified and will be used to enhance students' success. PALS is a school-wide intervention that trains elementary and middle school students in how to work together as they practice skills development; while ALAS is an individual intervention that pairs an adult with a middle or high school student who is at-risk of dropping out.

Expected Outcome Goals and Objectives

Goal #1 – Prevent or reduce the expansion of Hispanic minority isolation, as well as low-income SES student populations without negatively impacting the feeder schools. (1.1, 1.2, 1.3)

Goal #2 – Implement rigorous and highly engaging magnet school themes that build the capacity of all students to meet or exceed Texas state standards in Reading/English Language Arts and in Mathematics. (2.1, 2.2, 2.3, 2.4, 2.5)

Goal #3 – Design and develop innovative educational methods and practices that personalize learning using interdisciplinary and real-world project-based learning. (3.1, 3.2)

Goal #4 – Strengthen student knowledge of academic subjects as well as attain tangible and marketable career, technological, and professional skills. (4.1, 4.2, 4.3)

Goal #5 – Student-centered magnet schools that employ highly qualified teachers who use evidence based instructional methods and practices in the classrooms and whose governing structure includes all stakeholders' perspectives. (5.1, 5.2)

Goal #6 – All students in the project schools will have equitable access to be successful academically to continue to their next level of education and/or productive employment. (6.1, 6.2)