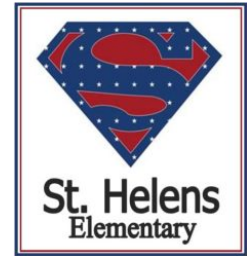


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

Our Belief Statements

- All can learn.
- It is imperative that we meet the learning needs of all our students.
- There should be high expectations in an enriched learning environment.
- Learning is built on connecting and building positive and safe relationships.
- Our past does not determine our future.

Our Mission

St. Helens **empowers, collaborates, respects, and connects** with every student, every moment, every day.

Our Vision Statement

St. Helens provides a comprehensive learning environment that empowers our students to fulfill their personal academic, social, and developmental potential.

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.

2021 Grade Level	Percent of Students at Core Level Fall 2021	Spring 2022 Goal
Kindergarten	22%	50%
1 st Grade	29%	60%
2 nd Grade	43%	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 Fall 2021	Spring 2022 Goal
3 rd Grade	30.6%	40%
4 th Grade	31.7%	40%
5 th Grade	40.4%	50%

Smarter Balanced Assessment in Mathematics		
Grade Level	Percent of Students Meeting Standard Fall 2021	Spring 2022 Goal
3 rd Grade	16.7%	25%
4 th Grade	14.6%	25%
5 th Grade	17.0%	23%

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 Growth Target Spring 2019	Spring 2022 Goal
3 rd Grade	71%	80%
4 th Grade	58%	65%
5 th Grade	56%	65%

iReady Diagnostic Growth Goals in Mathematics		
Grade Level	Percent of Students Met Growth Target Spring 2019	Spring 2022 Goal
3 rd Grade	50%	63%
4 th Grade	29%	45%
5 th Grade	58%	65%

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

1. Action Steps for Early Literacy

- Master schedule that allows for extra interventions in the afternoon
- Separate 95% intervention time and small group ELA intervention time
- Additional double (triple) interventions in the afternoon
- Regular progress monitoring and adjusting of small groups based on student data
- Weekly exit tickets to guide instruction
- Student self-assessment and goal setting
- Continued work with School Turnaround consultants

2. Action Steps for English Language Arts (ELA)

- Master schedule that allows for extra interventions in the afternoon
- Separate 95% intervention time and small group ELA intervention time
- Phonics for Reading and Rewards at the 3 – 5 level
- A walk-to model in grades 4 and 5
- Additional double (triple) interventions in the afternoon
- Regular progress monitoring and adjusting of small groups based on student data
- Weekly exit tickets to guide instruction
- Student self-assessment and goal setting
- Continued work with School Turnaround consultants
- Purchased i-Ready reading license for school
- Additional Chromebooks purchased for the school

3. Action Steps for Mathematics

- Mathematics Specialist hired this year
- Additional manipulatives for each grade level
- Number Talks P.D. for staff
- Regular progress monitoring and adjusting of small groups based on student data
- Student self-assessment and goal setting
- Additional Chromebooks purchased for the school

Part 2A – Climate and Culture Data and Goals

1. **Attendance Data** – At St. Helens, we 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	First Quarter Attendance Rates	2021-22 Goals
Building	90.1%	92%
Kindergarten	90.6%	92%
1 st Grade	90.4%	92%
2 nd Grade	89.3%	91%
3 rd Grade	89.8%	91%
4 th Grade	88.6%	90%
5 th Grade	91.6%	93%

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 Fall 2021 (N=14)	2021-22 Goals
Belonging	92.9%	94%
Optimism	96.8%	98%
Pride	88.1%	90%
Purpose	82.7%	85%
Resiliency	92.9%	94%

Culture of Hope Student Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=79)	2021-22 Goals
Belonging	82.4%	84%
Optimism	84.2%	86%
Pride	82.9%	84%
Purpose	80.8%	82%
Resiliency	85.4%	87%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=25)	2021-22 Goals
Belonging	92.2%	94%
Optimism	93.5%	95%
Pride	92.8%	94%
Purpose	90.6%	92%
Resiliency	89.2%	91%

Part 2B – Action Steps for Attendance and Climate & Culture**1. Action Steps for Attendance**

- Truancy Meetings with parents
- Daily phone calls from office to families with absent students
- Home visits with family liaison
- Weekly shout outs to classes and/or grade levels with best attendance for the week
- Development of MTSS team and regular meetings looking at student data across multiple data points (behavior, attendance, academic)

2. Action Steps for Improving Perception Data

- Staff
 - Work with Sunshine Team and Safety/Health/Wellness Team to develop monthly activities for staff
 - Weekly/monthly staff recognition
 - Daily email to staff encouraging and affirming their efforts
 - Intentional time to discuss student progress (PLC schedule, Professional Enrichment Time)
- Students
 - Weekly class recognition
 - Student leadership opportunities
 - Conscious Discipline (ongoing learning)
 - Equitable practices in discipline
- Parents
 - Monthly parent informational Zoom meetings
 - Parent Resource and Learning Center
 - Parent information more readily available in multiple languages
 - Weekly contact with parents