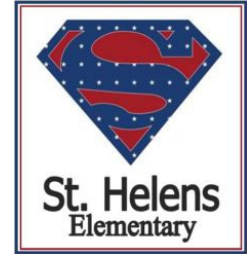


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these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

At St. Helens, we believe:

- 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.

2022 Grade Level	Percent of Students at Core Level Spring 2022	Spring 2023 Goal	Spring 2026 Goal
Kindergarten	38%	41%	51%
1 st Grade	39%	49%	59%
2 nd Grade	19%	45%	50%

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 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade	26%	31%	41%
4 th Grade	36%	52%	62%
5 th Grade	35%	45%	55%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 rd Grade	31%	41%	51%
4 th Grade	18%	41%	51%
5 th Grade	23%	33%	43%

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 one year's growth.

iReady Diagnostic Growth Goals in Reading			
Grade Level	Percent of Students Met Growth Target Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 th Grade	62%	71%	81%
4 th Grade	52%	62%	72%
5 th Grade	77%	82%	87%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Growth Target Spring 2022	Spring 2023 Goal	Spring 2026 Goal
3 th Grade	56%	66%	76%
4 th Grade	52%	62%	72%
5 th Grade	73%	83%	93%

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

1. Action Steps for Early Literacy

- K-2 Implementation of Foundations
- Continued access for all to Tier 2 and Tier 3 Interventions
- More Inclusionary Practices for Multi-Language Learner (MLL) and Special Education
- Partnership with new district MLL Facilitator

2. Action Steps for English Language Arts (ELA)

- K-5 Implementation of Wit and Wisdom
- Continued access for all to Tier 2 and Tier 3 Interventions
- Partnership with new district MLL Facilitator
- New ELA Professional Learning Community (PLC): district and building
- Student Leadership giving input on student growth and data
- Interim Assessment Block (IAB) testing and data analysis prior to Smarter Balanced Assessment Consortium (SBAC)

3. Action Steps for Mathematics

- Second Year of Math Facilitator
- Math Intervention Para
- New Math PLC: district and building
- Student Leadership giving input on student growth and data
- IAB testing and data analysis prior to SBAC

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	2022 Attendance Rates	Spring 2023 Goals	Spring 2026 Goal
Building	89.4%	91.4%	95.4%
Kindergarten	87.2%	89.2%	93.2%
1 st Grade	90.2%	92.2%	96.2%
2 nd Grade	91.0%	93.0%	97.0%
3 rd Grade	90.1%	92.1%	96.1%
4 th Grade	88.5%	90.5%	94.5%
5 th Grade	90.3%	92.3%	96.3%

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 Spring 2022 (N=16)	Spring 2023 Goals	Spring 2026 Goal
Belonging	90.4%	92.4%	98.4%
Optimism	93.5%	95.5%	100%
Pride	91.7%	93.7%	99.7%
Purpose	82.5%	84.5%	90.5%
Resiliency	87.6%	89.6%	95.6%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=69)	Spring 2023 Goals	Spring 2026 Goal
Belonging	78.5%	80.5%	86.5%
Optimism	85.2%	87.2%	93.2%
Pride	81.7%	83.7%	89.7%
Purpose	78.6%	80.6%	86.6%
Resiliency	87.1%	89.1%	95.1%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2022 (N=18)	Spring 2023 Goals	Spring 2026 Goal
Belonging	89.3%	91.3%	97.3%
Optimism	89.9%	91.9%	97.9%
Pride	84.8%	84.8%	92.8%
Purpose	79.6%	81.6%	87.6%
Resiliency	85.6%	87.6%	93.6%

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

1. Action Steps for Attendance

- Increased home visits
- Attendance PLC
- Multi-tiers of Systems of Support (MTSS) Building Team with a focus on behavior, attendance, social and emotional, and academic data
- Student recognition
- Classroom Jobs

2. Action Steps for Improving Perception Data

- Partnership with Association of Washington Student Leaders (AWSL)
- New student leadership with emphasis on increased student voice
- Development of Family Room for parent meetings and education
- MTSS Building Team with a focus on behavior, attendance, social and emotional, and academic data
- Weekly Kindness Challenge