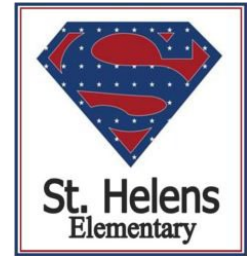


The Longview School District has adopted a Design for Excellence for school years 2021-2026, which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these 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 2023	Spring 2024 Goal	Spring 2026 Goal
Kindergarten	59%	62%	70%
1 <sup>st</sup> Grade	36%	49%	59%
2 <sup>nd</sup> Grade	21%	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.

<b>Smarter Balanced Assessment in English Language Arts</b>			
<b>Grade Level</b>	<b>Percent of Students Meeting Standard Spring 2023</b>	<b>Spring 2024 Goal</b>	<b>Spring 2026 Goal</b>
3 <sup>rd</sup> Grade	24%	31%	41%
4 <sup>th</sup> Grade	25%	32%	42%
5 <sup>th</sup> Grade	36%	43%	53%

<b>Smarter Balanced Assessment in Mathematics</b>			
<b>Grade Level</b>	<b>Percent of Students Meeting Standard Spring 2023</b>	<b>Spring 2024 Goal</b>	<b>Spring 2026 Goal</b>
3 <sup>rd</sup> Grade	27%	34%	44%
4 <sup>th</sup> Grade	21%	30%	40%
5 <sup>th</sup> Grade	21%	30%	40%

## 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.

<b>iReady Diagnostic Growth Goals in Reading</b>			
<b>Grade Level</b>	<b>Percent of Students Met Growth Target Spring 2023</b>	<b>Spring 2024 Goal</b>	<b>Spring 2026 Goal</b>
3 <sup>th</sup> Grade	68%	75%	80%
4 <sup>th</sup> Grade	90%	92%	95%
5 <sup>th</sup> Grade	72%	79%	84%

<b>iReady Diagnostic Growth Goals in Mathematics</b>			
<b>Grade Level</b>	<b>Percent of Students Met Growth Target Spring 2023</b>	<b>Spring 2024 Goal</b>	<b>Spring 2026 Goal</b>
3 <sup>th</sup> Grade	41%	50%	60%
4 <sup>th</sup> Grade	64%	70%	75%
5 <sup>th</sup> Grade	65%	71%	76%

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

### **1. Action Steps for Early Literacy**

- Grade 3 Implementation of Foundations, a part of our ELA core
- 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
- Continued training of literacy coach in Foundations coaching
- TK classroom at St. Helens

### **2. Action Steps for English Language Arts (ELA)**

- Continued access for all to Tier 2 and Tier 3 Interventions
- Partnership with new district MLL Facilitator
- Student Leadership giving input on student growth and data
- Student participation in parent teacher conferences
- Interim Assessment Block (IAB) testing and data analysis prior to Smarter Balanced Assessment Consortium (SBAC), the state test

### **3. Action Steps for Mathematics**

- TK classroom at St. Helens
- Building Fact Fluency
- Math Coach to strengthen core instruction and focus on essential standards
- Paras being utilized in intervention blocks
- Student Leadership giving input on student growth and data
- IAB testing and data analysis prior to SBAC, the state test

## **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.

<b>Attendance Rates</b>			
<b>Grade Level</b>	<b>2023 Attendance Rates</b>	<b>Spring 2024 Goals</b>	<b>Spring 2026 Goal</b>
Building	90.8%	92.8%	95.4%
Kindergarten	89.0%	91.0%	94.0%
1 <sup>st</sup> Grade	91.8%	93.8%	96.8%
2 <sup>nd</sup> Grade	90.9%	92.9%	95.9%
3 <sup>rd</sup> Grade	93.3%	95.3%	98.3%
4 <sup>th</sup> Grade	91.4%	92.4%	95.4%
5 <sup>th</sup> Grade	88.4%	90.4%	93.4%

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.

<b>Culture of Hope Staff Survey</b>			
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Spring 2023 (N=16)</b>	<b>Spring 2024 Goals</b>	<b>Spring 2026 Goal</b>
Belonging	96.7%	98%	99%
Optimism	96.6%	98%	99%
Pride	96.6%	98%	99%
Purpose	93.7%	95%	96%
Resiliency	98.1%	99%	100%

<b>Culture of Hope Student Survey</b>			
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Spring 2023 (N=79)</b>	<b>Spring 2024 Goals</b>	<b>Spring 2026 Goal</b>
Belonging	87.2%	89%	90%
Optimism	91.9%	93%	94%
Pride	89.2%	91%	92%
Purpose	85.5%	88%	89%
Resiliency	91.1%	93%	94%

<b>Culture of Hope Parent Survey</b>			
<b>Seeds of Hope</b>	<b>Percent Agree and Strongly Agree Spring 2023 (N=20)</b>	<b>Spring 2024 Goals</b>	<b>Spring 2026 Goal</b>
Belonging	97.4%	98%	99%
Optimism	98.2%	99%	100%
Pride	97.4%	98%	99%
Purpose	93.4%	95%	96%
Resiliency	97.5%	98%	99%

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

- Increased home visits by family liaison
- Multi-tiers of Systems of Support (MTSS) Building Team with a focus on behavior, attendance, social and emotional, and academic data
- Student recognition, such as student of the month and perfect attendance
- Classroom Jobs
- School Jobs
- Mobile MTSS implementation, an academic, behavior, social, emotional data system

**2. Action Steps for Improving Perception Data**

- Partnership with Association of Washington Student Leaders (AWSL) for student leadership and growth opportunities
- 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
- Student body data and safe adults identified for all students
- Mobile MTSS implementation
- Building-wide greeting and breathing each morning
- Intermediate student partnerships with primary classrooms