

# MOUNTAIN VIEW MIDDLE SCHOOL (0033)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

*Note: All tabs must be activated before they will print*

## Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Wes Jensen	Administrator	<input type="checkbox"/>
Vicki Chase	Teacher	<input type="checkbox"/>
Misti Taufui	Teacher	<input type="checkbox"/>
DougTurner	Teacher	<input type="checkbox"/>
Heidi Cornell	Teacher	<input type="checkbox"/>
Jodi Togiai	Instructional Coach	<input type="checkbox"/>
Melissa Beck	Teacher/Admin Intern	<input type="checkbox"/>
Kris Johnson	Parent	<input type="checkbox"/>
Penny Pattee	Counselor	<input type="checkbox"/>

## Needs Assessment

At Mountain View Middle School a variety of individuals contribute to the planning and improvement process. MVMS Principal Wes Jensen chairs the MVMS School Improvement Team, which meets quarterly. The agendas are set by the principal based upon topics needed to be discussed. Formative and Summative data are used to drive instruction in each

**School Leadership Team**

department.  
Teachers and Staff stay current on best practices. Professional development opportunities are provided both at the building and district levels.  
The team is responsible for creating and implementing the schoolwide improvement plan and Principal Wes Jensen is responsible for communicating this plan with district leadership. A faculty handbook is updated every year which is a resource for all staff to access information regarding building processes. All members of the team communicate with staff, families and other stakeholders

**School and Community**

Asian=0.3%  
  
Black/African-American=0.2%  
  
Hispanic or Latino=24.4%  
  
Native American or Alaskan Native=10.4%  
  
Native Hawaiian or Pacific Islander=0.0%  
  
Multiracial =2.8%  
  
White=61.9%  
  
55% Students from Low Income Families  
9% Students Learning English  
11% Students with Disabilities  
1% Student who are Homeless  
1% Students who are from Migrant Families

Academic Achievement Data

**Academic Achievement**

ISAT: 2019 - Math 7th Grade Overall 2535 45% proficient 2019 - ELA 7th grade overall 2544 47% proficient 2019 - Science 7th grade overall 209 30% proficient 2019 - Math 8th grade overall 2546 36% proficient 2019 - ELA 8th grade overall 2554 47% proficient  MVMS is identified for Targeted Support and Improvement (TSI) in the following subgroups:  ELA in English Language Learners. ELA in Students with Disabilities.   A review of our data suggests the following strengths and weaknesses.  Our efforts indicated that overall MVMS academic achievement is continually improving. Our percentages of students proficient continue to increase from year to year. Those students meeting growth goals continue to grow as well. We are constantly looking for students who need extra assistance and are placing them in classes to help in that assistance. Our weakness is with ELL and Special Education students. We need to focus on assisting them better in the areas they are struggling.
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Scores on the ISAT for Science 7th grade ELL students are targeted as an area of improvement. Why? Students come in with a lack of
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## Student Learning Needs

knowledge about the nature of science.

Why?

Students have limited experience with the nature of science.

Why?

Earlier grades focus is not always science.

Why?

Curriculum does not meet the standards for science.

Solution:

The district has adopted a new science curriculum K-12. The science teachers will need to implement a fidelity model to the new science standards.

Scores on the ISAT for ELA 7th grade ELL students are targeted as an area of improvement.

Why?

There is a lack of student effort when taking the ISAT.

Why?

Students are disconnected from the ISAT. This year students are exposed to the current and adopted science standards along with a new curriculum that aligns to the new standards.

Why?

Students will review their ELP plan with their ELA teachers as well as create a plan to improve their ELA scores and Wida scores. We will also provide targeted PD for all ELA teachers regarding EL strategies.

MVMS is requiring the staff to participate in a SIOP structured class for best teaching practices with EL students.

Solution:

Teachers will take the time to share results from previous ISAT testing and guide students to set appropriate goals. We can use the trajectory tool for this.

Scores on the ISAT for ELA SPED students are targeted as an area of improvement.

Why?

Students do not engage in the ELA curriculum.

Why?

The students get embarrassed when asked to work on reading/writing skills at their skill level.

Why? The current curriculum used in SPED reading classrooms is phonetically based and lacks a strong writing component.

Solution: We need a more structured and engaging ELA curriculum for SPED classes. Reciprocal teaching could be used for this. The District is currently in an adoption year for the ELA curriculum and will also align the SPED curriculum with the general ed curriculum and look for a strong, explicit writing component.

The core curriculum classes use the curriculum that aligns with the Idaho Core Standards and is Board approved. The curriculum used is reflected in the Curriculum Index that is at the District Office for patron review.

All materials are research/evidence based, and the curriculum materials for math and ELA were chosen on a district level and approved by the

**Core Curriculum**

school board.

The curriculum is delivered with fidelity the majority of the time. An example of non-fidelity would be, adjusted pacing based on students needs and adjusting the curriculum and materials to meet IEP accommodations.

Fidelity is monitored in two ways. Department PLCs meet often to discuss students’ needs and how the curriculum is meeting those needs as well as the state standards and pacing issues. The administrators also monitor the fidelity through walk-through and observations.

**Core Instruction**

Students are scheduled based on ISAT, WIDA ACCESS and Easy CBM scores as well as teacher recommendations and needs of the individual students. IEPs are also considered. They are grouped based on these factors and scheduling issues. The groups are heterogeneous.

All students, including each subgroup of students, are provided with opportunities to meet proficient and advanced academic achievement levels. The staff use all of the following methods.

- Data Driven Decision Making
- Researched Based Methods of Instruction
- Following Individual Educational Plan guidelines
- Standards Based Curriculum with Academic and Content Vocabulary Focus

- Focus on the Whole Student: registration includes acquiring information about the students' needs, Standard Student Residency Questionnaire, Home Language Survey, Free/Reduced Meal Application and District Child Nutrition Policy
- Resources are available on school and district levels to meet the Whole Student needs.

Mountain View Middle School has teaching and learning articulated in the curriculum maps in each subject area that is updated and revised annually. They are housed on the Blackfoot school district website. Collaboration is facilitated within the building by the majority of teachers having a shared planning time with their department cohorts. Departments allocate time to collaborate regarding units, trimester exams, grades, etc. Since elective classes do not have the common preparation time, greater effort is made to provide additional opportunities for collaboration that is not tied to common planning time so that these instructors can be fully integrated into the departments. In order to ensure a consistent learning experience within the building, teachers within departments have shared trimester exams or end of course assessments. They use the shared collaboration time to discuss consistency with grading, projects, and exams. Due to the unique nature of individual teacher's strengths, there will always be differences in delivery and focus, but the standardized curriculum maps and collaboration

## **Alignment of teaching and Learning**

time mitigate differences that are quantifiable.

Teaching and learning is articulated across grade levels and subject areas through the district approved curriculum maps which are posted on the district's web page. The school district's curriculum maps articulate standards across grade levels and subject areas.

An area for improvement will be that at the beginning of each school year, teachers could review the standards for the grades below and above the grade levels they are teaching to make sure alignment is occurring. This will be a department PLC focus.

Additionally, articulation will be improved by scheduling an annual meeting between 6th grade teachers and the departments to review the articulation of skills across grade levels. Annual discussions and recommendations with 9th grade teachers serve the same purpose. The focus of such discussion is how teachers can work together to better align the content to support content being taught above and make sure students are acquiring the necessary skills for success at the next grade level. Articulation of learning from 7th to 8th grade level is very strong at MVMS because the teachers at MVMS, within department PLC's, collaborate across the 7th and 8th grade levels.

Areas for improvement could be seen in articulating specifically the curriculum modifications made in the Core classes at MVMS as well as an emphasis to revisit the curriculum

maps annually.

All students are screened at the beginning of the year to identify which students need additional supports throughout the year. Mountain View utilizes EasyCBM, a universal, evidence-based, reliable and valid screening tool to establish benchmark scores as well as ISAT test data. Students at MVMS are screened three times per year through Easycbm. The sixth grade teachers also send over a list of “at risk” students based on student performance in class and on standardized testing measures. These students are reviewed and placed in classes that provide additional support. Students falling at the lowest 16% of the student population on the EasyCBM benchmark tests and ISAT are deemed at risk. The WIDA Access test is used to determine English Language Learners who need intervention. If the English Language Learner scores a 1 or 2 on the WIDA Access test he/she is enrolled in the ELL intervention class.

The RTI process is used to identify students who are socially at risk and not achieving.

- RTI uses data from the ISAT, Easy CBM and teacher input to help students at risk.

- Behavior plans are put into place to help those at risk students.

The RTI team has a set of requirements to follow when making decisions. Once the requirements have

been met, every student is treated on an individual basis.

Screening decisions are reviewed to determine the accuracy and adjust decision rules or follow-up procedures. The RTI team reviews the data for accuracy and adjusts decisions based on information from data and teacher input. For academic needs, the RTI team looks at the EasyCBM, ISAT and grades. For social needs, the RTI team uses teacher input and RTI team determines need and appropriate support or plan of action.

Information on academic and social behaviors are all documented in Milepost.

The data is shared with teachers, families and school leadership teams in different ways. Teachers are able to access Milepost to gather information. Families are given access to:

- Infinite Campus, that allows them to look at grades and teacher comments. Infinite Campus also gives family access to ISAT scores.
- Behavior plans are given to family by emails, phone calls and parent teacher meeting.

Follow up information is done by meeting held often between RTI team and school leadership and Parent Nights to discuss with families.

Tier 3 academic interventions are provided in place of electives for Math, Reading, and English Language Learners (ELL). Gifted and Talented

Tier 3 interventions are a replacement for Social Studies. These interventions meet daily with 45 minutes of instruction on Monday and 55 minutes Tuesday through Friday. Intervention classes are targeted to 15 or fewer students and the Gifted and Talented classes depend upon the number of students identified in the class with numbers varying from 13-25 students. All intervention classes are taught by a certificated teacher and the Gifted and Talented class is taught by a certificated teacher with a State of Idaho Gifted and Talented endorsement. The goal of the remediation intervention classes is to focus on targeted gaps with learners for specific target instruction. For the Gifted and Talented intervention, the goal of intervention is to provide opportunities to enrich learning and skills beyond what is offered in the regular classroom. The following narrative specifically explains the specifics of each intervention for Mountain View Middle School.

#### Intervention for Mathematics

At Mountain View Middle School, mathematics intervention is based on targeting gaps in learner's knowledge and skills. The course follows the core math curriculum map, suggestions from the core teachers, and Number Talks and the Numeracy Project, both of which are research based programs. Suggestions for student placement as well as focused instruction are regularly coordinated through the Math department's professional learning community. This intervention is effective with the population and it

builds confidence with the students concerning the targeted skills. Student success builds greater confidence in the core classroom. The Math classroom is project based, hands on, incorporates modeling, repetition and review, and a great amount of one on one instruction. These structures support students from diverse cultural and linguistic backgrounds. The class sessions include “I do, you do, we do” segments to support learning. There is a great focus on group instruction and peer teaching. Only math students placed in the intervention class receive progress monitoring through EasyCBM progress monitor prompts. These occur every two weeks. The ISAT interim test also provides monitoring data. Students take the EasyCBM Math 3rd, 4th, and 5th grade level tests. The level and which probe depends upon the focus of the trimester and “holes” that are the focus of the section. Each trimester the Math department reviews test scores, ISAT scores, and other data available to make determinations based upon deficits identified. General Education teachers identify the students, who are not already receiving IEP services, who fall below the 10th%tile on the fall, spring, and winter benchmarks and make recommendations for the students needing the intervention that trimester. Placement is fluid by trimester. Additionally, the 6th grade teachers provide MVMS with a list of students who received intervention services the previous year as well as data on the students who are deemed “at risk”

academically.

Intervention for Language Arts  
Reading intervention is provided through the Corrective Reading program for students identified through ISAT and EasyCBM benchmarks falling below the 16th%tile and who are not already identified for IEP services. The focus of the intervention is on decoding practice, fluency of reading, comprehension of content, completion of tasks, grammar structures and writing per the Corrective Reading Decoding and Comprehension curriculum framework. Readworks articles are used to supplement the gaps in the program. Students over the course of the year, have shown growth in ability to complete tasks, greater independence in approaching tasks, increased time on task and ability to focus for greater lengths of time during class and greater confidence. The Corrective Reading curriculum has 80% review and 20% new, it includes scripted instruction with vast amount of modeling, repetition. It includes a great deal of one on one instruction and support. The decoding curriculum specifically works with decoding reading skills that would benefit students from limited English language background. These structures support students with diverse cultural and linguistic backgrounds. Corrective Reading utilizes scripted lesson that include modeling that is explicitly guided instruction. It is paired with individual work tasks that receive one on one

## **Tiered Instruction and Academic Interventions**

support. The progress monitoring utilizes EasyCBM fluency - PRF, vocabulary - VOCAB, comprehension CCSS Rdg, and MCRC. Progress monitoring is once a month per test and all students in the reading intervention class receive progress monitoring. This results in one progress monitor test per week. The RTI Team makes the determination for student referrals, placement, and retention in the program. Students who fall below the 16th%tile on the fall, spring, and winter benchmarks are cross referenced with ISAT scores for the lowest 16th%tile to determine the students who are not on an IEP that need academic intervention. Additionally, the 6th grade teachers provide MVMS with a list of students who received intervention services the previous year as well as data on the students who are deemed “at risk” academically.

The Reading Intervention needs more exploration to develop proper alignment of valid tools to assess the efficacy of the program. Students score well on the mastery tests within the Corrective Reading curriculum. However, there seems to be little change in scores on the EasyCBM this year. It would also be advantageous to create decision rules that can be disseminated among the teachers providing the interventions there are and clear targets for both exit from, remaining in, and referral to RTI. Areas for improvement include closer alignment with the core Language Arts curriculum, specific PLC time focused on identifying goals of the

program, intended target learners, outcomes, specific criteria for exit of the intervention, specific data to be documented, and alignment between intervention and support for core classroom instruction.

### Intervention for English Language Learners

Intervention for English Language Learners (ELL) focuses on adapted reading levels, small group instruction, and adjusted pace of instruction. The Mountain View ELL program uses Inside! by National Geographic Hampton Brown.

Instruction includes demonstrations, visuals, and scripted lessons. This curriculum works well with the intended target student population, students who are at an introductory level for English language. However, it does not work well for students who have been speaking English their whole lives and have low achievement or motivation because it does not stretch their abilities. Additionally, it does not work well with students with cognitive processing issues who have not been identified for Special Education services. The entire focus of the ELL program is to provide specific support for students from diverse linguistic background.

Students are screened annually with the Wida Access test. Twice per trimester informal reading and writing probes are also utilized. All students enrolled in the ELL class are progress monitored with EasyCBM and Biks and Gutches by Marie M. Clay. Areas for improvement within the

building include: specifically work to improve coordination between ELL classroom and Language Arts department and curriculum. Work to align the students placed in the class more closely with the intended purpose and specifically target the students the curriculum is designed for. Create a cross curricular PLC with specific focus on identifying skills from core classes that could be incorporated into ELL intervention class sections. Building wide, place a greater focus on vocabulary development for all students to assist with language deficits that come with diverse backgrounds. EL support is given by an EL staff member to those students described above.

#### Intervention for Identified Gifted and Talented

Mountain View Middle School also provides intervention services for the identified gifted and talented population. The GT classes are interdisciplinary classes that incorporate Social Studies, Language Arts, Technology, and Independent Research skills. The goal of the class is to provide opportunities for the students to deepen the skills learned in other classes and apply them in new ways. In the GT setting, students are placed in the program through the RTI process if a student meets the district criteria for placement. Remaining in the program is ongoing based upon student preferences. Some students self-select out of the program.

MVMS daily schedule is: 4 days per

week 8:35 to 3:35. For early release Monday's school is released at 2:35. We have daily FLEX used as Intervention. We have Core Classes that are used as extension.

Extended learning opportunities for students who are having difficulty attaining proficiency in grade level standards are served in a number of programs.

Extended learning opportunities are available to provide access to a well-rounded education. MVMS is able to offer electives not commonly offered at many middle schools in the area like wood shop, metal shop, home economics, band and choir.

Enriched and accelerated curriculum opportunities are provided to students.

Flex is a 30 minute period every day where students receive extension and intervention.

## **Learning Time**

Extra math and language classes are added into students schedule when needed instead of an elective class.

Participation in extended learning time is based upon a number of measures which includes:

- Grades
- RTI
- Screener Scores
- ISAT Scores

All students who participate in extended learning time also have daily

## Non-Academic Student Needs

access to grade-level content standards.

Staff evaluates the extended learning time to determine if it is enough based on the following measures:

- Improved grades
- Standard Mastery
- Screener results
- ISAT Scores

MVMS offers summer school as part of the intervention process.

In order to support students' non-academic needs, MVMS employs one full time school counselor, who the students have access to. Upon request, a Blackfoot District school psychologist will come to MVMS and provide student mental health support. In order to support students new to MVMS, the school utilizes a "shadow" program where the new student attends class with another student on their first day. This program introduces the student to classes, facilities, and provides help finding classes. MVMS has implemented a new study hall and is heavily involved with the "Gear Up" program. We also provide additional flex time for students to experience community service learning and be a part of student government and club affiliates.

In order to provide a well rounded education, Mountain View Middle School provides a variety of classes and extracurricular activities including:

**Well-rounded Education**

English/Language Arts
Mathematics
Science - Life Science and Physical Science
Social Studies- World History and World Geography
Health
Physical Education
Art - Sculpture, Painting,
Music - Band, Percussion, Guitar, Orchestra, Choir
Woods
Metals
Technology and Design
Sewing
Cooking
Computer
Drama
Extra-curricular activities include:
Lego League
Science Club
National Junior Honor Society
National History Day Competition
Student Government
“My Amazing Future” Science Field trip to Idaho National Laboratory for girls
Career Fair through Gear Up
Library Program called IBOP
Service Learning project through Gear Up
Annual Sock Drive for homeless shelter
Annual Food Drive for Community Pantry
Coins for Turkeys: donate turkeys to local food bank

At Mountain View Middle School all eighth grade students spend a few days in the spring working on a four year plan and talking about college and careers. All eighth graders go to

## **Additional Opportunities For Learning**

the high school with a plan filled out and signed by parents. Gear Up focuses college and career readiness and advanced opportunities. Starting in the summer before their seventh grade year all students are eligible to start the advanced opportunities program. Through that program students take high school courses as middle school students in order to free up time and space in schedules during high school to take college level/dual credit classes. It is a program open to all students.

## **School Transitions**

Mountain View Middle School has transitions in place to make the adjustment between the sixth grade school and high school fluid. At MVMS, the counseling department meets with the eighth grade students, though their Social Studies classes, to introduce the courses available at Blackfoot High School. Students work to complete a four year plan in order to effectively select and plan for the required and elective courses at the high school. In March, the students meet with their advisory teacher at the high school to coordinate and facilitate the spring registration process.

Students at MVMS are introduced to the Idaho CIS program where they can find tools to help plan high school courses, get ideas for future careers, and the coursework necessary for different occupations.

In March of each year, Blackfoot Heritage Middle School walks to Mountain View Middle School and participates in a round robin tour of

the school that introduces them to the facilities as well as the elective courses offered at the school. This is done in preparation for spring registration. In August of each year, students participate in back to school registration. During this time, students can explore the school and set up their lockers.

Opportunities in place (e.g., professional learning communities) to help teachers reflect on and improve their instruction are:

- Scheduled PLC times
- Peer Observation
- Prep Hours
- Department meetings
- Days before and after school
- Professional days
- Professional Development
- Early Mondays

Opportunities to help teachers collaborate and use data from academic assessments to adjust instruction include:

- Peer Observation
- Prep Hours
- Department meetings
- Days before and after school
- Professional days
- Professional Development
- Early Mondays

Opportunities available to teachers to align curriculum and teaching and learning progressions across grade levels and subject areas include:

- Peer Observation
- Prep Hours

- Department meetings
- Days before and after school
- Professional days
- Professional Development
- Early Mondays

PLCs are well established and functioning. Teachers are required to meet at least 2-3 times a month and turn in agendas.

Common department preps and PLC times are built in and meet every Monday.

Many opportunities for Professional Development are provided throughout the year.

Professional Development classes are offered frequently by the building staff, district staff, universities, and outside agencies.

## **Professional Development**

Most of the time paraprofessionals have the same professional development opportunities as teachers.

Teachers and staff are invited to participate in professional development opportunities and may sign up for any that meet the needs of their own professional development.

Availability of professional development opportunities is most often communicated by email.

Instructional coaches have been assigned to our school in previous years, but we do not have an instructional coach in our building this year. Professional development decisions are determined by a teacher needs assessment with the help of the

district. The office staff collects and evaluates the needs assessment. Professional development is connected building to district responding to needs of students. If there is a building-district issue that raises concern such as students struggling with poverty, vaping, suicide prevention, homelessness, etc. the building administration with the help of the district offers professional development. Professional development activities are always tied to students' needs. Attendance for professional activities are monitored by having teachers sign a sign-in sheet at the majority of activities.

The district/school offers teachers/staff, WIDA Standards and strategies teaching ELA students for professional development in working with English learner students. Our TSI status has made us focus on our EL learners and professional development that would build teacher efficacy when working with those students.

The professional development calendar and credit opportunities are listed on the Federal Programs website and also shown for each teacher in Teacher Vitae.

The district has a combined district and school plan that includes family and community engagement. MVMS has a family and community engagement plan that is create by the RTI team.

The district policy is reviewed

## **Family and Community Engagement**

annually. The review includes SMART goals, parents and community surveys, and data. In June, there is a meeting to help to determine whether the district goals were met during the year and shared with the District PAC.

The MVMS plan is reviewed once a year by the RTI team, administration, and leadership team.

- The district has the following strategies in place to help involve families with the students' education:
  - Invitational Education Theory- People, places, policies, programs and processes
  - Continuous Improvement plan such as: SMART goals, surveys and data reviews
- MVMS has the following strategies:
  - School registration
  - Advanced Opportunities Open House
  - Counselor
  - CIS Plans sent home
  - Parent Night
  - Facebook announcements
  - MVMS web page
  - Infinite Campus

Migrant, ELL and other parents are encouraged to visit the Migrant Center to receive instructional and social supports. Here, parents receive help filling out paperwork, assistance from the migrant council, and tutoring services are available for students. Through the Migrant Outreach Center we offer:  
GED classes

Health care options  
Homework Help  
Translation services  
Microsoft Office training

There is a process for disseminating the plan annually by giving parents and community members access to the Blackfoot School District website link for the Blackfoot School District #55 Combined District Plan (2019-2020) . This document describes how each school processes information about students and steps that are taken within the district. MVMS uses Parent Nights to disseminate information to parents. Parents receive student report cards with current grades and parents are encouraged to speak with teachers. During these events, the band, drama, and choir classes perform for the parents. Parents are also encouraged to fill out a Federal Programs Survey called, “Parent/Community Survey of Students Classroom”. Those results are posted in the "Data Room" at the District Office.

One hundred percent of MVMS teachers meet state certification requirements.  
The MVMS leadership team travels to job fairs to recruit certified teachers.

To help recruit Special Education teachers, there is a “hard to fill position” leadership stipend of \$900 allocated to each teacher who accepts an assignment as a Special Education Teacher.

MVMS has a fun and supportive environment that helps draw in

## **Recruitment and Retention of Effective Teachers**

teachers who are certified and will add to the positive environment.

Teachers are awarded \$150 to spend for classroom supplies or materials and a \$500 stipend is provided for every recertification cycle along with the \$75.00 certification fee.

Penni Pattee, the MVMS counselor, with Joy Mickelsoe, District Federal Programs Director, and Christine Alvarez, and the district Parents Advisory Committee, identify and provide resources to students qualifying for the Title 1-A program and other federal programs. During yearly registration, guardians and students complete required forms to help identify students who would benefit from these federal programs.

## Coordination and Integration With Other Programs

### Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instructional the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

### Prioritized Needs

#### Need Description:

Targeted Support School in these areas:  
1. ELA proficiency for EL students

#### SMART Goal:

1. EL Students will show a two percentage point growth in their ELA ISAT from their 2018-2019 scores to 2019-2020.

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#### Evidence-Based Interventions: Discussion Topics

##### Intervention

##### Strategy

*Please include a*

##### What evidence level

**How the  
intervention  
meets the**

**Describe how the  
intervention will be**

Need 1	# <i>detailed description of who is going to do what, where, when and people involved.</i>	of criteria does this strategy meet?	definition of "Evidence Based"	monitored and evaluated for effectiveness.	Remo
	Provide skill based interventions through small group skill based strategies using Corrective Reading, Reading Mastery and/or Reach	Strong Evidence	Use research based curriculum through Reach, Discovery Ed., and Corrective Reading.	We have tier three instruction in addition to instruction with push in and small group from our EL personnel/Instructional Coach.	<input type="checkbox"/>

Need 2	<div>Need Description:<div>Targeted Support School in this area:<div>ELA proficiency for SPED students</div></div><div>SMART Goal:<div>Sped Students will show a two percentage point growth in their ELA ISAT from their 2018-2019 scores to 2019-2020.</div></div></div>				
	Evidence-Based Interventions: Discussion Topics				
	#	<div>Intervention Strategy<div>Please include a detailed description of who is going to do what, where, when and people involved.</div></div>	<div>What evidence level of criteria does this strategy meet?</div>	<div>How the intervention meets the definition of "Evidence Based"</div>	<div>Describe how the intervention will be monitored and evaluated for effectiveness.</div>
		<div>Provide skill based interventions</div>		<div>Use research</div>	

2-1	through push in and small group strategies conducted in the Special Ed classroom. These tier 3 interventions will follow the adopted Special Ed curriculum guidelines and will be skills based.	Moderate Evidence	based curriculum through Sped approved curriculum as reflected on the Curriculum Diamond.	<hr/> <input type="checkbox"/>
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**Need Description:**

Specialized Professional Development focused on the identified subgroups.

**SMART Goal:**

By the end of the 2019-2020 school year, the entire MVMS staff will have participated in a minimum of three professional development sessions focused on meeting the needs of EL students and Special Education students. The PD is uploaded to show evidence of the training.

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**Evidence-Based Interventions: Discussion Topics**

Need 3

#	<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	Remove
3-1	Provide PD that reflects alignment to Needs Assessment and SMART Goals.	Strong Evidence	Attendance sheets along with credit accrual and teacher surveys will be conducted after each PD.	<hr/> <input type="checkbox"/>	

2. Identify the resource inequities which are barriers to improving student outcomes.

Lack of technology at home  
ISAT Interim Block Assessments  
Instructional Coach  
EL Personnel (not enough help)  
Easycbm

3. Provide the URL where this plan will be publicly available:  
NOTE: A copy of this plan must be made available in hard copy upon request.

<https://www.mountainviewmiddleschool.org/>

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.  
Discussion Topics

Our SWIP tool has benchmark meetings planned with our Leadership Team at the District level that reviews and monitors the work of the school leadership team and the creation and implementation of the SWIP tool. At these meetings each area is reviewed and discussed to ensure that the team and school are working towards the identified SMART Goals and the also meeting the needs of the identified subgroups. ISAT Interim Block Assessments, Curriculum Maps with alignment and pacing, Pre/Post curriculum Assessments, benchmarks, and Easy CBM progress monitoring provide quantitative data. Qualitative data is recorded through our teacher, parent, and student surveys.

Upload Files

**Files**

- [ELAPD19-20.pdf](#)
- [ISAT](#)
- [ISAT Progress](#)
- [English Learner Progress](#)
- [Student Engagement Survey](#)

Math

2018-2019

**Advanced Proficient Basic Below Basic**

School	17.6 %	23.7 %	27.6 %	31.1 %
District	18.0 %	20.8 %	27.4 %	33.7 %
State	21.2 %	24.0 %	27.6 %	27.3 %

2017-2018

**Advanced Proficient Basic Below Basic**

School	17.4 %	21.5 %	27.0 %	34.1 %
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District	14.9 %	21.6 %	28.5 %	35.0 %
State	20.3 %	24.3 %	27.8 %	27.7 %

2016-2017

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
School	13.7 %	20.3 %	28.7 %	37.3 %
District	11.9 %	20.5 %	28.3 %	39.3 %
State	18.6 %	24.0 %	29.5 %	27.9 %

ELA

2018-2019

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
School	12.3 %	35.6 %	27.3 %	24.9 %
District	15.3 %	29.4 %	25.7 %	29.7 %
State	22.5 %	33.0 %	22.7 %	21.7 %

2017-2018

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
School	10.5 %	38.0 %	25.9 %	25.6 %
District	13.6 %	30.1 %	25.9 %	30.3 %
State	21.0 %	33.4 %	23.7 %	21.9 %

2016-2017

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
School	11.1 %	33.2 %	28.1 %	27.6 %
District	13.0 %	27.8 %	25.8 %	33.4 %
State	19.4 %	33.3 %	24.4 %	22.9 %

Science

2018-2019

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
School	15.0 %	15.4 %	30.0 %	39.6 %
District	17.0 %	26.3 %	25.0 %	31.7 %
State	29.4 %	30.2 %	21.8 %	18.6 %

2017-2018

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
School	18.3 %	15.7 %	26.5 %	39.5 %
District	17.9 %	30.0 %	26.1 %	26.0 %
State	29.8 %	31.6 %	22.2 %	16.5 %

2016-2017

**Advanced Proficient Basic Below Basic**

School	17.5 %	19.4 %	28.4 %	34.7 %
District	19.3 %	29.3 %	23.3 %	28.1 %
State	31.3 %	30.4 %	21.5 %	16.8 %

Math

2018-2019

**Percent of Students Making Adequate Progress**

School	50.0 %
District	53.1 %
State	54.2 %

2017-2018

**Percent of Students Making Adequate Progress**

School	48.9 %
District	53.8 %
State	53.8 %

2016-2017

**Percent of Students Making Adequate Progress**

School	48.7 %
District	45.7 %
State	51.0 %

ELA

2018-2019

**Percent of Students Making Adequate Progress**

School	61.7 %
District	60.5 %
State	65.4 %

2017-2018

**Percent of Students Making Adequate Progress**

School	61.4 %
District	58.3 %
State	64.4 %

2016-2017

**Percent of Students Making Adequate Progress**

School	60.4 %
District	54.5 %
State	60.9 %

EL Proficiency

2018-2019

**Percent of EL Students Reaching Proficiency**

School	4.3 %
District	2.5 %
State	4.2 %

2017-2018

**Percent of EL Students Reaching Proficiency**

School	0.0 %
District	1.7 %
State	4.0 %

EL Progress

2018-2019

**Percent of EL Students Making Progress**

School	48.8 %
District	41.0 %
State	55.7 %

2017-2018

**Percent of EL Students Making Progress**

School	39.0 %
District	55.3 %
State	59.6 %

2018-2019

**Overall Student Engagement**

School	57.8 %
District	55.0 %
State	52.6 %

2017-2018

**Overall Student Engagement**

School	44.4 %
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District	72.0 %
State	65.5 %