

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

SWIP Purpose

This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- ☐ CSI UP plan – for state approval
- ☐ CSI Grad plan – for state approval
- ☐ TSI/ATSI plan – approved by the LEA
- ☐ Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- ☐ Annual school level Title I-A plan
- ☒ District level use

Stake Holders

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Wes Jensen	Principal	jenswes@sd55.org	☐
Lori Kay	Assistant Principal	kaylori@sd55.org	☐
Misti Taufui	Math Teacher	taufmist@sd55.org	☐
Penny Pattee	Counselor	pattpenn@sd55.org	☐
Amber Serr	Counselor	serrambe@sd55.org	☐
Paige Hyde	ELA Teacher	hydepaig@sd55.org	☐
Tricia Jensen	parent	tjensen8@hotmail.com	☐
Amber Mecham	World of Work Teacher	mechambe@sd55.org	☐

Needs Assessment

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

[Needs Assessment Guidance](#)

Topic

Summarize your current reality in this area.
What are some barriers/challenges you have in this area?
What are the opportunities for growth in this area?

School Leadership Team

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 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.

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

2020 – No ISAT Test Taken

2021 – Math 7th Grade Overall 2516 34% proficient

2021 – Math 8th Grade Overall 2519 30% proficient

2021 – ELA 7th Grade Overall 2537 50% proficient

2021 – ELA 8th Grade Overall 2537 40% proficient

2022 – Math 7th Grade Overall 2526 44% proficient

2022 – Math 8th Grade Overall 2516 31% proficient

2022 – ELA 7th Grade Overall 2540 48% proficient

2022 – ELA 8th Grade Overall 2536 40% proficient

2023 – Math 7th Grade Overall 2526 % proficient

2023 – Math 8th Grade Overall 2516 % proficient

2023 – ELA 7th Grade Overall 2540 % proficient

2023 – ELA 8th Grade Overall 2536 % proficient

2024 – Math 7th Grade Overall 2530 43% proficient

2024 – Math 8th Grade Overall 2536 37 % proficient

2024 – ELA 7th Grade Overall 2541 53 % proficient

2024 – ELA 8th Grade Overall 2536 41 % proficient

2025 – Math 7th Grade Overall 2534 39% proficient

2025 – Math 8th Grade Overall 2540 36 % proficient

2025 – ELA 7th Grade Overall 2552 52 % proficient

2025 – ELA 8th Grade Overall 2551 45 % proficient

2026 – Math 7th Grade Overall 2532 44% proficient

2026 – Math 8th Grade Overall 2548 44 % proficient

2026 – ELA 7th Grade Overall 2549 52 % proficient

2026 – ELA 8th Grade Overall 2537 44 % proficient

A review of our data suggests the following strengths and weaknesses.

At the beginning of the 26-27 School year, Administration created interdisciplinary teams (Teachers from each department). We gave them 2026 ISAT data and STAR data to review as a team. We looked at strengths and areas of opportunity. Teams created goals and went back to departments to create SMART goals.

Our efforts indicate that overall MVMS academic achievement is continually improving. Our percentage of proficient students continues to increase from year to year, and the number of students meeting growth goals also continues to grow. We are constantly looking for students who need extra assistance and placing them inside it. Our weak classes to improve are with ELL and Special Education students. We need to focus on better assisting them in the areas they are struggling with.

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 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. Extended learning opportunities are available to provide access to a well-rounded education. MVMS can 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 extensions and intervention.

Extra math and language classes are added to students' schedules when needed instead of an elective class.

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

Tier 1 Instruction (Core)

- Grades
- RTI
- Screener Scores
- ISAT Scores

All students who participate in extended learning time also have daily 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. 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-throughs and observations.

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 60 minutes of instruction on Monday through Thursday. 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, which is a research-based program. 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 STAR and Imagine Math. The ISAT interim test also provides monitoring data. 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 percentile 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 Istation benchmarks falling below the 16th percentile 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 support. The MTSS Team makes the determination for student referrals, placement, and retention in the program. Students who fall below the 16th percentile on the fall, spring, and winter benchmarks are cross referenced with ISAT scores for the lowest 16th percentile 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.

Tier 2/3 Instruction (Interventions)

The Reading Intervention needs more exploration to develop proper alignment of valid tools to assess the efficacy of the program. 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 Imagine Learning. Mountain View Middle School utilizes a part-time paraprofessional. He is able to attend two periods of CORE language arts classes. In these classes the paraprofessional assists the classroom teacher in providing effective and supportive instruction to English Learners. During Mountain View Middle School Study hall period (FLEX), our paraprofessional works with individual students. He is able to help keep students focused, organized, and on track with their assignments. Our Paraprofessional also uses the time to make calls home to parents and keep them up to date on their students progress.

Areas for improvement within the building include: specifically work to improve coordination between ELL students 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

26-27 Created interdisciplinary teams to review 26 ISAT and STAR data to create SMART goals for the year. These teams will meet 8 times this

Professional Development

year. They have met on the following dates: 8/18/26, 8/19/26, 8/27/26, 9/25/26, 10/25/26, 11/13/26, 4/9/27, 5/28/27.

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 they meet together on a regular basis.

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.

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.

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

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

Recruitment/Retention of Effective Teachers

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

Teachers are awarded \$200 to spend for classroom supplies or materials and a \$500 reimbursement is provided for every recertification cycle along with the \$75.00 certification fee.

Climate / Culture

At Mountain View Middle School, we want every person who walks through our doors to feel immediately welcomed, supported, and valued. From the friendly greetings in the office to the positive energy in our hallways, our goal is to create a place where students, families, and staff feel a sense of belonging. Our classrooms and common areas reflect who we are—engaged learners, respectful individuals, and a community that takes pride in working together. We strive to make our building a place where students feel safe to take risks, where curiosity is encouraged, and where learning is celebrated every day.

Our staff believes strongly in collaboration and the power of shared success. Teachers and support staff rely on each other, learn from each other, and work as a team to help every student grow. We know that what we do each day matters, and that our efforts shape the experiences and achievements of the students we serve. Trust, respect, and open communication guide our relationships—not only between coworkers and administrators, but also between the school and our families. At MVMS, we are committed to creating a culture of learning built on partnership, purpose, and community.

Graduation Rate

Penny Pattee, the MVMS counselor, with Rebecca Walker, District Federal Programs Director, and Christina Alvarez, and the district Parents Advisory Committee, identify and provide resources to students qualifying for the Title I-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. All 8th grade students complete a pathway program towards graduation and a new cohort of Go On will start this year.

All staff believe that regular attendance is a key factor in student success. It is a clear priority for us, and we strive to create a positive culture around being present at school. Our approach is built on open, respectful communication with both students and their families and aligned to District policy #631.

Our messaging around attendance is always focused on opportunity rather than punishment. We aim to help families understand the positive impact consistent attendance has on learning. When a student is absent, especially for multiple days without contact, our staff reach out check in and offer support. These conversations often uncover deeper challenges, such as cultural traditions, trauma, health concerns, or family work

Absenteeism

schedules that don't align with the school calendar. These factors are documented in our student information system, and any serious concerns are brought to the principal for follow-up.

The root causes of chronic absenteeism are often cultural or work-related. Many of our Hispanic families travel to Mexico in January due to employment-based vacations that don't coincide with the school calendar. Some of our Native American students miss school for cultural traditions, and other families take extended trips based on the limited flexibility of their work schedules. These absences often connected to long-standing cultural practices or economic realities. To address these challenges, we maintain open lines of communication with families and work to approach each situation with empathy and understanding. In chronic cases, we collaborate not only with families, but also with Tribal staff, Health and Welfare, and Child Protective Services when necessary. We encourage families to plan ahead when absences are necessary and support students by providing schoolwork in advance or helping them catch up upon their return. Teachers offer additional time before and after school, as well as during lunch or recess, to help students stay on track academically. This is an area we are actively working to strengthen by being more proactive in communicating how chronic absenteeism impacts student learning and in implementing culturally responsive, student-specific interventions. This is area where PD such as Safe and Civil Schools and/or the prevention conference may be helpful.

Over the past three years, we have consistently monitored attendance data to identify students at risk of becoming chronically absent. Staff review attendance trends regularly, and we are focused on improving early intervention practices. One potential next step is to add a bi-weekly attendance review to our problem-solving team agenda to help identify patterns sooner and provide timely support.

While our chronic absenteeism rate has decreased by 10% over the past three years, we are still below the state average. This progress demonstrates that our efforts are having a positive impact, but it also shows there is more work to be done. We remain committed to refining our practices and working in close partnership with families and community agencies to ensure every student has the opportunity to succeed by being present, engaged, and supported at school.

Other

NA

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. Goals should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based Interventions.

- **Example SMART Goal Template:** By *(month/year)*, *(who/what)* will increase/decrease *(amount)*

(%/points) to (desired level) as measured by (tool/assessment/data set).

- **Example SMART Goal:** By May 2025, our math proficiency rate will increase 8 percentage points to 33% of our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

SMART

Goal: 250

characters max

MVMS
7th and
8th grade
will show
a three-
percentage
point
growth
from their
2026-
2026
Spring
Math to
their
2026-
2027
Spring
ISAT. (7th
Grade
From 39%
to 41%,
8th grade
from 36%
to 39%)



Remove

Area of Improvement:

--Select--



Need
1

Evidence-Based Interventions: Definition of Evidence-based Levels

#	Strategy	Evidence-Based	Measured for Effectiveness	Remove
	Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row	Well-designed and well-implemented studies to support the strategy listed	Who will monitor this strategy? How often? Using what tool/assessment/data set?	

Monitoring/Evaluation:

Departments will submit PLC agendas to administration monthly. monthly department head meetings will be held with saved agendas. Administrators will check lesson plans during walkthroughs and



Strategy Category:

Data-Driven Decision Making



Evidence Level:

Strong Evidence



Cite/Link research to support the Evidence level chosen:

Collective teacher efficacy - 1.7 on

1- **Strategy:**

1 Teachers will collaborate and analyze data to place students in correct

interventions and create lesson plans based on student data.

Hattie's list of strategies.

observations.
Interdisciplinary Teams will meet 8 times this year to review ISAT and Start data. See Notes

Strategy Category:

Interventions / Credit Recovery

Evidence Level:

--Select--

Cite/Link research to support the Evidence level chosen:

Monitoring/Evaluation:

Monthly MTSS meetings will be held.

1- Strategy:

2 MTSS process - screeners given and bottom 25% of students are progress monitored

RTI is 1.29 on Hattie's list of strategies.

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

All school resources are finite which inherently means they are in short supply. As a district we do really well using our funding to support students and teachers. However, there is always a need for more support staff to be assisting in the classrooms. If more funds were available for that purpose, that would be beneficial. The other area where support would be welcome is in more training for our current staff members. There are lots of conferences and online trainings that would benefit all of our staff members.

3. Where will this improvement plan be publicly available?

www.mountainviewmiddleschool.org

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

PLC Meetings, data analysis, collaboration involving all teachers and administrators will assist the school in monitoring the effectiveness of the improvement plan. Summative ISAT scores will be analyzed by all to evaluate the success of the interventions.

Upload Files

Files