



Mountain View

ELEMENTARY SCHOOL

Continuous Improvement Plan

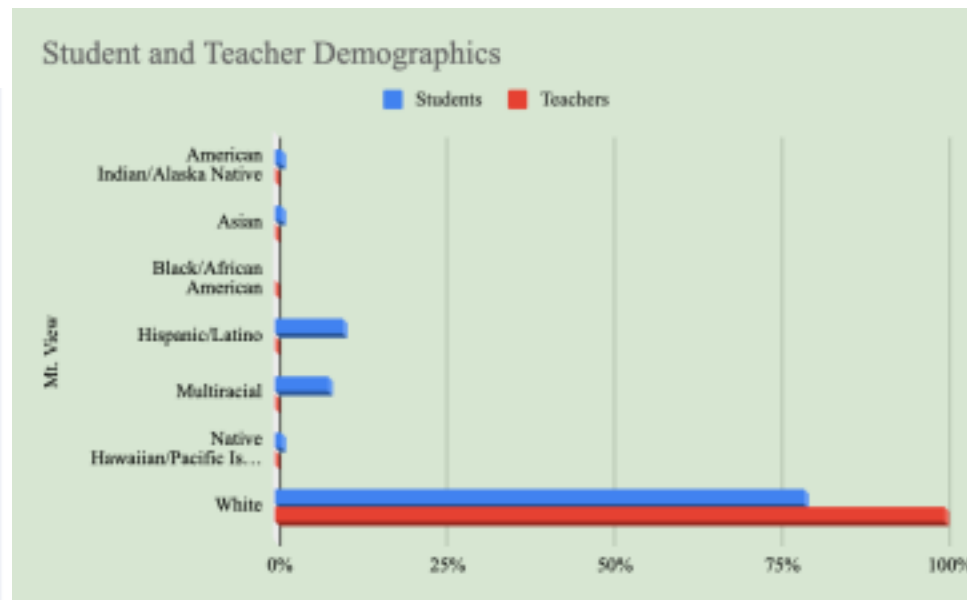
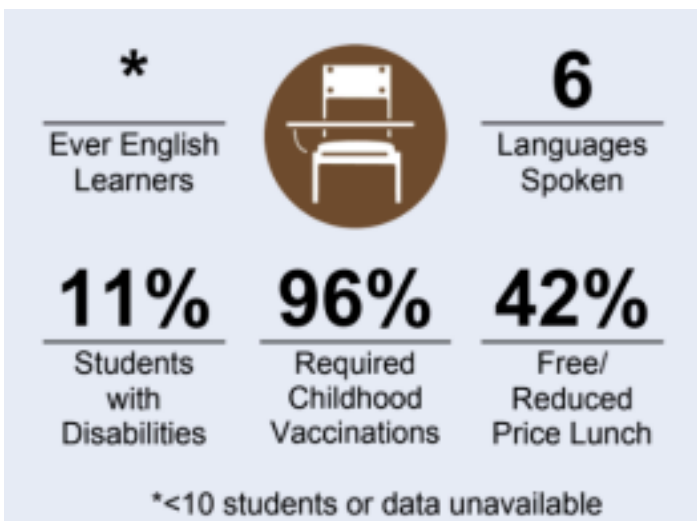
2023 - 2024 School Year

Who are we?

At Mt. View, during the 2023 - 2024 school year, there are:

- 236 students *and* ...
- 3% are Emerging Bilinguals
- 51.5% are Navigating Poverty
- 8% are receiving Special Education Services





2022 - 2023 Data from

State Report Card

Why do we exist?

At Mountain View, we work to actively and intentionally make a shift away from an individualistic system to a collective system, where we work together to benefit all.

Mission:

Mountain View is a safe and caring community where students are important, accepted, and successful while developing academic and social emotional skills.

Vision:

Mountain View is the place to be! We want everyone in the Mountain View community to know that our school is a place where they: belong, are safe, valued and contribute.

“Educational equity means that every child receives whatever she/he/they need to develop to his/her/their full academic and social potential and to thrive every day. By thrive, I mean academically as well as social-emotionally. Every child has a right to feel loved and cared for and to feel that they belong to a community. Educational well-being is as important as academic success in this definition of educational equity.”

(Aguilar, 2020)

47% 44%

75% 74%

23% 20%

56% 55%

Belonging 42% 37%



How are our students doing?

2022 - 2023 Goals Objectives

Status (met, improved, not met)

<p>Goal 1: Strengthen Relationships</p> <p>Essential Question:</p> <p>While we engage in building equitable systems, how can we strengthen our relationships with students, families and each other?</p> <p>Objective 1: Attendance</p> <p>By June 2023 we will raise the percentage of students who attend school regularly to 85% as measured by attendance data.</p> <p>Objective 2: Belonging</p> <p>By June 2023, we will raise the percentage of students who respond positively to the belonging section of the YouthTruth survey to 54% as measured by Youth Truth.</p>	<p>Improved</p> <p>In June 2022, 75.9% regularly attended school. By June 2023 we wanted to raise the percentage of students who attended school regularly to 85%.</p> <p>In June 2023, the overall attendance rate was 91% for all students. 62% of students attended more than 150 school days.</p> <p>Improved</p> <p>In June 2022, 44% of students responded positively to the belonging section of the YouthTruth survey. By June 2023, we wanted to raise the percentage of students who responded positively to the belonging section of the YouthTruth survey to 54%.</p> <p>In June 2023, the percent positive for belonging was 42% but YouthTruth changed one of the questions. We can compare that last year in the belonging section Mt. View was in the 9th percentile compared to other elementary schools. In June 2023, Mt. View was in the 52nd percentile.</p>
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<p>2022 - 2023 Goals Objectives</p>	<p>Status (met, improved, not met)</p>
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Goal 2: Equitable Systems

Essential Question:

While we engage in **improving our systems**, how can we strategically hold our most marginalized and vulnerable student groups at the core of our goals?

Objective 1: Reading

By June 2023, 50% of 3rd - 5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA Assessment.

Objective 2: Reading

By June 2023, 40% of 1st - 5th grade students will demonstrate high growth and high achievement in reading as measured by STAR.

Improved

In June 2022, 40.8% of 3rd - 5th grade students demonstrated proficiency in reading as measured by Oregon State ELA Assessment. By June 2023, we wanted 50% of 3rd - 5th grade students to demonstrate proficiency in reading as measured by Oregon State ELA Assessment.

49% of students demonstrated proficiency in reading as measured by Oregon State ELA Assessment in June 2023.

Improved

In June 2022, 31% of 1st - 5th grade students demonstrated high growth and high achievement in reading as measured by STAR. By June 2023, we wanted 40% of 1st - 5th grade students to demonstrate high growth and high achievement in reading as measured by STAR.

36% percent of 1st - 5th grade students demonstrated high growth and high achievement in reading as measured by STAR. Overall, 60% of students had high growth in reading.

Where do we want to go?

2023 - 2024 Goals Objectives	Strategies
<p>Goal1: Strengthen Relationships</p> <p>Objective 1: Attendance</p> <p><i>Essential Question:</i></p> <p>While we engage in building equitable systems, how can we strengthen our relationships with students, families and each other?</p> <p>By June 2024 we will raise the percentage of students who attend school regularly to 75% as measured attendance data.</p> <p>Objective 2: Belonging</p> <p>By June 2024, we will raise the percentage of students who respond positively to the belonging section of the YouthTruth survey to 50%.</p>	<ul style="list-style-type: none"> ● Know student, family and colleague names ● Establish systematic family communication ● Screen and identify student SEL needs ● <p>Establish, maintain and repair relationships (student/student, student/staff, staff/staff, staff/families)</p> <hr/> <ul style="list-style-type: none"> ● Know student, family and colleague names ● Establish systematic family communication ● Screen and identify student SEL needs ● <p>Establish, maintain and repair relationships (student/student, student/staff, staff/staff, staff/families)</p>

Goal 2: Equitable Systems

Essential Question:

While we engage in **improving our systems**, how can we strategically hold our most marginalized and vulnerable student groups at the core of our goals?

Objective 1: Reading

By June 2024, 60% of 3rd - 5th grade students will demonstrate proficiency in reading as measured by Oregon State ELA Assessment.

Objective 2: Reading

By June 2024, 40% of 1st - 5th grade students will demonstrate high growth and high achievement in reading as measured by STAR.

- Consistent schoolwide routines/expectations ● Increase WICOR strategies (AVID)
- Implement small group instruction
- Improve cultural relevance in instruction

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