

## Comprehensive Progress Report

**Mission:**

Our Eagle mission is to create a safe and nurturing community through meaningful relationships, collaborative teamwork and instruction relevant to being college and career ready.

**Vision:**

The Hidden Valley Family is empowered in their ability to exceed as learners, excel as leaders, embrace their role as life-long learners and own their future to make the world a better place.

**Goals:**

Utilize the Caring Schools curriculum to set a core instructional level for social/emotional learning and behavioral teaching all students will perform at a level that will support an increase of student self-efficacy based on the student Panorama survey. The results will indicate that students will increase their rating from 52% of students believing they can succeed to 68%.

Teachers will be provided with a duty free lunch period. (B2.03)

Ensure that duty-free instructional planning time for every teacher takes place during regular student contact hours, to the extent that the safety and proper supervision of student may allow. (B2.03)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 8.5% in SY2021-22 to 29.3% in SY2022-23 and 50% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

The percent of students reporting a positive self-perception of their self-efficacy, self-management, and/or engagement will increase from 63% on the Fall 2021 Panorama Screener (in Grades 3-5) to 68% in SY2022-23 and 73% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 34.5% in SY2021-22 to 28.7% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently staff utilizes classroom bases rules and procedures that are aligned to schoolwide behavioral expectations. Teachers utilize Educators Handbook as a monitoring tool. The school has 2 Behavior management technicians to support positive behavior management.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Students will report via Panorama that they have increased their self-efficacy and are able to self-regulate behaviors at a level equal to or above the district average. Teachers will have effectively implemented classroom rules and procedures that support students growing in their ability to understand how to know how to manage their own behaviors.		<b>Daniel Gray (8/28/19)</b>	<b>06/10/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/15/22	Teacher will utilize caring schools daily to support a positive classroom culture. Walkthrough data will indicate that 100% of teachers are using caring schools in 4 of 6 opportunities.		Hayley Austin (8/26/20)	02/01/2023
<i>Notes:</i>		Ms. Austin will do periodic classroom walkthroughs and keep data surrounding implementation and continual usage.			
	8/15/22	Teachers and counselors will teach school and classroom behavioral expectations and how to achieve satisfactory behavior to students through academic and social emotional lessons. Incident data for the school will show a decrease of all incidents of 35%		Hayley Austin (8/26/20)	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

Our master schedule and service delivery model is updated to ensure we are providing standards-aligned instruction using our district curricula in all subject areas. Additionally, we are moving into year four of our EL Education adoption and K-5 enVision adoption. Teachers receive observation and feedback in their implementation of the adopted curriculum and delivery models on a bi-weekly basis. PLCs plan for delivery of instruction, differentiation and data analysis on a weekly basis

We have used general and Title 1 school funds to purchase supports for standards-aligned instruction:

- subs for extended planning
- any additional digital tools purchase, such as Dyno
- PD or resources including positions related to instruction and curriculum implementation

Limited Development  
08/15/2022

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school:</p> <ul style="list-style-type: none"> <li>• Implementation of district curricula with integrity</li> <li>• Evidence of the Core Actions</li> <li>• Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach</li> <li>• Collaborative PLCs with lessons and strategies being modeled regularly</li> <li>• Differentiation and scaffolds planned intentionally</li> <li>• Common vocabulary and academic language being used</li> <li>• Discussion around standard-alignment and what mastery looks like</li> <li>• Student growth and achievement data should be increasing for all subgroups without gaps</li> </ul>		<p><b>Daniel Gray (8/28/19)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 3 (0%)</b></p>		
<p>8/15/22</p>	<p>Professional development will focus on providing teachers with mastery based teaching strategies aligned with curriculum and standards. Teachers will leverage data to inform decisions making around highly effective teaching practices. Instructional leaders will attend district provided professional development to enhance their ability to support staff throughout the building.</p>		<p>Daniel Gray</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>Teachers will daily conduct rigorous and intentional instruction based on the demands of the grade level standard and adhering to students' individual learning needs in order to access grade level content. The Leadership Team will monitor this through plc observations, informal and formal observations, student work samples, student data, and feedback on lesson plans and their implementation.</p>		<p>Daniel Gray</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>Instructional leaders will monitor teacher implementation of standards aligned units of instruction by utilizing the Core Action Walk-through. Data from the walk-through will be utilized to develop plans to support and coach teachers in order to improve instruction to enhance overall student mastery of standards.</p>		<p>Daniel Gray</p>	<p>02/02/2023</p>

Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have established MTSS meeting days and are utilizing the CMS standard treatment protocol to identify appropriate interventions. We previously used a tracking form and we hold regular kid talk days and support students with interventions on a daily basis. All students who are identified as needed tiered support are provided with that support.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		<p>Teachers implementing core curriculum with integrity</p> <ul style="list-style-type: none"> <li>• Diverse use of best practices and strategies that address different learning styles and needs</li> <li>• Established MTSS team, structures and processes</li> <li>• Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</li> <li>• Focus is on the quality of instruction rather than student deficits</li> <li>• Purposeful tiered instruction is being provided for academics and behavior</li> <li>• Data driven instruction and decision-making</li> <li>• Accurate identification of student needs rooted in data</li> </ul>		Hayley Austin (8/26/20)	06/01/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/15/22	Tiered instruction based on student data will be utilized throughout all grade levels to support student growth. MTSS meetings will support individual student goal setting and assessment of achievement toward that goal. ROI data will indicate that more that 65% of students in Tiered support have met or exceeded goal.		Hayley Austin (8/26/20)	02/01/2023

Notes:

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We have a Student Services PLC in place along with two behavioral management technicians. We have currently utilized a tiered approach to behavior and are utilizing caring schools curriculum to enhance student social/emotional health.	Limited Development 08/15/2022		

**How it will look when fully met:**

Student responses to surveys such as Panorama and other school based surveys will indicate that students feel supported, are able to achieve and have a growth mindset that will empower them to become successful both within and outside of the school setting. The school will achieve over 95% daily attendance for all students as measures will support all students with being at school daily. The school will utilize a proactive approach that ensures students with emotional, behavioral or attendance concerns are engaged in strategies that restore and promote positive student outcomes

Additionally the school will provide for:

SEL curriculum with explicit instruction that is being implemented with integrity

- Serving the whole child for all children
- Established MTSS teams, structures and processes
- Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)
- Purposeful tiered instruction is being provided
- Data driven instruction and decision-making
- Accurate identification of student needs rooted in data
- Teachers utilize culturally relevant and culturally proficient

strategies, language, and practices

- A safe and welcoming environment is provided for all students. Teachers will be knowledgeable in techniques to support student emotional wellness within the classroom. We will have systems and processes in place to support students when they are in crisis in a fast and efficient manner. Support Service team members will be responsive to student and teacher needs. Classroom guidance lesson will occur regularly with a focus on positive peer interactions.

**Hayley Austin  
(8/26/20)**

**06/15/2024**

<b>Actions</b>			<b>0 of 1 (0%)</b>		
	8/15/22	<p>Hidden Valley will impact the student experience by working directly with families of students to install preventative measures that will support increased attendance and reduce chronic absenteeism by 50%.</p> <p>Measures implemented will include attendance groups to teach behaviors and practices that support daily attendance. Additional methods will be targeted groups to support families of a variety of backgrounds with navigating cultural differences which may impact student attendance.</p>		Desiree Medas (8/26/20)	02/01/2023
<i>Notes:</i>					
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Small group data sheets provide teachers with individual student academic, attendance and social emotional data to support with transitions from one grade to the next or from school to school. Mastery connect and navigator portal is used also to trace academic progress.	Limited Development 08/15/2022		
<b>How it will look when fully met:</b>		The MTSS framework will allow teachers at all levels to know and understand the varying needs of all learners they receive throughout the year and into the next school year. District structures will allow any transfer students to be supported immediately through targeted instruction to enhance student achievement.		<b>Daniel Gray (8/28/19)</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	8/15/22	Hidden Valley will utilize the Branching Minds system to track and monitor all tiered instruction. Mastery connect data for all students will be shared within all transitions needed.		Daniel Gray	02/01/2023
<i>Notes:</i>					



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hidden Valley utilizes a master schedule to account for specified planning times for all teachers to meet for PLC planning. Each team is provided with daily 45 minute planning times to monitor student progress, plan lessons based on standards aligned curriculum and student need.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		The planning structures will allow daily planning with the establishment and implementation of a longer planning block at least once every 5-6 days. Grade levels will have a literacy lead, math lead and a grade level lead to provide leadership opportunities.		<b>Daniel Gray (8/28/19)</b>	<b>06/15/2024</b>
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/15/22	Each grade level will have a designated teacher leaders for Literacy, Math, MTSS and grade level. These teacher leaders will provide specific feedback to facilitators to enhance and refine teaching, intervention and planning processes.		Kaz Muhammad (8/28/19)	06/15/2024
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently the principal has a detailed walkthrough schedule that covers every subject and grade level within the school. Hidden Valley also has a detailed schedule for observations and feedback. The principal currently has a coaching caseload that includes all facilitators, MCLs, and administrators.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Utilizing the Core Action Walkthrough, the principal will consistently monitor the effectiveness of instruction at all levels including interventions. The principal will provide timely and detailed feedback to staff on improvement efforts. The principal will monitor data and will guide the process of overhauling systems and processes to interrupt inequities within the school.		<b>Daniel Gray (8/28/19)</b>	<b>06/15/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	8/15/22	Principal will visit every classroom in a monthly walk-through cycle in addition to the scheduled walk-throughs to ensure school focus is occurring in all areas. This will be measured through principal's weekly schedules on Outlook.		Daniel Gray	02/01/2023
<i>Notes:</i>					
	8/15/22	Principal attends grade level PLCs to monitor for curriculum implementation, standards-alignment, differentiation, and team collaboration, as measured by the principal's calendar.		Daniel Gray	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are currently utilizing data for small group instruction and to inform their teaching practices. Facilitators are using school performance data to structure their planning and ensure we are targeting the areas that need the most support. The administrative team has utilized the data to provide support and structures where needed most. Currently the overall understanding of school performance data is in an initial phase where staff is not aware of the many uses that can be had with the data.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		All committees as well as SLT and PLCs will use school performance data as a starting point for each decision making process. Teachers will internalize what the data means and be able to use it to inform instruction. Teachers will guide students to understand their own data and to ensure that students are an integral part of their learning plan and goal setting.		Shameerah McQueen (8/26/20)	06/15/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	8/15/22	All Grade levels will conduct Data Meetings (including MTSS) on student progress each Wednesday. Quarterly data dives will occur amongst grade levels after District Quarterly assessments in Math, ELA, and Science. Quarterly Data dives will be lead by ILT and communicated with the School Improvement Team.		Shameerah McQueen (8/26/20)	02/01/2023
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hidden Valley currently has systems in place for evaluation processes for all staff and for hiring new staff as needed. The school is currently developing reward structures that will support the retention of high performing staff and recruiting high performing staff from other schools. Monthly staff recognition meeting. Quarterly staff luncheons including attendance rewards. Nominations for district recognition as warranted.	Limited Development 08/15/2022		
<i>How it will look when fully met:</i>		Staff will be provided with timely and meaningful professional development to support needs identified by the SIT team. Staff will regularly participate in social/emotional PD to enhance their ability to recognize student needs as well as their own needs.  Weekly staff shoutouts will occur in the Eagle Express. There will be a recognized staff member of the month who will receive a tangible award from a community partner (gift card, etc). Monthly there will be a staff member recognized that receives a major award of value for their service to the school. This will increase the retention and recruitment of high-performing staff. We will also designate a Teacher of the Year parking.		Daniel Gray (8/28/19)	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	8/15/22	Utilize established partnerships to provide recognition, rewards and incentives to staff in an effort to retain and hire high performing staff members.		Kaz Muhammad (8/28/19)	02/01/2023

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Hidden Valley holds several events throughout the year. The school has a Title I night, 3 curriculum nights, and a choir concert. Parents are provided with contact from the school weekly in the form of a phone message to let them know of upcoming events, academic happenings, and school/student needs. Teachers make weekly contacts with their students. School maintains an open-door policy with parents and provides onsite translations as needed in Spanish and French. School also provides parents with online academic supports including online translators and access to virtual supports in multiple languages. We have partnered with School Sponsors to provide families with free Laptop as well as multiple school supplies to our parents so that they can support their students during online learning.	Limited Development 08/15/2022		

<p><b>How it will look when fully met:</b></p>	<p>Parents will be more actively engaged with teachers and staff about their student's academic progression. School events have high participation and engagement across all parent groups. Transparent communication with an open-door policy. Parent survey results are high in participation and engagement. Parents will attend SLT on a regular basis. The school is able to provide an ESL parent class. The school is also able to provide conversation Spanish class. Consistent two-way communication tool is being leveraged. Resources and support are made available to parents regularly in support of student learning</p>		<p><b>Kaz Muhammad (8/28/19)</b></p>	<p><b>06/15/2024</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>8/15/22</p>	<p>All teachers will utilize the Hidden Valley Tuesday Folders/or electronic communication to be shared with families to enhance parent knowledge of curriculum and student progress. Monthly newsletters will be posted on Teacher links through the school's website provided to parents that provide support with understanding and teaching the curriculum at home.</p>		<p>Kaz Muhammad (8/28/19)</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				
<p>8/15/22</p>	<p>Utilize Remind App, Parent Portal, Canvas and social media platforms to ensure that effective communication is occurring between the school and parents as it relates to their student's progress.</p>		<p>Kathleen Flyntt (8/26/20)</p>	<p>02/01/2023</p>
<p><i>Notes:</i></p>				