

Progress Update #3 – Hidden Valley Elementary

Principal – Amy Hicks

Professional Development

<u>Progress for ELA and Math</u>
According to our School Performance Plan, we are working in the following areas for Professional Development:
Implementation of Leveled Literacy Intervention for the 6th-20th percentile grades K-5. Phonics First for the 1st-5th percentile grades K-3. Long term substitutes are assisting in providing supports in these areas, as well as, classroom teachers.
Benchmark Intervention for fluency, comprehension, language skills K-5. Long term substitutes are assisting in providing supports in these areas, as well as, classroom teachers.
Rigorous grade level text daily – through Benchmark, science texts and Project Tahoe text.
Implementation of the Benchmark Literacy Curriculum for grades K-5.
Weekly common assessments, from Benchmark, conducted, analyzed, and discussed in grade level PLC's. Teachers bring agreed upon work samples to share and analyze as a team. This provides data to guide planning and instruction.
Essential Standards planning and assessment for grades K-5 These standards have been determined, will be shared during vertical alignment session. These continue to be discussed in weekly PLC's.
Guided Reading groups for intervention and enrichment 4x a week.
Use of Ellevation to support all students with engagement and language strategies. The ELD Facilitator has met with all grade levels to review what Ellevation has to support all students, specifically English Language Learners. In addition, the ELD Facilitator has modeled Ellevation/GLAD strategies in classrooms for general education teachers, and will be providing additional professional development in November.
Common planning time through PLC's each Wednesday. PLC's focus on the talking points, student work samples, and data from classroom assessments and School City.
Curriculum planning for each Benchmark unit aligned to the weekly common assessments Use the MAPS assessments 2x a year and compare with common weekly assessments.
Essential Standards created by grade levels and planned and assessed consistently. Make connections between daily instruction and essential standards.
Results of common assessments, formative assessments, and agreed upon daily assignments are discussed in grade level PLC"s. Work samples shared and discussed to address student misconceptions and to plan instruction moving forward.
<u>Barriers-</u> The biggest barrier right now is analyzing the data from our distance learners and moving forward with appropriate supports and interventions. The data from School City assessments and common assessments aren't aligning with the data from MAP. Parent support at home may be impacting the scores at home compared to the students when they test at school.
<u>Next Steps-</u> The next vertical alignment will be in March.

Family Engagement

Progress- This year's measurable objective is: Hidden Valley will sponsor academic based events for families which will help deepen the knowledge of the students and families and to create a clear understanding of their child's academic levels, effective strategies for learning, and resources to support in person and distance learning.
These events will include Back to School Nights, Data Days, student-led conferences, and Coffee with the Principal. In addition, there will be additional communication provided to families for on line resources. Hidden Valley will reach and support 75% of the families whose children are below grade level in reading as documented by sign in sheets and attendance documentation.
Back to School Night occurred in August. Teachers held virtual class meetings to explain the classroom, academics, policies and procedures. We didn't have as many parents attend as in the past with in person Back to School, however the parents were pleased with the information.
Parent/Teacher/Student conferences are occurring right now. They are a combination of in person and virtual in order to support our families' desires and needs.
The first Coffee with the Principal was in February due to Covid. Three families attended and we discussed covid protocol and school performance plan.
We have held Microsoft Teams learning sessions and one Envisions math.
Barriers- Many families have work schedules that don't allow for easy participation in our evening session or events.
Next Steps: We, the Family Involvement Team, will continue to meet to brainstorm ways to ensure we reach more families.

Curriculum, Instruction, Assessment

Progress
English Language Arts: The grade level PLC's plan lessons weekly based on the pacing guides and common assessment data gathered. This information provides accurate and detailed information regarding student learning, and how to proceed with necessary interventions.
The work samples shared during PLC's allow for reflection on effective instructional strategies and student misconceptions.
The grade levels plan and implement guided reading groups (K-3) and small reading/literature groups (4-5). Implementation of Benchmark for all grade levels K-5. Use of benchmark formative assessments and SBAC interim assessments to guide instruction and target interventions.
Targeted reading interventions - Leveled Literacy Intervention, Phonics First, Soar to Success, Early Success, Scholastic Short Reads, Benchmark Intervention Kit.
Math: All grade level PLC's plan lessons weekly based on the pacing guides and common assessment data gathered. PLC's have determined the Essential Standards as the centerpiece of instruction and assess continuously through common assessments. The assessments drive the instruction for intervention and enrichment for all students. This information provides accurate and detailed information regarding student learning, and how to proceed with necessary interventions. The grade levels plan and implement the curriculum

(Bridges and Envision) for all grade levels K-5. Use of common assessments and SBAC interim assessments guide instruction and target interventions.

interventions. Targeted math interventions occur through small group instruction using research based instructional strategies.

Barriers- The biggest barrier right now is analyzing the data from our distance learners and moving forward with appropriate supports and interventions. The data from School City assessments and common assessments aren't aligning with the data from MAP. Parent support at home may be impacting the scores at home compared to the students when they test at school.

Next Steps- We will continue to build our own capacity through our PLC work. We will focus on high yield strategies, and the use of formative assessment to guide instruction. We will continue school wide professional development on PLC-Learning by Doing on a monthly basis.

1. Did you meet the targets established after the Fall interim assessment?

X Yes	<input type="checkbox"/> No
<p>What if any adjustments will you make to your 2020-2021 School Performance Plan?</p> <p>The mid point review of the SPP was conducted. We are moving forward with the current goals, and we will be analyzing our</p>	<p>What adjustments will you make to your 2020-2021 School Performance Plan?</p>

2. What targets will you set for the spring benchmark based on this initial data?

ELA MAPS DATA and GOALS:

Grade level	Fall Data- %below the 40 th percentile	Goal for Winter Data- percentage below the 40 th percentile	Winter Data - %below the 40 th percentile	Goal for the Spring Data
Kindergarten	N/A	N/A	40%	30%
First	54%	45%	61%	51%
Second	63%	50%	49%	39%
Third	26%	20%	41%	31%
Fourth	35%	25%	49%	39%
Fifth	31%	25%	30%	20%

Adjustments made to work towards meeting the goal for the Spring Assessment:

- Changing intervention groups based on students' data and academic needs.
- Changing instructional strategies/researched based interventions.
- Adding time to the intervention blocks.
- Test prep and practice

MATH MAPS DATA and GOALS:

Grade level	Winter Data- %below the 40 th percentile	Goal for Spring Data
First	68%	58%
Second	50%	40%
Third	52%	42%
Fourth	64%	54%
Fifth	54%	44%