

# Hidden Valley Elementary School

## School Performance Plan: A Roadmap to Success

*Hidden Valley Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Amy Hicks

**School Website:** <https://www.washoeschools.net/hiddenvalley> click here to enter text.

**Email:** Amy.Hicks@washoeschools.net

**Phone:** (775)857-3150

**School Designations:** ☒ Title I ☐ CSI ☐ TSI ☒ TSI/ATSI

*Our SPP was last updated on October 10, 2022*

## School Continuous Improvement Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.*

Name	Role
Amy Hicks	<b>Principal(s)</b> <i>(required)</i>
Heather Johnson	<b>Other School Administrator(s)</b> <i>(required)</i>
Rachelle Carano	<b>Teacher(s)</b> <i>(required)</i>
Kathy Young	<b>Paraprofessional(s)</b> <i>(required)</i>
Katie Conway	<b>Parent(s)</b> <i>(required)</i>
Click here to enter text.	<b>Student(s)</b> <i>(required for secondary schools)</i>
Click here to enter text.	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Carolann Cavallo	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

## School Demographics and Performance Information

*In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [NSPF Report for HIDDEN VALLEY ELEMENTARY - Nevada Accountability Portal](#)*



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>Increased proficiency in ELA SBAC by 5%-improved from 43% to 48% proficiency</li> <li>Increased proficiency in Math SBAC by 7%- improved from 36% to 43% proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Science proficiency decreased by 7%- 17% to 10%</li> </ul>
<b>Problem Statement:</b> Based upon SBAC assessment in ELA, Math, and Science, we still have student not meeting proficiency. In Spring 2022, we had the following for proficiency: ELA 48%, Math 343%, Science 10%	
<b>Critical Root Causes of the Problem:</b> Students moving from in-person to distance learning and back to in-person. Student and staff exclusions created gaps in student learning. Rigorous Tier 1 Instruction is not always consistent. Some groups of students have lower expectations. Engagement Strategies and Differentiation are inconsistent across classrooms and grade-levels.	

Student Success	
<b>School Goal:</b> By June 2023, Hidden Valley ES will increase overall student performance in ELA and Math by 10 percentage points by the administration of the 2022-2023 SBAC test. ELA to increase to 58% and Math will increase to 53%.  <b>Formative Measures:</b> <ul style="list-style-type: none"> <li>MAP and School City</li> </ul>	<b>Aligned to Nevada's STIP Goal:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> STIP Goal 1</li> <li><input type="checkbox"/> STIP Goal 2</li> <li><input checked="" type="checkbox"/> STIP Goal 3</li> <li><input type="checkbox"/> STIP Goal 4</li> <li><input type="checkbox"/> STIP Goal 5</li> </ul>



**Improvement Strategy:** Dreambox (Math) to support students both higher and lower level students in the area of Math. Intervention substitute to support targeted groups in Tier 2 and 3 in MTSS/Read By Grade 3. Resources used: Leveled Literacy Intervention Kit, Benchmark Intervention kit, Phonics First, Wilson Reading Kit, RAZZ, Bridges Intervention

**Evidence Level:** Tier 3 - Promising Evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Students receive login information for Clever.
- Students complete at least 2 lessons a week in Dreambox, assigned by classroom teacher.
- Identify the students who are in the MTSS process and performing below the 40<sup>th</sup> percentile on MAP reading.
- Identify specific students needing support.
- Identify which teacher and which intervention will be assigned to a group of students.
- Continue to collect student data through common assessments and Aimsweb Plus.
- Determine next steps following common assessments and MAP data.

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Dreambox
- Pacing Guides
- Curriculum Guides
- Phonics First
- Leveled Literacy Intervention
- Benchmark Intervention Kit
- RAZZ
- Bridges Interventions

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- **Implementation Challenge: No consistent normed measure for grades k-5 Lack of personnel to support the various levels during intervention blocks.**
- **Potential Solution:** MAP Assessment to be possibly be purchased and more rigorous recruitment of personnel

**Lead:** *Who is responsible for implementing this strategy?*

Amy Hicks



**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSR Funding
- Title I
- General

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Students are learning a second language at the same time as they are learning content in English.
- *Support:* Ellevation and GLAD strategies, are implemented in math and ELA instruction to enhance comprehensibility of tier 1 content for multilingual learners. ELD Site Facilitator plans with classroom teachers with many EL students in order to incorporate language scaffolds that support students toward grade level mastery. Update during SPP Roadmap Development.

**Foster/Homeless:**

- *Challenge:* Lack of parent involvement, increase student absences, high transient rate
- *Support:* Communication between the counselor, teacher and administrative team. Provide additional resources and supports to the students' teams. Collaborative Teams will review student data to determine progress students are making towards grade level standards. Interventions such as Dreambox, RAZZ, etc. will be provided.

**Free and Reduced Lunch:**

- *Challenge:* lack of parent involvement. Students have limited access to internet at home and other resources at home.



- *Support:* Communication between the counselor, teacher and administrative team. Provide additional resources and supports to the students' teams. Interventions and MTSS used to support student learning.

**Migrant:**

- *Challenge:* n/a
- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* Hispanic population is not making adequate progress as compared to white and multiracial ethnic groups.
- *Support:* Continue to use an equity lens when planning instruction for all students. Measure formative data where discrepancies may become apparent.

**Students with IEPs:**

- *Challenge:* Students not making adequate progress toward grade level standards.
- *Support:* General Education teachers teach rigorous instructional strategies during Tier 1 and special education teachers teach small group instruction to support individualized goals

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• PLC communities</li> <li>• Data dives</li> <li>• Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Teams</li> </ul>
<p><b>Problem Statement:</b> The number/percentile of students performing above the 60<sup>th</sup> percentile, on MAPS, is far less than half – First 39.5%, Second 29%, Third 32%.</p>	
<p><b>Critical Root Causes of the Problem:</b>  The level of questioning, engagement, and differentiation strategies during Tier 1 instruction.  Students lack the knowledge and skills of how to prioritize learning and accept and make use of feedback to improve learning.  PLC planning and collaboration was impacted by classes being excluded and pacing being impacted by in person learning.</p>	



## Adult Learning Culture

**School Goal:** By Spring MAPS, grades K-3 will increase the percentage of students achieving 61st percentile and above by 10%. By May, each grade level will reduce the number of students who require targeted interventions through Read By Grade 3 (40th percentile and below) by 10%.

**Formative Measures:**

- MAP assessment and School City

**Aligned to Nevada's STIP Goal:**

- ☐ STIP Goal 1    ☐ STIP Goal 2  
☒ STIP Goal 3    ☐ STIP Goal 4  
☐ STIP Goal 5

**Improvement Strategy:** Learning Facilitator will conduct coaching cycles with teachers, modeling, and co teaching opportunities to support rigorous Tier 1 Instruction. English Language Development Site Facilitator provides monthly professional learning during monthly staff meeting. The Ellevation strategies focus on engagement and differentiation for all learners. Strategies used in all classrooms across all content areas throughout the month. Coaching cycles with teachers, modeling, and co teaching opportunities.

**Evidence Level:** Update after *Strategy Selection*.

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Teachers receive instructions on how to use the Ellevation Website.
- The English Language Development Site Facilitator (ELD) will present one strategy a month at the staff meeting.
- The ELD Site Facilitator will work with teachers on the implementation and differentiation of strategies during Tier 1 instruction.
- The ELD Site Facilitator will provide support through one of the following strategies: coaching cycles, modeling strategies or co-teaching opportunities
- Teachers meet to determine how the Learning Facilitator can best support their work through one of the following strategies in addition to the coaching: modeling engagement strategies, differentiation planning and modeling, co – teaching opportunities.
- 

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Ellevation website
- Time during PLC's, Specials block or prep time

**Lead:** *Who is responsible for implementing this strategy?*  
**Amy Hicks**



- Task sheets from the Ellevation website
- Pacing guides and curriculum guides
- Lesson plans
- Student Data
- 

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- **Implementation Challenge:** ELD Site Facilitator is assigned to our building three days a week. **Lack of time for coaching cycles.**
- **Potential Solution:** Collaborative Team time built into the schedule during library and computer prep time. Dedicated time.

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- ESSER, Title I, General

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- **Challenge:** Not all teachers are ELAD endorsed.
- **Support:** additional professional development training from our ELD facilitator and collaborative teams to discuss scaffolds and supports for our ELs

**Foster/Homeless:**

- **Challenge:** lack of parent involvement and attendance issues
- **Support:** Counselor provides individualized resources to students and their caregivers. Counselor, classroom teacher, and administrator maintain communication with caregivers

**Free and Reduced Lunch:**

- **Challenge:** Families face financial challenges which impacts student learning
- **Support:** Counselor provides opportunities for families, such as Operation School Bell

**Migrant:**





- *Challenge:* n/a
- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* Many students of minority ethnic groups are performing below the 40th percentile in MAPs
- *Support:* Ensure access to Tier 1 content and provide appropriate interventions to the students who need it.

**Students with IEPs:**

- *Challenge:* Many of the students with IEPs are performing below the 40th percentile in MAPs.
- *Support:* Special education teacher provides a research-based intervention to students with an IEP

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Severe Absenteeism was reduced from 4% to 2%</li> <li>• Attendance support improved with phone calls home and letters</li> <li>• Counselor connecting with families</li> <li>• ELD facilitator connecting with EL families</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism increased by 1%</li> <li>• More consistent attendance letters and notification to families</li> <li>• More communication from teachers to families directly</li> </ul>
<p><b>Problem Statement:</b> 2022-2023 Attendance Data showed 18% of our students are considered chronically absent and 2% of our students are considered severely absent.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• Inconsistencies with engagement strategies during Tier 1 instruction. PLC's had designated time for common planning and time to analyze data; however, with students and teachers being excluded, and the number of students participating in DL posed gaps in pacing. Difficult to access student understanding when students are at home. Variability in assessment results. 18% of our student population is chronically absent.</li> </ul>	

### Connectedness



<p><b>School Goal:</b> By June 2023, chronic absenteeism rate will be reduced by 8%, From 18% to 10%.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>• Attendance letters, phone calls home, Infinite Campus reporting</li></ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p>✓ <input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>
<p><b>Improvement Strategy:</b> Counselor and teacher will create incentive plans for individual students who are chronically absent. Counselor will provide outreach to parents by phone and attendance letters, when needed. Teachers and counselor will provide incentives for student attendance. Counselor will provide resources to families to support increasing student attendance.</p> <p><b>Evidence Level:</b> Tier 3 - Promising Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• Counselor and secretary will run weekly attendance reports.</li><li>• Counselor and secretary communicates with the office staff for attendance letters to be mailed.</li><li>• Weekly meeting/communication between counselor and principal to analyze attendance reports.</li><li>• Determine next steps for positive and other actions needed for student absenteeism.</li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• Attendance Reports from Infinite Campus</li><li>• Attendance Letters</li><li>• Time to meet for the counselor and principal</li></ul> <p><b>Challenges to Tackle:</b> <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none"><li>• <b>Implementation Challenge:</b> Covid exclusions Time it takes to communicate with the number of families that is currently required. Our lack of control over student attendance and contacting families.</li><li>• <b>Potential Solution:</b> Refined systems, reduced time for exclusions, Covid tracking eliminated</li></ul> <p><b>Funding:</b> <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i></p> <p><b>Amy Hicks</b></p>



- ESSER, Title I, General

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

**English Learners**

- *Challenge:* Some English learners are chronically absent from school
- *Support:* ELD Site Facilitator maintains communication with families to address any needs that the family may have. School secretary and counselor provide attendance letters to families in their native language about attendance concerns and expectations.

**Foster/Homeless:**

- *Challenge:* Foster and homeless students are transient
- *Support:* Transportation is provided to children in transition, and administration and counselor remain in communication with caregivers.

**Free and Reduced Lunch:**

- *Challenge:* Families face financial challenges
- *Support:* Providing 100% free breakfast and lunch. A before and after school program is available at a low cost.

**Migrant:**

- *Challenge:* n/a
- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* 26% of Hispanic students were chronically absent
- *Support:* Communication with families from ELD Site Facilitator, secretary, and counselor

**Students with IEPs:**

- *Challenge:* Students not making adequate progress due to attendance.
- *Support:* Communication with families from the school

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Ice Cream Social-Meet and Greet Back to School Night (8/23/22) Parent Cafe- Curriculum (8/31/22) Parent Café-Online Resources (9/28/22) Parent Café- Data and Conferences (10/19/22) Parent Conferences- (10/24-10/28) Husky Howl- (10/25/22)	8/12/202 2	<ul style="list-style-type: none"><li>• Parent engagement involvement</li><li>• Welcoming students and families to the start of the year</li><li>• Building positive relationships within our school community</li><li>• Routines procedures within classroom and School</li><li>• Title I budget review</li><li>• Knowledge of NVACS and curriculum</li><li>• </li></ul>

***School: Hidden Valley ES***

***AB 219 Corrective Action Plan:*** Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

***Data Reviewed:***

ACCESS Individual Scores for Growth (3-Year Comparative ACCESS reports provided by Dept. of ELD)

***Problem Statement:***

Students identified as English Learners are not making adequate growth on ACCESS as identified by NDE AGP growth expectations.

***Critical Root Causes:***

Need for additional or deeper understanding around language acquisition and the explicit teaching of academic language across all content areas.

***Goal:***

60% of ELs who have a Level 1 or 2 Composite Score on ACCESS will grow by 1 overall proficiency point

***Improvement Strategy:***

Implementation of language acquisition strategies through ELlevation (or GLAD).

***Action Steps:***

WIDA Overview PL on Language Acquisition

Training on ELlevation Platform from Dept. of ELD **or** GLAD refresher for previously trained staff and GLAD 5-day for new staff

Addition of language strategies from ELlevation or GLAD to PLC note taker

Learning Walks around ELlevation Strategies (or GLAD)

Coaching support around strategies