**Progress Update #2 – Hidden Valley Elementary**

Principal – Amy Hicks

**Professional Development**

**Progress for ELA and Math**

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.

Essential Standards planning and assessment for grades K-5 These standards have been determined, will be shared during vertical alignment in November, and addressed during PLC each week.

Guided Reading groups for intervention and enrichment.

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.

**Barriers-** The only barrier is the Distance Learning Days that occurred due to poor air quality. We have had missed instruction which caused a small delay in pacing. In addition, it has caused missed PLC time for grade levels to discuss data and plan instruction.

**Next Steps-** The Elevation professional development and a clear focus of tier 1 high quality instruction will be on Nov. 3, 2020.

**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. Marvin Moss 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 is coming in November.

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-** Missed instruction due to exclusions and distance learning days due to poor air quality have impacted our ability to stay on pace with our pacing guides and our ability to conduct consistent formative assessments.

**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.

1. Based on this data, list the adjustments (if any) you will be making to your action plan?

* No adjustments to our plan at this time. We will continue to collect data in order to determine if changes are needed after Winter assessments.

1. What targets will you set for the Winter benchmark based on this initial data?
   1. - We would like to see the percentages of students below the 40th percentile be reduced in the area of Reading.

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| * 1. Grade level | * 1. Fall Data- %below the 40th percentile | * 1. Goal for Winter Data- percentage below the 40th percentile |
| * 1. First | * 1. 54% | * 1. 45% |
| * 1. Second | * 1. 63% | * 1. 50% |
| * 1. Third | * 1. 26% | * 1. 20% |
| * 1. Fourth | * 1. 35% | * 1. 25% |
| * 1. Fifth | * 1. 31% | * 1. 25% |

* 1. Students will also be taking the Math MAPS during the Winter assessment window. Once the data is collected and analyzed, we will be able to make decisions about interventions and next steps.