

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:

- Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 41.1 % in June 2023 to 49% by June 2025. (Aligns to A2.04 and B3.03 and CMS Goal 1)
- Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 10.2% in September 2023 to 20.5% by June 2025. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- Percent of Kindergarten through fifth ML students meeting or exceeding their ACCESS goals will increase from 19% June 2023 to 25% who are expected to exit ML services to June 2025. Percent of third through fifth grade EC students scoring GLP on End of Year Assessment in Reading will increase from 5% June 2023 to 10% to June 2025 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- Percent of students who received out of school suspension will decrease from 28.7% June 2024 to 20 % to June 2025 (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- 100% of teachers will utilize the Hidden Valley Elementary Behavior Matrix to reinforce school wide expectations with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)
- 90% of teachers who are rated proficient or above in all 5 standards in the NCEES will be retained. (Aligns to C3.04 and CMS Guardrail 4)
- Percent of students scoring GLP (Grade Level Proficient) on Science end of grade assessments in grade 5 will increase from 43% in September 2023 to 55% by June 2025.
- Percent of students scoring GLP (Grade Level Proficient) on Math end of grade assessments in grades 3- 5 will increase from 31.3% in September 2023 to 55% by June 2025.



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<p><i>Initial Assessment:</i></p>			<p>Our preliminary achievement data for the 23-24 school year is as follows:</p> <p>3 Math: 38.1 (-16.6) 4 Math: 26.1 (-19.6) 5 Math: 25.4 (-28.7) Math Composite: 30.4 (-21.1) 3 ELA: 19.1 (+0.3) 4 ELA: 18 (-19) 5 ELA: 22 (+2.8) Composite ELA: 19.7 (-5.2) 5 Science: 40.3 (-11.4)</p> <p>Successes in the 2023-2024 school year included targeted walkthroughs that addressed needs in the moment. The leadership team adjusted the walkthrough and the rubric throughout the year to match the focus area of the time. Elected SLT team members meet monthly to review school performance data, address performance concerns and to plan for future school development. In addition, the school instructional leadership team will meet bi-weekly to review action steps, school data, and performance concerns.</p> <p>Challenges include continued staffing vacancies as well as staff absences that prevented the PLC meetings from being as effective as possible.</p> <p>Opportunities to address these challenges in the 24-25 school year include recruitment and retention efforts. The leadership team has set a goal to be fully staffed and conducting weekly or bi-weekly walkthroughs for all staff members.</p>	<p>Limited Development 08/09/2024</p>		

<p>How it will look when fully met:</p>	<p>Monthly meetings with agendas, meeting minutes, and artifacts will show that the Instructional Leadership teams are addressing the major concerns of academic growth. Admin team will attend each leadership meeting with fidelity and ensure the time is focused and on topic.</p> <p>The ILT will include members of the admin team as well as multi classroom leaders. ILT meetings will be scheduled once a week to conduct scheduled classroom visits to provide appropriate feedback. The team will also look at data points including formative assessments and student progress monitoring. This will ensure students are showing growth and working towards mastery.</p> <p>The instructional leadership team met once a week to review teacher feedback and next steps.</p> <p>At the start of the 24-25 school year, the ILT met weekly to discuss data and PLCs. After reviewing MOY data and having several vacancies, all MCLs were put in the classroom. This impacted the entire ILT from meeting weekly.</p>		<p>Craig Higgins</p>	<p>06/01/2026</p>
<p>Actions</p>		<p>2 of 5 (40%)</p>		
<p>8/9/24</p>	<p>The Instructional Leadership Team will visit classrooms once a week to provide feedback and coaching using the Get Better Faster model. (Align to Goal 1, Goal 2, & Guardrail 1)</p>	<p>Complete 05/28/2025</p>	<p>Valerie Reyes</p>	<p>06/01/2025</p>
<p><i>Notes:</i> The instructional leadership team met once a week to review teacher feedback and next steps.</p>				

9/11/24	<p>The Instructional Leadership Team will meet once a week for a data analysis using the district data protocol to review MVPA, DIBELS, iReady, and other district formative assessments. The team will identify trends to determine next steps for coaching, PD opportunities, and implications for planning and practicing. (Aligns with Goal 1, Goal 2, Guardrail 1)</p> <p>We will utilize Title I Budget dollars for: \$36,500 plus benefits for two MCL differentials \$20,250 plus benefits for one IET1 and four EIT2 differentials The purpose for these positions are to carryout the action line above</p>	Complete 05/29/2025	Craig Higgins	06/01/2025
<p><i>Notes:</i></p> <p>Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 41.1 % in June 2023 to 49% by June 2025. Aligns to A2.04 and B3.03 and CMS Goal 1</p> <p>Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 10.2% in September 2023 to 20.5% by June 2025. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>At the start of the 24-25 school year, the ILT met weekly to discuss data and PLCs. After reviewing MOY data and having several vacancies, all MCLs were put in the classroom. This impacted the entire ILT from meeting weekly.</p>				
9/23/25	The Instructional Leadership Team will visit classrooms once a week to provide feedback and coaching using the Get Better Faster model.		Craig Higgins	10/31/2025
<p><i>Notes:</i></p>				
9/23/25	The Instructional Leadership Team will meet once a week for a data analysis using the district data protocol to review MVPA, DIBELS, iReady, and other district formative assessments. The team will identify trends to determine next steps for coaching, PD opportunities, and implications for planning and practicing.		Akia Jackson	10/31/2025
<p><i>Notes:</i></p>				
9/23/25	The principal will establish a weekly ILT meeting that include CAW, benchmark data analysis and real time feedback with practice clinics. In turn, this practice will improve both teacher and student outcomes, school culture, and teacher retention.		Erin Barksdale Coles	10/31/2025
<p><i>Notes:</i></p>				

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our SIP Goals that align to this indicator are:</p> <ul style="list-style-type: none"> 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. We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. We will increase our Students with Disabilities subgroup performance grade from a F to a D or higher in 2023-24. <p>At this time, preliminary EVAAS data is not available yet from the state. In the fall, when EVAAS data is released, we will look to examine individual teacher and student data in order to identify specific areas of successes and opportunities to improve on for next year. Additionally, we do not yet know our SWD subgroup performance grade.</p> <p>Based on preliminary data for the 23-24 EOG data 19.1% of 3rd Grade students were proficient in ELA. This is a .3 increase from the last two years. Our Black and Hispanic 3rd grade students tested 8% CCR. This is a 1.1 increase from last year.</p> <p>Our preliminary achievement data for the 23-24 school year is as follows:</p> <ul style="list-style-type: none"> 3 Math: 38.1 (-16.6) 4 Math: 26.1 (-19.6) 5 Math: 25.4 (-28.7) Math Composite: 30.4 (-21.1) 3 ELA: 19.1 (+0.3) 4 ELA: 18 (-19) 5 ELA: 22 (+2.8) Composite ELA: 19.7 (-5.2) 5 Science: 40.3 (-11.4) <p>Coaching and teacher support was a success for us this year. Hidden Valley has 1 TLP position, an MCL. Additionally, there are 2 facilitators.</p>	Limited Development 09/15/2023		

51% of staff used precise directions in Q1. 72% of staff used precise directions in Q3. 12.5% of staff used positive narration in Q1. 30% of staff used positive narration in Q3. Instructional coaches coached teachers weekly, biweekly, or monthly, based on walkthrough data. Because of this there was an increase in precise directions and positive narration. This positively impacted classroom management and student engagement, which then allowed coaches to provide coaching on pedagogy.

It has been a challenge to provide coaching, facilitate PLCs and complete other tasks with the amount of beginning teachers.

Opportunities include utilizing Title I funds for more TLP positions. There will be 5 MCLs fully outside of the classroom for the 24-25 school year. There will also be an MCL SE position supporting the Kindergarten team. Additionally, we will be hiring for EIT positions. This will allow HVES to retain and hire more effective educators which will positively impact our student growth and achievement.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

How it will look when fully met:

This indicator will be fully met when we have aligned resource allocation (money, time, human resources) within our school's instructional priorities. Funding will reflect our focus on standards-aligned instruction and targeted small-group instruction. Materials will be strategically purchased with clear intent for use in mind. MCLs will support small group instruction and will advocate for the needs of their teams in terms of resource allocation.

ATSI funding was not utilized and will be strategically utilized in the future.

Erin Barksdale Coles

06/01/2026

Actions

2 of 5 (40%)

9/11/24

Our Title I funds have been allocated to provide additional allotments that will support student achievement in Math, Reading, and Science across all grade level bands. The funds also support additional staff to reinforce behavior expectations and social emotional learning. (Align to Goal 1 & 2, Guardrail 3)

Complete 05/28/2025

Valerie Reyes

06/01/2025

Notes: All Title I funds were used for instructional resources that supported both reading and math as well as hiring additional Teacher Leader Pathways, including EIT and MCL leaders. Funding was also used for teacher coaching and professional development.

ATSI funding was not utilized and will be strategically utilized in the future.

6/23/25 Completed ATSI School Annual Resource Allocation Self-Assessment **Complete 06/13/2025** Valerie Reyes 06/13/2025

Notes: https://docs.google.com/document/d/1LMiNgK_WOqfpYySaLpNj9kyr-I_FrrMu4b-Lx2hdSb8/edit?usp=sharing

9/23/25 Our Title I funds have been allocated to provide additional allotments including extended learning opportunities that will support student achievement in Math, Reading, and Science across all grade level bands. The funds also support additional staff to reinforce behavior expectations and social emotional learning. (Align to Goal 1 & 2, Guardrail 3) Erin Barksdale Coles 10/31/2025

Notes:

9/23/25 By the end of semester the school will utilize 100% of its ATSI funding, \$5500 to implement a before and after school tutoring program that supports EC students and their specific goals. In turn, Hidden Valley will be removed from the ATSI state designation. Erin Barksdale Coles 10/31/2025

Notes:

9/23/25 Additional resources will be allocated to provide daily math tutoring for all 4th grade students. Tutoring will be on grade level and provide a double dose of math instruction. Erin Barksdale Coles 10/31/2035

Notes:

Implementation: 05/29/2025

Evidence 5/28/2025 - According to our 2024-25 Title I School Budget, we purchased EIT and MCL personnel, as well as resources that support student growth in both reading and math.

Experience 5/28/2025 -All Title I funds were used for instructional resources as well as for hiring additional Teacher Leader Pathways, including EIT and MCL staff.

Sustainability 5/28/2025 - We will continue to utilize Title I funds for Teacher Leader Pathway opportunities. We will also use funds for instructional material, teacher planning opportunities, and professional development.

Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
	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

Initial Assessment:

The school and staff will be working to update our master schedule and service delivery models to ensure we are meeting the needs of all student IEPs, LIEPs, and TD plans. Additionally, we are utilizing the district's Standard Treatment Protocol when providing supplemental and intensive interventions.

In terms of our MTSS leadership team, we are currently working to identify new processes and procedures to support staff as they meet and plan intentional, data driven instruction.

We are currently developing a MTSS framework that will outline roles and responsibilities, monitoring dates and targets within our meeting dates, which is aligned to FAM-S line item 3. We have implemented a tracking form and are currently working to use fidelity with the implementation of interventions and tracking data. We still need to create systems and processes that ensure fidelity for all Tiers of the MTSS process.

Successes for the 2023-24 school year include the MTSS leadership team being established and meetings taking place monthly. Meetings were focused on the academic data in Branching Minds and behavior data in Educators Handbook. Students identified as Tier 2 or Tier 3 received interventions. PD was provided for targeted small group instruction and school wide instructional strategies in math and reading.

Challenges include the fidelity of the interventions and progress monitoring. Teacher assists provide the majority of interventions. They were often pulled for teacher coverage, which interrupts the fidelity of the interventions. Teachers should be progress monitoring weekly or biweekly. It took some time for teachers to do this with fidelity.

Opportunities for the 24-25 school year include all teachers and instructional leaders to be trained on implementing interventions and how to monitor progress. We will move from compliance to intentionality when planning interventions. Small group instruction will continue to take place. PLC data meetings will take place weekly to plan for intentional small group plans according to weekly data/data collected from aggressive monitoring. Additionally, behavior and attendance interventions will be tracked for fidelity.

Limited Development
08/09/2024

How it will look when fully met:

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school year.

Teachers implementing core curriculum with integrity based on student data points and walkthrough aligned.

Diverse use of best practices and strategies that address different learning styles and needs according to standard treatment protocol.

Established MTSS team, structures, and processes to ensure interventions are being followed with fidelity.

Collaboration across general education and support staff will be research based best practices as directed by each department. (EC, TD, EL, counselors, etc.)

Focus is on the quality of instruction rather than student deficits

Tiered instruction is being provided for academics and behavioral needs.

Data-driven instruction and decision-making will be completed every sixth day during two-hour planning. The data analysis will be used to drive small-group instruction. MVPA, i-ready, Dibels, and progress monitoring data will be used during these meetings.

Students were identified three times per year based on i-Ready data. Students were then prioritized based on their percentile. Those with the most significant needs were pulled weekly to address skill deficits and were provided with targeted skill interventions using Orton Gillingham and Dreambox. Those who continued to make inadequate progress toward their long or short term goals were referred the EC team for further evaluation. Students with less significant skill gaps were supported in the classroom utilizing the same targeted interventions with less frequency.

Students who are currently in the EC program are continuously progress monitored on their progress toward their IEP goals using district approved curriculum such as number worlds, s.p.i.r.e., nehaus, and orton gillingham. Students are also supported in their general education setting though the use of classroom accommodations and modifications. Students are making consistent progress toward their academic goals through the use of these strategies in teacher notes but struggle to show this progress on self directed assessments such as i-ready making for inconsistent data.

Craig Higgins

06/01/2026

The expectation was for teachers to use data trackers to collect both formal and informal data and then share out and collaborate during the sixth day planning. However, this was not done consistently. Not all teachers used their data trackers and was not able to discuss student progress during data meetings.

MCL's worked with classroom teachers to identify students based on both MVPA, iReady, and classroom assessments. This provided reteach opportunities for students just below grade level in both reading and math. However, this was not done consistently due to teacher and MCL retention.

Actions

6 of 9 (67%)

8/9/24 Grade level data trackers as well as Mastery Connect platform will be utilized during data meetings for action planning. (aligned to Align to FAM-S line item 3)

Complete 05/29/2025

Craig Higgins

02/28/2025

Notes: Teachers continue to update their data trackers based off of benchmark and formal assessments. Teachers are now working on gathering assertive monitoring data to help drive small group instruction. Data is reviewed every six days for all grade level PLC's.

https://docs.google.com/spreadsheets/d/1r8KrMyq5F5LFo2A6syzNEmVsR3_h8uJppztRIK0gC8M/edit?gid=1601063957#gid=1601063957

https://docs.google.com/document/d/11j3a_1H_rElJgQhUtbY1bvK79b2YAw2Ns4_9kRswlYg/edit?tab=t.0

The expectation was for teachers to use data trackers to collect both formal and informal data and then share out and collaborate during the sixth day planning. However, this was not done consistently. Not all teachers used their data trackers and was not able to discuss student progress during data meetings.

8/9/24 ML teachers will engage students by utilizing PACE Tool kit and other district resources that will support data analysis around ACCESS data to determine strengths and areas of need. (Align to Goal 1, Goal 2, and Guardrail 1)

Complete 05/29/2025

Valerie Reyes

06/01/2025

Notes: HVE ML team consistently used PACE resources to appropriately support ML students based on their level. The team supported classroom teachers with utilizing this resource during PLC and professional development.

9/11/24	Within the 2024-25 school year, our TSI -LP school will implement the following evidenced-based intervention including Orton Gillingham, EL skills, and iReady to increase overall student performance for our high needs ML population as well as K-5 Reading. (Align to Goal 1, Goal 2, and Guardrail 1)	Complete 05/29/2025	Valerie Reyes	06/01/2025
	<p><i>Notes:</i> Students were identified three times per year based on i-Ready data. Students were then prioritized based on their percentile. Those with the most significant needs were pulled weekly to address skill deficits and were provided with targeted skill interventions using Orton Gillingham and Dreambox. Those who continued to make inadequate progress toward their long or short term goals were referred the EC team for further evaluation. Students with less significant skill gaps were supported in the classroom utilizing the same targeted interventions with less frequency.</p> <p>Students who are currently in the EC program are continuously progress monitored on their progress toward their IEP goals using district approved curriculum such as number worlds, s.p.i.r.e., nehaus, and orton gillingham. Students are also supported in their general education setting though the use of classroom accommodations and modifications. Students are making consistent progress toward their academic goals through the use of these strategies in teacher notes but struggle to show this progress on self directed assessments such as i-ready making for inconsistent data.</p>			
12/20/24	The multi classroom leaders will analyze student performance data and pull intentional small groups based on student needs. Students will be pulled across all grade levels and content areas.	Complete 05/29/2025	Valerie Reyes	06/01/2025
	<p><i>Notes:</i> MCL's worked with classroom teachers to identify students based on both MVPA, iReady, and classroom assessments. This provided reteach opportunities for students just below grade level in both reading and math. However, this was not done consistently due to teacher and MCL retention.</p>			
3/7/25	The Title I Budget will be used for: Six classroom rugs were purchased from Brame vendor for the cost of \$2,770.08. This will be used to provide a safe place for students to report during small group instruction. Students can use this location to work on tiered level instruction. (Align to Goal 1, Goal 2)	Complete 05/29/2025	Valerie Reyes	06/01/2025
	<p><i>Notes:</i> Title I funds were used to purchase classroom rugs to help support small group instruction.</p>			
6/23/25	Completed ATSI School Annual Resource Allocation Self-Assessment	Complete 06/13/2025	Valerie Reyes	06/13/2025
	<p><i>Notes:</i> https://docs.google.com/document/d/1LMiNgK_WOqfpYySaLpNj9kyr-I_FrrMu4b-Lx2hdSb8/edit?usp=sharing</p>			

9/23/25	Grade level data trackers as well as Mastery Connect platform will be utilized during data meetings for action planning.		Keauna Carlton	10/31/2025
<i>Notes:</i>				
9/23/25	The multi classroom leaders will analyze student performance data and pull intentional small groups based on student needs. Students will be pulled across all grade levels and content areas.		Shonja Alexander	10/31/2025
<i>Notes:</i>				
9/23/25	All teachers will be able to pull effective small groups using both daily exit tickets, and academic monitoring. Small groups will have their own specific learning target for each small group. Teachers will have the the directions in front of the class that outlines each station and the work that all students should be completing.		Denisha McCluney	10/31/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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:

Based on preliminary data for the 23-24 EOG data 19.1% of 3rd Grade students were proficient in ELA. This is a .3 increase from the last two years. Our Black and Hispanic 3rd grade students tested 8% CCR. This is a 1.1 increase from last year. Student stamina is also a success. Students built stamina with the use of the SQR strategy.

We will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority.

In terms of PLCs and planning, we are currently working to identify new processes and procedures to support staff with unpacking standards, data driven instruction, and student engagement.

Some of the challenges we face include students showing mastery of skills in isolation, but they struggle to do so with a longer, cumulative assessment. Staffing was also a challenge. One 3rd grade ELA teacher started the school year without a teacher, had a teacher leave in October, and did not get a stable teacher until February.

Opportunities include teachers receiving professional development on how to stamp the learning. This will solidify the teaching point and ensure students are able to apply the same strategies when working independently. We also have more opportunities to be strategic about our daily checks for understanding and ensure they are fully aligned to the rigor of the standard. These checks for understanding will be tracked from the start of the school year and drive small group instruction.

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

Subs for extended planning

PD or resources including positions related to instruction and curriculum implementation

extended employment for curriculum implementation and optimizing daily learning opportunities

Funds were used to hire a coaching consultant to support teachers with curriculum alignment, best practices, and classroom management.

Limited Development
08/09/2024

How it will look when fully met:

Teachers will utilize the district adopted curriculums to provide high engaging and high leverage lessons to challenge students to achieve at levels at or above grade level in all subjects. Student assessment results will be aligned and indicate that students are mastering content and standards. Ongoing professional development will provide opportunities to refine practice, to increase levels of differentiation, and to support each student's individual growth. The Instructional Leadership Team of the school will utilize the Core Action Walk-through as an effective tool to monitor effectiveness of instructional practice which aligns with FAM-S line item 29.

This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:

Implementation of district curricula with integrity

Evidence of the Core Actions

Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach

Collaborative PLCs with lessons and strategies being modeled regularly

Differentiation and scaffolds planned intentionally

Common vocabulary and academic language being used

Discussion around standard-alignment and what mastery looks like

Student growth and achievement data should be increasing for all subgroups without gaps

The ILT set expectations around the ideal lesson. Each PLC created know/show charts to unpack standards. The team looked for alignment to the standard in curriculum lessons during PLC.

MCLs facilitated data analysis every 6 days at the start of the school year. This practice was not continued with fidelity as MCLs were placed in vacant classes.

Title I funds were used for a coaching consultant, field trips, instructional supplies, instructional equipment, paper, book bins. and extended employment.

Erin Barksdale Coles

06/01/2026

Actions	3 of 8 (38%)		
<p>8/9/24 The Instructional Leadership Team will facilitate intentional unpacking of standards by incorporating Ideal Lesson protocol to ensure alignment with the new standards and curriculum during PLC. (Align to goals 1, 2, and FAM-S Line item 29)</p> <p>The Title I Budget will be used for: 0.5 Classroom teacher for \$26,711.76 plus benefits to complete a full teacher position that will in turn lower classroom size and increase student proficiency and CCR.</p>	Complete 05/29/2025	Valerie Reyes	06/01/2025
<p><i>Notes:</i> Teachers continue to unpack standards during PLC as well as ensures their learning target is aligned to grade level standard using the Unpacking Standard Protocol. In addition, the ILT team uses the Ideal Lesson Protocol to ensure teachers are internalizing lesson, breaking down the learning target for students, and teacher alignment. Teachers use the Ideal Lesson to use as a guide on what to do before, during, and after each lesson.</p> <p>Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 41.1 % in June 2023 to 49% by June 2025. Aligns to A2.04 and B3.03 and CMS Goal 1</p> <p>https://docs.google.com/document/d/1VLUUuGduaCtzmluQRI8k0_TE2u5xy5NhW4-hnWQdPxY/edit?usp=sharing</p> <p>https://docs.google.com/document/d/145z7LfKuzfhyLByMmLLPPBZLtHVB-Ph-hnm4Zvqtj8l/edit?usp=sharing</p> <p>Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 41.1 % in June 2023 to 49% by June 2025. Aligns to A2.04 and B3.03 and CMS Goal 1</p> <p>Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 10.2% in September 2023 to 20.5% by June 2025. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>The ILT set expectations around the ideal lesson. Each PLC created know/show charts to unpack standards. The team looked for alignment to the standard in curriculum lessons during PLC.</p>			

9/10/24	MCL will facilitate data analysis every six days, according to the master calendar utilizing data from DIBELS, All block, MVPA, and EOG's in order to support development of intentional small group instruction. (Align to FAM-S Line item 29)	Complete 05/29/2025	Valerie Reyes	06/01/2025
<p><i>Notes:</i> MCLs facilitated data analysis every 6 days at the start of the school year. This practice was not continued with fidelity as MCLs were placed in vacant classes.</p>				
1/28/25	<p>The school will use Title I Budget dollars for \$89,481.87 for instructional materials for the following</p> <ul style="list-style-type: none"> \$28,000 for workshop expenses \$7,5000 for standard aligned field trips to provide enrichment experiences \$7,178.94 for consumable and instructional supplies \$20,000 for furniture and equipment (vendors and purpose TBD) \$305.93 for cases of white paper (AIJ Warehouse-CMS) \$3,141.89 for daily instructional material and supplies to support student learning (Office Depot) \$20,000 Title I funds will be used for summer extended employment for teachers to unpack standards, pacing, and instructional materials. \$3,355.00 Title I funds will be used to purchase book bins (Lakeshore vender) and supplies to help support teachers with small group instruction. 	Complete 05/29/2025	Valerie Reyes	06/01/2025
<p><i>Notes:</i> Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 41.1 % in June 2023 to 49% by June 2025. Aligns to A2.04 and B3.03 and CMS Goal 1</p> <p>Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 10.2% in September 2023 to 20.5% by June 2025. (Aligns to A2.04 and B3.03 and CMS Goal 2)</p> <p>Title I funds were used for a coaching consultant, field trips, instructional supplies, instructional equipment, paper, book bins. and extended employment.</p>				
9/23/25	In the BOY, the Instructional Leadership Team will implement strategies from the highly Effective Practices for Planning. Strategies include ensuring alignment with the new standards and curriculum, intentionally unpack standards, analyze assessments, develop a plan for student mastery, scripting key parts of a lesson, practice and rehearse, and align support with next steps.		Craig Higgins	10/31/2025

<i>Notes:</i>				
9/23/25	The instructional leadership team will facilitate data analysis BOY according to the master calendar utilizing data from DIBELS, All block, BOY MVPA, BOY iReady and last school years EOG's in order to support development of intentional small group instruction.		Keauna Carlton	10/31/2025
<i>Notes:</i>				
9/23/25	The ILT will model and support teachers in having their daily learning objective posted on their white board. The Daily learning target will be written in a "I can" statement that includes the NC Standard that is aligned to the lesson.		Keauna Carlton	10/31/2025
<i>Notes:</i>				
9/23/25	A Teacher Clinic will be implemented at Hidden Valley Elementary to support teachers through modeling and practicing best practices which will in turn increase student achievement.		Aaron Kean	10/31/2025
<i>Notes:</i>				
9/24/25	Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)		Erin Barksdale Coles	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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Initial Assessment:

In terms of our Student Services PLC, we are currently working to identify new processes and procedures to support all staff and students.

We have utilized community partnerships with several partners such as Myers Park United Methodist and Charity League to provide student necessities (uniforms, food items, medical supplies, mentoring etc.).

We have a Student Services PLC in place that is behavioral-focused to ensure students remain in classroom. Both teachers and BMT will conduct restorative conversations, redirection, and positive narration to best support students. We have currently utilized a tiered approach to behavior and utilizing a caring schools curriculum to enhance student social/emotional health.

Successes for the 2023-24 school year include students receiving 3,6, and 10 day absence letters. Social workers and counselors conducted home visits to get families engaged to create plans to increase student attendance. The MTSS team met to discuss the implementation of interventions, which aligned to the Standard Treatment Protocol.

Challenges that we faced are that many of our students deal with outside factors that impact their behavior and achievement. Also, according to Branching Minds, 495 students are tier 2 or 3 for reading and 439 students are tier 2 or 3 for math. This makes it difficult to reach all children that need an intervention. Another challenge was the lack of intentionality with our behavior interventions. Proper documentation in PowerSchool was a challenge and has skewed our data.

Opportunities for the 2024-25 school year include reviewing attendance data consistently. An attendance committee will work to reach out to families. We will be more intentional with behavior interventions we provide to our students and ensure those plans are created in Branching Minds and monitored accordingly. Incidents will be logged with fidelity in PowerSchool.

Limited Development
08/09/2024

<p>How it will look when fully met:</p>	<p>When fully implemented, 85% of all students will be in attendance each day. 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 led by our student services team.</p> <p>Additionally the school will provide for:</p> <p>All students will follow school wide expectations as laid out in our core behavior matrix per FAM-S lien item 30.</p> <p>SEL curriculum will be provided that best meets the needs of our current students as recommended in FAM-S line item 30</p> <p>Established MTSS structures and processes</p> <p>Collaboration across general education and support staff (EC, TD, EL, counselors, etc.)</p> <p>A safe and welcoming environment is provided for all students</p> <p>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 lessons will occur regularly with a focus on positive peer interactions.</p> <p>Morning meetings continue to be an area of need. Next school year HVES will be a Capturing Kids Heart school. This will support this area.</p> <p>Groups for counselors and BMTs need to be more strategic and tied to data. These groups need to be tracked with fidelity and inputted in Branching Minds as interventions.</p> <p>Social workers have no tracked or addressed chronic absenteeism with fidelity.</p>		<p>Craig Higgins</p>	<p>06/01/2026</p>
<p>Actions</p>		<p>3 of 7 (43%)</p>		
	<p>8/9/24 Teachers will hold regular morning meetings that will teach replacement behaviors. The discussions will be focused on current behavior and social needs of students . (Align to Guardrail 2, Guardrail 3, FAM-S 30 & 31)</p>	<p>Complete 05/29/2025</p>	<p>Craig Higgins</p>	<p>06/01/2025</p>

Notes: Teachers continue to hold morning meetings/restorative circles on a weekly basis. This will help with addressing classroom behavior and resetting classroom expectations. In addition, our school counselors push into classrooms to provide monthly guidance lesson depending behavior or district required lessons.

<https://docs.google.com/spreadsheets/d/1ZOrlDelqhdCyV-8Eum8cr6WBtAx5r45lhh15A6lx0S8/edit?gid=0#gid=0>

This continues to be an area of need. Next school year HVES will be a Capturing Kids Heart school. This will support this area.

8/9/24 School counselors and BMT's will provide small group, SEL lessons to students who need additional support with either behavior or social skills. (Align to Guardrail 2 and Guardrail 3)

Title I Budget dollars will be used for:
Two BMT positions for \$71,585.03 plus benefits
In order to improve the action line above (decrease suspensions, referrals in ED Handbook)

Complete 05/29/2025

Craig Higgins

06/01/2025

Notes: Percent of students who received out of school suspension will decrease from 28.7% June 2024 to 20 % to June 2025 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Groups for counselors and BMTs need to be more strategic and tied to data. These groups need to be tracked with fidelity and inputted in Branching Minds as interventions.

9/10/24 Chronic student absenteeism will be addressed and families will be supported as outlined in our school attendance program. (Align to Guardrail 3)

Complete 05/29/2025

Craig Higgins

06/01/2025

Notes: Social workers have no tracked or addressed chronic absenteeism with fidelity.

9/23/25 All Teachers will have created and implemented social contracts that are aligned with Capturing Kids Heart within their classroom.

Corey Gaines

10/31/2025

Notes:

9/23/25 One hundred percent of classroom teachers will implement the Eagle Daily Affirmation in their morning meeting. Ensuring students at HVE are strong, brave, courageous, confident, and not afraid to try new things.

Corey Gaines

10/31/2025

Notes:

9/24/25	Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Craig Higgins	06/10/2026
<i>Notes:</i>				
9/24/25	Provide a positive school climate, under CMS regulation JICK-R, by promoting a sage learning environment free of bullying and harassing behaviors. (aligns to A4.06)		Akia Jackson	06/10/2026
<i>Notes:</i>				