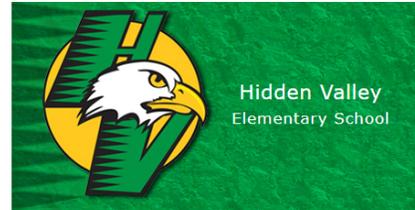


2021-2022 State of the School Report

HIDDEN VALLEY ELEMENTARY



Principal Name

Daniel Gray

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	16.8	25.7	13.2		6.5	<5
	CCR	10.7	17.1	7.7		<5	<5
Grade 4	GLP	16.1	15.1	17.3		11.1	<5
	CCR	5.8	5.7	6.7		<5	<5
Grade 5	GLP	15.3	18.6	12.8		<5	<5
	CCR	7.3	11.6	5.1		<5	<5
School	GLP	16.1	19.1	14.3		7.4	<5
	CCR	7.9	10.7	6.6		<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
------	-----	-------	----------	-------	------------------	---------------

							Disabilities
Grade 3	GLP	33.3	30.3	35.3		32.4	9.1
	CCR	16.3	9.1	18.8		14.1	9.1
Grade 4	GLP	24.5	13.0	31.6		28.1	6.7
	CCR	11.5	7.4	14.5		12.5	<5
Grade 5	GLP	24.4	20.9	26.0		16.0	10.0
	CCR	13.0	11.6	14.3		8.0	<5
School	GLP	27.3	20.0	31.1		26.5	8.3
	CCR	13.5	9.2	16.0		11.9	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	19.4	20.9	19.2		14.0	<5
	CCR	9.7	14.0	7.7		<5	<5

EOG School Composite 2020-21	21.3
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, all students will score well enough to increase the School Composite at the proficient level in Reading by 26 percentage points (III/IV/V – 16.1% to 42.2%) and exceed EVAAS growth as measured by the NC End-of-Grade assessments and increase the percentage of EC students scoring at the proficient level by 15 percent (levels III/IV/V – from 0.0% to 4.5%) and exceed EVAAS growth in reading as defined by ESSA Yearly Measures of

Interim Progress (A2.04, A4.01, A4.16, C2.01, B1.03, B1.01).

By June 2022, all students will score well enough to increase the Math School Composite at the proficient level by 29 percentage points (III/IV/V –27.3% to 56.5%) by and exceed EVAAS growth as measured by the NC End-of-Grade assessments and increase the percentage of EC students scoring at the proficient level by 15 percent (levels III/IV/V - from 7.3% to 12.8%) and exceed EVAAS growth in reading as defined by ESSA Yearly Measures of Interim Progress (A2.04, A4.01, A4.16, C2.01, B1.03, B1.01).

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%.

III. CHIEF CHALLENGES

- Covid-19 effects: Many students are still being required to quarantine which increases student absences. Also, being able to provide adequate social emotional support for students as we continue to navigate the effects of the pandemic can be challenging. Student lost learning continues to be a major factor despite efforts to accelerate learning through EL and Envisions.
- Navigating the language barriers that prevent more than half of our students from accessing instruction in a meaningful way. We currently have 466 of 903 enrolled students (51.6%) of our students identified as English Language Learners and 5 ELL teachers to support those students. Many of our students are new to the country within the last 2-3 years.
- Number of Interventions needed and a wider array of MTSS interventions to support growth is needed.

IV. PLANS FOR THE YEAR: SIP ACTIONS

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. Tiered instruction based on student data will be utilized throughout all grade levels to support student growth. Students will be provided with opportunities to reassess to show mastery learning of standards based instruction. Teaching and reteaching will be provided based on mastery of learning and student data outcomes. Student progress will be appropriately tracked through the MTSS framework, by the MTSS

Leadership Team on a monthly basis. Students who are not making significant progress that will allow them to bridge the gap in instruction will then be referred to the next tier in the framework.