

# School Improvement Plan



**2015-2016**

**2014-2015 *through* 2015-2016**

*School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.*

<b>Draft Due: September 28, 2015</b>	<b>Final Copy Due: October 24, 2015</b>
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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### {Hidden Valley ES} Contact Information

<b>School:</b>	Hidden Valley Elementary	<b>Courier Number:</b>	412
<b>Address:</b>	5100 Snow White Lane Charlotte NC 28213	<b>Phone Number:</b>	980-343-6810
		<b>Fax Number:</b>	980-343-6798
<b>Learning Community</b>	NE Vance	<b>School Website:</b>	<a href="http://schools.cms.k12.nc.us/hiddenvalleyES/Pages/Default.aspx">http://schools.cms.k12.nc.us/hiddenvalleyES/Pages/Default.aspx</a>

<b>Principal:</b>	Mr. Michael Lungarini
<b>Learning Community Superintendent:</b>	Mr. John Wall

### {Hidden Valley ES} School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Name	Email Address	Date Elected
Principal	Michael Lungarini	Michaelj.lungarini@cms.k12.nc.us	8/26/2015
Assistant Principal Representative	Scott Brynildsen	Scott.brynildsen@cms.k12.nc.us	8/26/2015
Teacher Representative	Liliet Council	Liliet.council@cms.k12.nc.us	8/26/2015
Teacher Representative	Kristina Rosato	Kristinam.rosato@cms.k12.nc.us	8/26/2015
Teacher Representative	Tonya Allison	Tonya.allison@cms.k12.nc.us	8/26/2015
Teacher Representative	Elizabeth McAdam	Elizabethm.mcadam@cms.k12.nc.us	8/26/2015
Teacher Representative	Scott Shakeshaft	Scott.shakeshaft@cms.k12.nc.us	8/26/2015
Inst. Support Representative	Patrick Busbee	Vanessa.sealey@cms.k12.nc.us	8/26/2015
Parent Representative	Thomas McGee	Thomas.mcgee123@gmail.com	8/26/2015

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Vision Statement

**District:** CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**School:** Excellence, Achievement, Growth and Learning for Every Student (EAGLES)

### Mission Statement

**District:** The mission of CMS is to maximize academic achievement by every student in every school.

**School:** To ensure the academic success of every student by making student centered decisions and providing a safe and secure environment

### {Hidden Valley ES} Shared Beliefs

- 
- All children have the ability to learn and be successful
- Children need a safe and secure environment to learn
- With support and proper resources all students will achieve growth in all subject areas
- Hidden Valley is a supportive community
- Literacy should be integrated across all subject areas
- Hidden Valley staff has the passion and ability to show at least one year's growth in reading and math with 95% or more of our students
- Hidden Valley can reduce the number of referrals of out of school suspensions by parent communication and providing a secure and safe environment for all students

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### {Hidden Valley ES} SMART Goals

- Ninety-Five percent (95%) of all students will show at least one year of growth in reading based on TRC and Fountas and Pinnell benchmarks as well as End-of-Grade assessments in reading.
- Ninety-five percent (95%) of all students will show at least one year of growth in math based on pre and post unit and End-of-Year assessments as well as End-of-Grade assessments in math.
- There will be a twenty-five percent (25%) reduction in suspensions involving African-American males based on 2013-2014 data.

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### {Hidden Valley ES} Assessment Data Snapshot

*Paste desired SIP data reports from Principal Portal here. Please note that 2012-13 data is currently not available.*

*Insert other related data points pertinent to your school.*

#### *K-2 Assessment Data (Reading 3D) 2012-2013*

	At or Above Grade-Level	Slightly Below Grade-Level	Far Below Grade-Level
Kindergarten DIBELS	89%/151	8%/14	3%/3
Kindergarten TRC*	52%/88	19%/32	28%/48
First Grade TRC	31%/42	15%/21	54%/74
Second Grade TRC	38%/58	14%/21	48%/74

#### *Student Growth (Text-Reading Comprehension Levels) 2012-2013*

	0 – 2 Levels	3 – 6 Levels	7-15 Levels
Kindergarten- N/A			
First Grade	39%	43%	18%

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Second Grade	37%	57%	8%
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### Assessment Detail Summary 2012/11 – 2011/12

		Hidden Valley Elementary School - 600412							
		2010-2011 School Year				2011-2012 School Year			
Subject	Demographic Subgroup	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio
Grade 03 Reading	Grade Total	53.6				37.6			
Grade 03 Math	Grade Total	76.4				69.2			
Grade 03 Total	Grade Total	65				53.4			
Grade 04 Reading	Grade Total	56.9	37	-0.237	0.6	50	35	-0.283	0.5
Grade 04 Math	Grade Total	80.4	42.5	-0.102	0.7	80.8	61.3	0.069	1.6
Grade 04 Total	Grade Total	68.6	39.7	-0.170	0.7	65.4	48.1	-0.107	0.9
Grade 05 Reading	Grade Total	58	31.8	-0.193	0.5	48.1	50	-0.027	1
Grade 05 Math	Grade Total	67	28.2	-0.213	0.4	75.9	47.2	-0.079	0.9
Grade 05 Science	Grade Total	68.8				63			
Grade 05 Total	Grade Total	64.6	30	-0.203	0.4	62.3	48.6	-0.053	0.9
Reading Total	Total	56.2	34.2	-0.213	0.5	44.6	42.9	-0.149	0.8
Math Total	Total	74.4	34.8	-0.162	0.5	74.8	53.8	-0.009	1.2
Science Total	Total	68.8				63			
EOG Total	Total	65.8	34.5	-0.187	0.5	60.2	48.4	-0.079	0.9
School Composite	Total	65.8	34.5	-0.187	0.5	60.2	48.4	-0.079	0.9

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### 2013-2014 BOG 3 Report

Hidden Valley Elementary School – 2013/14 BOG 3 Reports															
	Number Tested	Level I		Level II		Level III		Level IV		Level V		Level III/IV/V		Level IV/V	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
<a href="#">School Total</a>	130	97	74.6	21	16.2	8	6.2	4	3.1	0	0.0	12	9.2	4	3.1
<a href="#">Barefoot, Brian</a>	13	11	84.6	1	7.7	0	0.0	1	7.7	0	0.0	1	7.7	1	7.7
<a href="#">Campbell, Tonda</a>	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<a href="#">Georgiades, Elia</a>	19	12	63.2	4	21.1	2	10.5	1	5.3	0	0.0	3	15.8	1	5.3
<a href="#">Le, Shelly</a>	15	12	80.0	3	20.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<a href="#">Mitchell, Kanoli</a>	16	13	81.3	2	12.5	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0
<a href="#">Porter, Rachelle</a>	17	12	70.6	3	17.7	2	11.8	0	0.0	0	0.0	2	11.8	0	0.0
<a href="#">Rosato, Kristina</a>	18	11	61.1	6	33.3	1	5.6	0	0.0	0	0.0	1	5.6	0	0.0
<a href="#">Salters, Ashland</a>	14	13	92.9	0	0.0	0	0.0	1	7.1	0	0.0	1	7.1	1	7.1
<a href="#">Stone, Leanne</a>	16	12	75.0	1	6.3	2	12.5	1	6.3	0	0.0	3	18.8	1	6.3
<a href="#">Walters, Kelly</a>	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### 2013-2014 EOY Results

School Composite															
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
<a href="#">965</a>	100.0	<a href="#">309</a>	32.0	<a href="#">262</a>	27.2	<a href="#">121</a>	12.5	<a href="#">239</a>	24.8	<a href="#">34</a>	3.5	<a href="#">394</a>	40.8	<a href="#">273</a>	28.3

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 03 EOG Math

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
<div> <div>L1 - 22.7</div> <div>L2 - 26.6</div> <div>L3 - 9.7</div> <div>L4 - 35.1</div> <div>L5 - 5.8</div> </div>															
<div> <div>L1 - 33.8</div> <div>L2 - 28.6</div> <div>L3 - 19.5</div> <div>L4 - 17.5</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 30.2</div> <div>L2 - 25.6</div> <div>L3 - 9.3</div> <div>L4 - 23.3</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 34.1</div> <div>L2 - 28.7</div> <div>L3 - 10.9</div> <div>L4 - 24.0</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 32.3</div> <div>L2 - 30.1</div> <div>L3 - 7.5</div> <div>L4 - 27.8</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 47.4</div> <div>L2 - 27.8</div> <div>L3 - 12.0</div> <div>L4 - 12.0</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 24.8</div> <div>L2 - 22.6</div> <div>L3 - 18.0</div> <div>L4 - 33.1</div> <div>L5 - 11.6</div> </div>															
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<a href="#">154</a>	100.0	<a href="#">35</a>	22.7	<a href="#">41</a>	26.6	<a href="#">15</a>	9.7	<a href="#">54</a>	35.1	<a href="#">9</a>	5.8	<a href="#">78</a>	50.6	<a href="#">63</a>	40.9

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 03 EOG Reading

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
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<a href="#">154</a>	100.0	<a href="#">52</a>	33.8	<a href="#">44</a>	28.6	<a href="#">30</a>	19.5	<a href="#">27</a>	17.5	<a href="#">1</a>	0.6	<a href="#">58</a>	37.7	<a href="#">28</a>	18.2

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 04 EOG Math

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
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<a href="#">129</a>	100.0	<a href="#">39</a>	30.2	<a href="#">33</a>	25.6	<a href="#">12</a>	9.3	<a href="#">30</a>	23.3	<a href="#">15</a>	11.6	<a href="#">57</a>	44.2	<a href="#">45</a>	34.9

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 04 EOG Reading

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
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<a href="#">129</a>	100.0	<a href="#">44</a>	34.1	<a href="#">37</a>	28.7	<a href="#">14</a>	10.9	<a href="#">31</a>	24.0	<a href="#">3</a>	2.3	<a href="#">48</a>	37.2	<a href="#">34</a>	26.4

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 05 EOG Math

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
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<a href="#">133</a>	100.0	<a href="#">43</a>	32.3	<a href="#">40</a>	30.1	<a href="#">10</a>	7.5	<a href="#">37</a>	27.8	<a href="#">3</a>	2.3	<a href="#">50</a>	37.6	<a href="#">40</a>	30.1

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 05 EOG Reading

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
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<div> <div>L1 - 28.1</div> <div>L2 - 27.4</div> <div>L3 - 8.9</div> <div>L4 - 29.1</div> <div>L5 - 6.5</div> </div>															
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
<a href="#">133</a>	100.0	<a href="#">63</a>	47.4	<a href="#">37</a>	27.8	<a href="#">16</a>	12.0	<a href="#">16</a>	12.0	<a href="#">1</a>	0.8	<a href="#">33</a>	24.8	<a href="#">17</a>	12.8

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Grade 05 EOG Science

<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
<div> <div>L1 - 22.7</div> <div>L2 - 26.6</div> <div>L3 - 9.7</div> <div>L4 - 35.1</div> <div>L5 - 5.9</div> </div>															
<div> <div>L1 - 33.8</div> <div>L2 - 28.6</div> <div>L3 - 19.5</div> <div>L4 - 17.5</div> <div>L5 - 0.6</div> </div>															
<div> <div>L1 - 30.2</div> <div>L2 - 25.6</div> <div>L3 - 9.3</div> <div>L4 - 23.3</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 34.1</div> <div>L2 - 28.7</div> <div>L3 - 10.9</div> <div>L4 - 24.0</div> <div>L5 - 2.3</div> </div>															
<div> <div>L1 - 32.3</div> <div>L2 - 30.1</div> <div>L3 - 7.5</div> <div>L4 - 27.8</div> <div>L5 - 2.3</div> </div>															
<div> <div>L1 - 47.4</div> <div>L2 - 27.8</div> <div>L3 - 12.0</div> <div>L4 - 12.0</div> <div>L5 - 0.8</div> </div>															
<div> <div>L1 - 24.8</div> <div>L2 - 22.6</div> <div>L3 - 18.0</div> <div>L4 - 33.1</div> <div>L5 - 1.5</div> </div>															
<div> <div>L1 - 28.1</div> <div>L2 - 27.4</div> <div>L3 - 8.9</div> <div>L4 - 29.1</div> <div>L5 - 6.5</div> </div>															
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
<a href="#">133</a>	100.0	<a href="#">33</a>	24.8	<a href="#">30</a>	22.6	<a href="#">24</a>	18.0	<a href="#">44</a>	33.1	<a href="#">2</a>	1.5	<a href="#">70</a>	52.6	<a href="#">46</a>	34.6

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

School EOG Math Composite															
<div> <div>L1 - 32.0</div> <div>L2 - 27.2</div> <div>L3 - 12.5</div> <div>L4 - 24.8</div> <div>L5 - 5.5</div> </div>															
<div> <div>L1 - 22.7</div> <div>L2 - 26.6</div> <div>L3 - 9.7</div> <div>L4 - 35.1</div> <div>L5 - 5.9</div> </div>															
<div> <div>L1 - 33.8</div> <div>L2 - 28.6</div> <div>L3 - 19.5</div> <div>L4 - 17.5</div> <div>L5 - 1.6</div> </div>															
<div> <div>L1 - 30.2</div> <div>L2 - 25.6</div> <div>L3 - 9.3</div> <div>L4 - 23.3</div> <div>L5 - 11.6</div> </div>															
<div> <div>L1 - 34.1</div> <div>L2 - 28.7</div> <div>L3 - 10.9</div> <div>L4 - 24.0</div> <div>L5 - 1.6</div> </div>															
<div> <div>L1 - 32.3</div> <div>L2 - 30.1</div> <div>L3 - 7.5</div> <div>L4 - 27.8</div> <div>L5 - 1.6</div> </div>															
<div> <div>L1 - 47.4</div> <div>L2 - 27.8</div> <div>L3 - 12.0</div> <div>L4 - 12.0</div> <div>L5 - 1.6</div> </div>															
<div> <div>L1 - 24.8</div> <div>L2 - 22.6</div> <div>L3 - 18.0</div> <div>L4 - 33.1</div> <div>L5 - 1.6</div> </div>															
<div> <div>L1 - 28.1</div> <div>L2 - 27.4</div> <div>L3 - 8.9</div> <div>L4 - 29.1</div> <div>L5 - 6.5</div> </div>															
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
<a href="#">416</a>	100.0	<a href="#">117</a>	28.1	<a href="#">114</a>	27.4	<a href="#">37</a>	8.9	<a href="#">121</a>	29.1	<a href="#">27</a>	6.5	<a href="#">185</a>	44.5	<a href="#">148</a>	35.6

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### {Hidden Valley ES} Profile

***This narrative should include a description of student and staff demographics, recent achievement(s), and staff qualifications.***

Hidden Valley Elementary is centered in the thriving community of Hidden Valley. We have added 9 new staff members to our team. Hidden Valley has over 940 students in grades K-5 and have another 34 students in our two pre-kindergarten classrooms. Hidden Valley added two pre-kindergarten classrooms during the 2013-2014 school year to provide students with a full 7 years of uninterrupted instruction at one site, as well as an opportunity to vertical plan with the kindergarten team. The student population at Hidden Valley is comprised mostly of Hispanic and African-American students. Hidden Valley Elementary has strong community support and is working to further increase the engagement of parents and the community and extend it to the classroom level. Hidden Valley is a Title I School with 98 percent of our students receiving free and reduced lunch. We have a very high transitory population as approximately 40 percent of our students who begin Kindergarten with us make it through fifth grade without changing schools.

Last year Hidden Valley celebrated many events. We were awarded the Classroom Central 10<sup>th</sup> Anniversary Panthers Pep Rally due to our support of Classroom Central. We were also the Volunteer Build Council's Playground Build site. We received a brand new playground valued at over \$100,000 in the year 2012-2013 school year.

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### Strategic Plan 2018: For a Better Tomorrow

<p><b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. College- and career-readiness</li> <li>II. Academic growth/high academic achievement</li> <li>III. Access to rigor</li> <li>IV. Closing achievement gaps</li> </ul>	<p><b>Goal 2:</b> Recruit, develop, retain and reward a premier workforce</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Proactive recruitment</li> <li>II. Individualized professional development</li> <li>III. Retention/quality appraisals</li> <li>IV. Multiple career pathways</li> <li>V. Leadership development</li> </ul>
<p><b>Goal 3:</b> Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p><b>Three focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Family engagement</li> <li>II. Communication and outreach</li> <li>III. Partnership development</li> </ul>	<p><b>Goal 4:</b> Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p><b>Five focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Physical safety</li> <li>II. Social and emotional health</li> <li>III. High engagement</li> <li>IV. Cultural competency</li> <li>V. Customer service</li> </ul>
<p><b>Goal 5:</b> Optimize district performance and accountability by strengthening data use, processes and systems</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Effective and efficient processes and systems</li> <li>II. Strategic use of district resources</li> <li>III. Data integrity and use</li> </ul>	<p><b>Goal 6:</b> Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p><b>Four focus areas:</b></p> <ul style="list-style-type: none"> <li>I. Learning everywhere, all the time</li> <li>II. Innovation and entrepreneurship</li> </ul>

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

IV. School performance improvement		III. Strategic school redesign	
		IV. Innovative new schools	
SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a duty-free lunch period for every teacher on a daily basis.		
Strategic Plan Goal:	Recruit, develop, and retain a premier workforce.		
Strategic Plan Focus Area:	Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development		
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam
Data Used:	Master schedule, walkthroughs, teacher retention data		

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1.Create a master schedule that provides classroom teachers with duty-free lunch. • Establish a system for supervision of students in the cafeteria. Ensure a minimum of 25 minutes for lunch.	Michael Lungarini	Retention of teachers; Teacher Survey; Teacher Working Conditions Survey	None	Principal, school administrators, cafeteria monitors.	August 2015 – June 2016
2.Hire lunch room monitors to provide monitoring in the cafeteria during lunch. Establish a system to monitor students utilizing the cafeteria monitors and school-based administration.	Michael Lungarini (principal); Lunch monitors; New Hire & Scott Brynildsen (Assistant Principals); Tiffany Alston (Interventionist) &	Successful monitoring of students during lunch.	Cost of hiring lunch assistants.	Lunch assistants, school administration.	August 2014- June 2015

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

	Brenda Hews and Brittani Johnson (Facilitators) Terrance Staton, Mark Brown (BMT) (Grade Level TAs)				
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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<b>SMART Goal (2):</b> <i>Duty Free Instructional Planning Time</i>	Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.			
<b>Strategic Plan Goal:</b>	Recruit, develop, and retain a premier workforce.			
<b>Strategic Plan Focus Area:</b>	Recruitment, Professional Development, Retention, New Career Pathways, Leadership Development			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	TRC, Dibels, End of Year assessments, math pre and post assessments, student promotion rates, teacher retention data; Teacher survey data.			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1.Create a master schedule that allows daily planning • Provide teachers with 55 minutes of planning daily. Establish math and literacy planning once per week.	Michael Lungarini (principal)	Completion of master schedule Teacher planning sessions	None	Principal, assistant principal, data manager, teachers, facilitators.	August 2015-June 2016
2.Establish literacy, Writing, Math, and science planning sessions led by facilitators or classroom teachers on a weekly basis. • Utilize the Professional Learning Community fundamentals as the basis for planning. • Establish SMART goals and Team Foundations for each PLC.	Classroom teachers; Brenda Hews (literacy/writing facilitator); Brittani Johnson (math facilitator); Scott Brynildsen and New Hire	Improved teacher retention and student achievement based on data-driven lesson plans.	None	Facilitators, administrators, teachers.	August 2015-June 2016

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<ul style="list-style-type: none"><li>Ensure the presence of the grade-level administrator at planning sessions.</li></ul>	(assistant principal).				
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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<b>SMART Goal (3):</b> <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.			
<b>Strategic Plan Goal:</b>	Promote a system-wide culture of safety, high engagement, customer service, and cultural competence.			
<b>Strategic Plan Focus Area:</b>	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>	Out of School Suspensions, classroom referrals, student growth, parent and volunteer involvement, parent surveys, student surveys, FAC			

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Implement an anti-bullying school-based task force. • Establish an anti-bullying framework. • Communicate anti-bullying policy to students, staff members and parents. • Establish an anonymous system for reporting student/parent bullying concerns.	Patrick Busbee (Counselor); Terance Staton , Mark Brown(Behavior Modification Technician); Michael Lungarini (Principal); Scott Brynildsen(Assistant Principal); Nash (Assistant Principal); Response to intervention Coach	A 25% decrease in office referrals A 25% decrease in out-of-school suspension	None	School counselor, Behavior Modification Technician, School Administration , Teachers.	August 2015- June 2016

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

2. Establish Character Education Lessons in each classroom <ul style="list-style-type: none"> <li>• Create monthly character education-themed plans.</li> <li>• Establish a daily time in each grade-level to integrate character education lessons.</li> </ul>	Tiffany Stoner, Patrick Busbee (Counselors)	A decrease in office referrals and out-of-school suspensions.	None		August 2015- June 2016
3. Provide students with 30 minutes daily for structured play. <ul style="list-style-type: none"> <li>• Establish student activities to promote health and wellness during structured play.</li> </ul>	Aaron Everett Scott Woodward (PE Teachers)	Improvement in student behavior, adherence to school rules, and a reduction in office referrals and suspensions.	\$1,000	Dean of Students, Behavior Modification Technician, Physical Education teachers.	August 2015- June 2016
4. Establish a School Health Team to promote health and wellness among students and staff. Create student and staff health and wellness activities (basketball club, Girls on the Run, Yoga, Health Fair, & Field Day, Zumba, Yoga, Fitness plans).	Aaron Everett Scott Woodward (PE Teachers); Ms. Millner (School Nurse).	Improvement of student behavior, well being and a reduction in student absences.	\$500	Physical Education teachers, classroom teachers, Administration , School Nurse.	October 2015 – May 2016.



## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<b>SMART Goal (4):</b>	To increase the math proficiency by 10%from last years data for EOY and EOG assessments.			
<b>Strategic Plan Goal:</b>	We want the teachers to have a better knowledge of mathematical concepts and instructional delivery of those concepts.			
<b>Strategic Plan Focus Area:</b>	Math Proficiency			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Curriculum Maps created for each quarter that are Common Core Aligned , and address the needs of the students	Johnson M. Fac Stewart Reach T Brizz MCL Roper MCL Riley ReachTeach	We want to increase the math proficiency by 10%from last years data for EOY and EOG assessments		Johnson Stewart Brizz Roper Riley	August 2015- June 2016
2. Rigorous Common Assessments created that align with Common Core Standards.	Johnson M. Fac Stewart Reach T Brizz MCL Roper MCL Riley ReachTeach	We want to increase the math proficiency by 10%from last years data for EOY and EOG assessments		Johnson Stewart Brizz Roper Riley	August 2015- June 2016
3. Pacing guides aligned to Common Core and student needs	Johnson M. Fac Stewart Reach T Brizz MCL Roper MCL Riley ReachTeach	We want to increase the math proficiency by 10%from last years data for EOY and EOG assessments		Johnson Stewart Brizz Roper Riley	August 2015- June 2016

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

4. Math Workshop flexible grouping to work with students at the same level , practicing the skill that they are deficient in.	Johnson Stewart Brizz Roper Riley	We want to increase the math proficiency by 10%from last years data for EOY and EOG assessments		Johnson Stewart Brizz Roper Riley	August 2015- June 2016
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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<b>SMART Goal (5):</b>	To increase the percent of students that are at grade level for EOY Assessments by 10% from previous year.			
<b>Strategic Plan Goal:</b>	We want to increase the percent of students that are at grade level for EOY Assessments by 10% from previous year			
<b>Strategic Plan Focus Area:</b>	Language Arts Proficiency			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Curriculum Maps created for each quarter that are Common Core Aligned , and address the needs of the students	Hews Lit Fac. Stewart Reach T Brizz MCL Riley Reach Tea Roper MCL	Common Assessments will show an upward trend of mastery from one assessment to the next. DIBELS/TRC data will show at least a 5% increase from BOY to MOY in proficiency rate		Hews Stewart Brizz Riley Roper	August 2015- June 2016
2. Rigorous Common Assessments created that align with Common Core Standards.	Hews Lit Fac. Stewart Reach T Brizz MCL Riley Reach Tea Roper MCL	Common Assessments will show an upward trend of mastery from one assessment to the next.		Hews Brizz Roper Riley Stewart	August 2015- June 2016

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3. Pacing guides aligned to Common Core and student needs	Hews Lit Fac. Stewart Reach T Brizz MCL Riley Reach Tea Roper MCL	Common Assessments will show an upward trend of mastery from one assessment to the next.		Hews Brizz Roper Riley Stewart	August 2015- June 2016
4. ESL Strategies taught to regular Ed teacher by the ESL team.	ESL Team Classroom Teachers	Common Assessments will show an upward trend of mastery from one assessment to the next. DIBELS/TRC data will show at least a 5% increase from BOY to MOY in proficiency rate		ESL Team Classroom Teachers	August 2015- June 2016
5. WIN Time (What I Need) will be scheduled daily for students to receive practice in the previously taught standard through tutorial or enrichment.	Classroom Teachers	Common Assessments will show an upward trend of mastery from one assessment to the next. DIBELS/TRC data will show at least a 5% increase from BOY to MOY in proficiency rate		Classroom Teachers	August 2015- June 2016
6. Family Literacy night (November 5 <sup>th</sup> ) To teach parents about the DIBELS/TRC assessments, where their children are at academically, provide routines and practices that can be accomplished at home, resources to parents for home use.	Hews Lit Fac 2 classroom teachers per grade level	Common Assessments will show an upward trend of mastery from one assessment to the next. DIBELS/TRC data will show at least a 5% increase from BOY to MOY in proficiency rate		Hews 2 classroom teachers per grade level	August 2015- June 2016



## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<b>SMART Goal (6):</b>	To increase the percent of students that are at grade level for EOY Assessments by 10% from previous year.			
<b>Strategic Plan Goal:</b>	We want the teachers to have a better knowledge of science concepts and instructional delivery of those concepts. We want an inquiry based approach to learning			
<b>Strategic Plan Focus Area:</b>	Science Proficiency			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready <input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Advanced Reading in K-2 <input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3 <input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7 <input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

<b>Strategies</b> (determined by what data) <ul style="list-style-type: none"> <li>• Task</li> <li>• Task</li> <li>• Task (PD)</li> </ul>	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Curriculum Maps created for each quarter that are aligned to the North Carolina Essential standards, and address the needs of the students	All grad level teachers	Common Assessment Data, increase the percent of students that are at grade level for EOY Assessments by 10% from previous year			August 2015-June 2016
2. Rigorous Common Assessments created that align with Common Core Standards	All grade level teachers	Common Assessment Data, increase the percent of students that are at grade level for EOY Assessments by 10% from previous year			August 2015-June 2016



## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

3. Implement a Science Lab once a week for all students grades K-5, that align to the teachings that are being addressed in the classroom	All grade level teachers	Common Assessment Data, increase the percent of students that are at grade level for EOY Assessments by 10% from previous year			August 2015-June 2016
4. Content Specific vocabulary is introduced to the students at their grade level, placed on the word wall, and utilized during instruction	All grade level teachers	Common Assessment Data, increase the percent of students that are at grade level for EOY Assessments by 10% from previous year		Classroom teachers	August 2015-June 2016





## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

<b>SMART Goal (7):</b>	To decrease the number of school incidents by 50% for the 2015-2016 school year.			
<b>Strategic Plan Goal:</b>	To improve Classroom Management and student behavior.			
<b>Strategic Plan Focus Area:</b>	Student Culture			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

<b>Strategies</b> (determined by what data) • Task • Task • Task (PD)	<b>Point Person</b> (title/name)	<b>Evidence of Success</b> (Student Impact)	<b>Funding</b> (estimated cost / source)	<b>Personnel Involved</b>	<b>Timeline</b> (Start—End) • Interim Dates
1. Restorative Justice Training – will teach staff members how to de-escalate situations that may arise, and how to incorporate best practices when handling difficult students	Restorative Justice Partners of CMS	Decrease the number of school incidents by 50% for the 2015-2016 school year.		Restorative Justice Partners of CMS	August 2015-June 2016
2. Caught Soaring Awards- given to classes that are exhibiting the proper behavior expectations school wide. Drawings for the award are every other week through the morning news show. Winners get a prize and “Champ” the eagle	All Support Staff and Administration	Decrease the number of school incidents by 50% for the 2015-2016 school year.		All Support Staff and Administration	August 2015-June 2016
3. Extraordinary Eagle Award- monthly character trait will be outlined during the morning news, and with the monthly talk with the counselors. At the end of the month the Extraordinary Eagle of the Month will be selected by their peers and eat a snack with Mr. Lungarini, and	Lungarini Principal Stoner Counselor Busbee Counselor	Decrease the number of school incidents by 50% for the 2015-2016 school year.		Lungarini Stoner Busbee	August 2015-June 2016

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

pictures will be taken to be displayed on the bulletin board					
4. Daily Referral Report- BMTs will sendout the daily referral report via email. This will have the student that was seen, the teacher, grade level, and outcome. This will keep everyone informed about what is happening with the restorative justice practices when a student is removed from class.	Staton BMT Jones BMT	Decrease the number of school incidents by 50% for the 2015-2016 school year.		Staton Jones	August 2015- June 2016



## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Mastery Grading Procedures Plan – Required for All Schools				
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
<b>Data Used:</b>				

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> <li>Task</li> <li>Task</li> <li>Task (PD)</li> </ul>					
1. Common assessments <ul style="list-style-type: none"> <li>Unit assessments created in School Net aligned to objectives</li> </ul>	Michael Lungarini/Principal Scott Brynildsen/Assistant Principal Garrett Nash/Assistant Principal Brenda Hews/Facilitator Brittani Johnson /Facilitator	<ul style="list-style-type: none"> <li>Mastery of concepts based on post assessment data</li> <li>Effective lesson plan adjusted to pacing and pre assessment data</li> <li>Increased performance on EOY assessments</li> </ul>	None	Point people Classroom teachers	October 2015 – June 2016
2. Data disaggregation <ul style="list-style-type: none"> <li>Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans</li> </ul>	Michael Lungarini/Principal Scott Brynildsen/Assistant Principal Garrett	<ul style="list-style-type: none"> <li>Grade level content mastery</li> <li>Effective interventions established to</li> </ul>	None	Point people Classroom teachers	September 2015-June 2016

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(i.e. RTI)	Nash/Assistant Principal Brenda Hews/Facilitator Brittani Johnson /Facilitator, Joseph Brizz, Stephanie Roper (MCL)	increase comprehension of required skills • Regular and consistent monitoring of student growth through data disaggregation			
3. Flexible grouping • Process of grouping students according to academic need by objective	Michael Lungarini/Principal Scott Brynildsen/Assistant Principal Garrett Nash/Assistant Principal Brenda Hews/Facilitator Brittani Johnson /Facilitator, Joseph Brizz, Stephanie Roper (MCL)	• Intentional., specific instructional based on areas of need • Leveled grouping for consistent instructional strategies • Consistent progress monitoring and adjustment of goals based on instructional growth	None	Point people Classroom teachers	September 2015-June 2016

Mastery Grading Procedures Plan – Required for All Schools				
<b>Strategic Plan Goal:</b>	<b>Goal 1:</b> Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
<b>Strategic Plan Focus Area:</b>	Academic growth/high academic achievement			
<b>Navigator Pathway:</b>	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Data Used:					
4. Additional learning opportunities <ul style="list-style-type: none"> <li>Process of holding students accountable for learning via re-teaching, re-assessment and assigning a final value (i.e. 84%)</li> </ul>	Michael Lungarini/Principal Scott Brynildsen/Assistant Principal New hire/Assistant Principal Brenda Hews/Facilitator Brittani Johnson/Facilitator, Joseph Brizz, Stephanie Roper (MCL) Classroom Teachers	<ul style="list-style-type: none"> <li>Improved assessment scores resulting in increased understanding and content mastery</li> <li>Re-teaching allows for additional opportunities to master content</li> <li>Re-assessment allows for multiple opportunities to demonstrate content mastery and increased understanding</li> </ul>	None	Point people Classroom teachers	September 2015-June 2016
5. Late and make-up work <ul style="list-style-type: none"> <li>School expectations for holding students accountable for completing assignments</li> </ul>	Michael Lungarini/Principal Scott Brynildsen/Assistant Principal New hire/Assistant Principal Brenda Hews/Facilitator Brittani Johnson/Facilitator, Jason Brizz,	<ul style="list-style-type: none"> <li>Late work will be accepted for excused absences</li> <li>Arrangements for make-up work should be made within five days of return</li> <li>All late and make up work will be accepted according to various situations</li> </ul>	None	Point people Classroom teachers	September 2015-October 2016

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

	Stephanie Roper (MCL) Classroom Teachers				
6. Grade reporting <ul style="list-style-type: none"> <li>Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable)</li> </ul>	Michael Lungarini/Principal Scott Brynildsen/Assistant Principal New hire/Assistant Principal Brenda Hews/Facilitator Brittani Johnson /Facilitator, Joseph Brizz, Stephanie Roper (MCL) Classroom Teachers	<ul style="list-style-type: none"> <li>All assignment grades should be entered in Power school with-in 48 hours of collection</li> <li>Assessments should be scored and entered in data notebooks within 48 hours of collection</li> <li>Data brought to upcoming planning sessions for that particular subject</li> </ul>	None	Point people Classroom teachers	September 2015-October 2016



## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

### {Hidden Valley ES} - 600 Waiver Requests

#### Request for Waiver

**1. Insert the waivers you are requesting**

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

**2. Please identify the law, regulation or policy from which you are seeking an exemption.**

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

**3. Please state how the waiver will be used.**

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

**4. Please state how the waiver will promote achievement of performance goals.**

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Michael Lungarini		
Assistant Principal Representative	Scott Brynildsen		
Teacher Representative	Kristina Rosato		
Inst. Support Representative	Patrick Busbee		
Teacher Assistant Representative	Gregory Kelley		
Teacher Representative	Elizabeth McAdam		
Teacher Representative	Scott Shakeshaft		
Teacher Representative	Tonya Allison		
Teacher Representative	Samantha Stewart		
Teacher Representative	Darlene Maurer		
Parent Representative	Thomas McGee		

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Quarter 2 Review			
Committee Position	Name	Signature	Date
Principal	Michael Lungarini		
Assistant Principal Representative	Scott Brynildsen		
Teacher Representative	Kristina Rosato		
Inst. Support Representative	Patrick Busbee		
Teacher Assistant Representative	Gregory Kelley		
Teacher Representative	Elizabeth McAdam		
Teacher Representative	Scott Shakeshaft		
Teacher Representative	Tonya Allison		
Teacher Representative	Samantha Stewart		
Teacher Representative	Darlene Maurer		
	Thomas McGee		

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Quarter 3 Review			
Committee Position	Name	Signature	Date
Principal	Michael Lungarini		
Assistant Principal Representative	Scott Brynildsen		
Teacher Representative	Kristina Rosato		
Inst. Support Representative	Patrick Busbee		
Teacher Assistant Representative	Gregory Kelley		
Parent Representative	Elizabeth McAdam		
Teacher Representative	Scott Shakeshaft		
Teacher Representative	Tonya Allison		
Teacher Representative	Samantha Stewart		
Teacher Representative	Darlene Maurer		
	Thomas McGee		

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Quarter 4 Review			
Committee Position	Name	Signature	Date
Principal	Michael Lungarini		
Assistant Principal Representative	Scott Brynildsen		
Teacher Representative	Kristina Rosato		
Inst. Support Representative	Patrick Busbee		
Teacher Assistant Representative	Gregory Kelley		
Parent Representative	Elizabeth McAdam		
Teacher Representative	Scott Shakeshaft		
Teacher Representative	Tonya Allison		
Teacher Representative	Samantha Stewart		

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## 2014-2015 {Hidden Valley ES} School Improvement Plan Report

Teacher Representative	Darlene Maurer		
	Thomas McGee		

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