



Burnsville · Eagan · Savage

Believe, Belong, Build and Become.

Hidden Valley Elementary School Board Presentation:

From Student Needs to Daily Instruction

October 22, 2026

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Kristine Black, principal

Inna Collier-Paske, learning coach

About Us

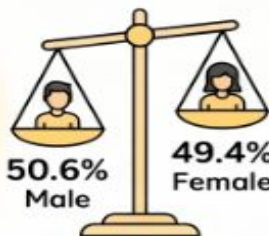
Hidden Valley by the Numbers

STUDENT POPULATION & SUPPORT



474

Total Students



32.1%

Multilingual Learners (ML)



17.5%

Receive Special Education (Sped) Services



19 Languages Spoken

Reflecting a linguistically rich and diverse school community.

CAMPUS & DEMOGRAPHICS

19 Dedicated Classrooms



Includes PreK AM/PM sessions and specialized learning environments.



3 Classrooms

dedicated to Communication Disorders and Autism.

DEMOGRAPHIC BREAKDOWN

36.7%

Black

22.4%

White

20.9%

Hispanic

8.9%

Asian/Pacific Islander

9.7%

2 or More Races

0.4%

Native American

A diverse community with varied strengths, languages and learning needs.

Priority Overview

One coherent K–5 process for stronger student growth.



STRONG TIER 1 INSTRUCTION

Grade-level learning, foundational skills + rigor



CONDITIONS FOR LEARNING

Catalyst, behavior support, belonging + engagement



TIMELY TARGETED RESPONSE

What I Need (WIN) + small groups matched to specific student need



DECISIONS BASED ON EVIDENCE

Monitor, regroup, reteach, extend or intensify

CONTINUOUS IMPROVEMENT PROCESS

Strong Instruction

Evidence

Response

Adjustment

Growth

Our direction: a consistent K–5 process — *not identical instruction* — for responding to what students need.

Literacy Growth & Achievement

Grade K-1 earlyReading Screening Results

2025-26 results inform our 2026-27 growth goals

2025-26 growth

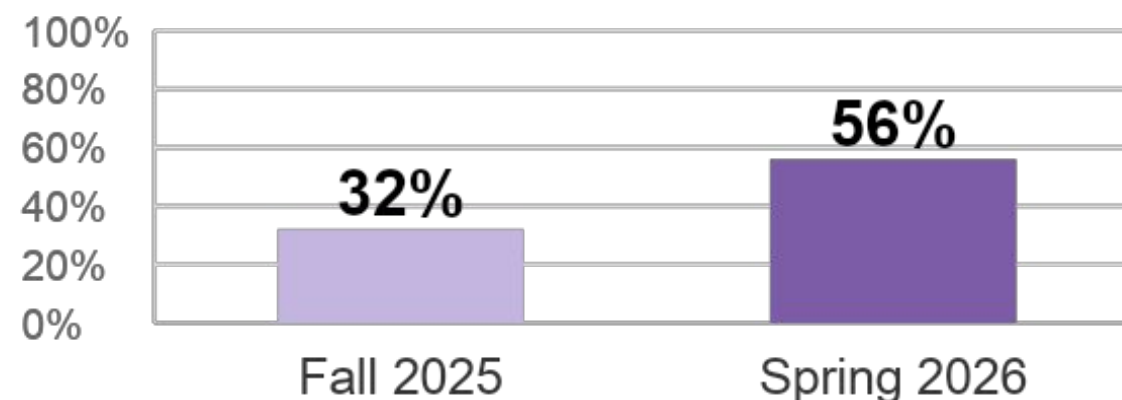
72%

2026-27 goal

75%

Percentage of students making
typical or aggressive growth

Benchmark attainment



Benchmark attainment: Number of K-1 students
identified as low risk.

Values reflect rounded report percentages

Sustain strong early literacy growth to increase proficiency

Literacy Growth & Achievement

Grade 2-5 earlyReading Screening Results

2025-26 results inform our 2026-27 growth goals

2025-26 growth

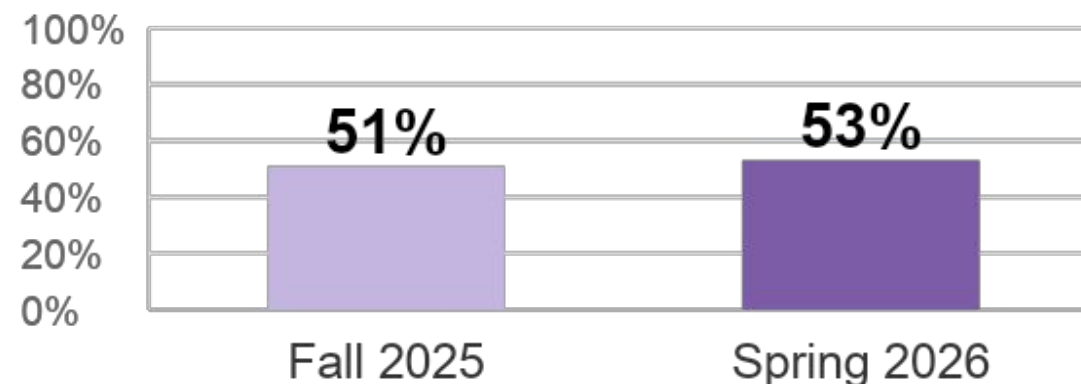
55%

2026-27 goal

62%

Percentage of students making
typical or aggressive growth

Benchmark attainment



Benchmark attainment: Number of grade 2-5 students identified as low risk and advanced.

Values reflect rounded report percentages

Accelerate growth in grades 2-5 to increase proficiency

Literacy Growth & Achievement

**2026-2027 Grades K-5
LITERACY GROWTH GOAL**

60.7% to 65.7%

+5 percentage points



Priority Action Steps

How we will get there

CORE INSTRUCTION

- K–2 foundational literacy
- Grades 3–5 EL Education
- Grade-level standards + rigor

ADULT CAPACITY

- Learning Coach
- Co-planning + modeling
- Collaborative Team data-review practice

TARGETED RESPONSE

- Protected WIN + small groups
- Classroom • Alternative Delivery of Specialized Services • Multilingual • Special Education • Advanced Learning Specialist
- Skill-based grouping

CONDITIONS FOR LEARNING

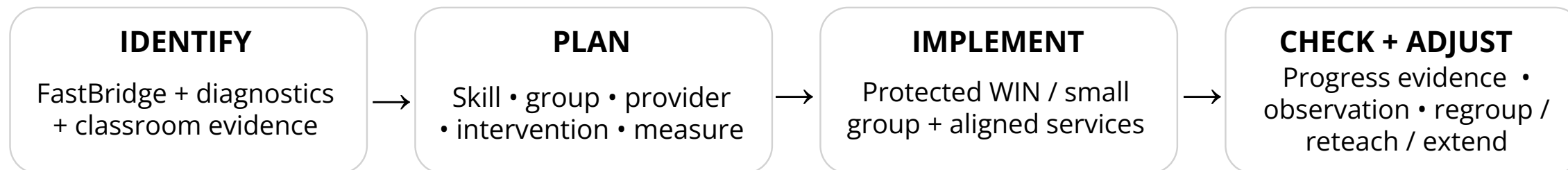
- Catalyst
- Behavior Specialist
- Culturally proficient practice

FAMILY PARTNERSHIP

Share progress and next steps • Invite family voice • Connect learning at home

From Data to Daily Instruction

Data Days created the beginning of a common instructional response system



DE-IDENTIFIED TRACKER EXAMPLE

Students	aReading	CBMs	ML Level	WIN Group	Small Group	Reading Need	Progress Monitoring
A	554	170	4	AL	AL		AL Teacher
B	465	93	3.4	Phonics Gaps	ADSIS	1.2 Phonics & Fluency	CBM - Teacher 1
C	519	153		Comprehension	N	4 Phonics & Fluency	CBM - Teacher 2
D	468	72	2.9	ML	ADSIS	1.2 Phonics & Fluency	CBM - Teacher 3

IMPLEMENTATION NOW

Teams are implementing skill-based WIN/small groups using a common planning process, with implementation continuing to strengthen across grades.

WHAT MAKES THIS DIFFERENT

- Student need drives the response
- Groups are flexible, not fixed
- Services align around skills
- Advanced learners also receive an intentional next step

Continuous progress monitoring • Formal group review about every 6 weeks • SST + STAT when additional coordinated support is needed

K-5 Data Days Accomplishments

Every grade contributed to stronger, more responsive instruction.

KINDERGARTEN

See the whole learner

Used developmental, language, and classroom evidence to plan flexible foundational-skill support.

FIRST GRADE

Look beyond the score

Used additional phonics and reading evidence to reconsider placements and next steps.

SECOND GRADE

Build on shared practice

Brought cross-classroom grouping experience and prioritized diagnostics before placement.

THIRD GRADE

Needs—not equal numbers

Embraced different-sized high, bubble, and intensive groups; shared ownership of all students; six-week review.

FOURTH GRADE

Precision + accountability

Identified specific FastBridge skills, formed flexible groups, and assigned progress-monitoring responsibility.

FIFTH GRADE

Simplify and clarify

Built on an existing data wall; distinguished WIN and Small Group teaching responsibilities.

OUR COLLECTIVE SHIFT • From sorting students by scores to designing instruction around their needs.



HIDDEN VALLEY HAWKS
SOARING ABOVE AND BEYOND!

Thank You

**Know what students need. Respond with intention.
Check whether it worked. Adjust.**

Questions & Board Discussion

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