

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms Lori Wimbush
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hidden Valley High School
(As it should appear in the official records)

School Mailing Address 5000 Titan Trail
(If address is P.O. Box, also include street address.)

City Roanoke State VA Zip Code+4 (9 digits total) 24018-3460

County Roanoke County

Telephone (540) 776-7320 Fax (540) 776-7322

Web site/URL https://www.rcps.us/HVHS E-mail lwimbush@rcps.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Ken Nicely E-mail knicely@rcps.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Roanoke Co Pblc Schs Tel. (540) 562-3900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Mike Wray
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 16 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 27 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	96	99	195
10	108	94	202
11	91	104	195
12 or higher	107	115	222
Total Students	402	412	814

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6.9 % Asian
 - 4.9 % Black or African American
 - 5.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76.8 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2018	833
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Bosnian, Creole, Farsi, Hindi, Kurdish, Lithuanian, Mandarin, Mongolian, Portuguese, Punjabi, Romanian, Spanish, Tagalog, Telugu, Thai, Twi, Urdu, and Vietnamese

English Language Learners (ELL) in the school: 2 %
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 147

8. Students receiving special education services: 11 %

91 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>41</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>28</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	47
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	97%	96%	96%	97%
High school graduation rate	98%	98%	97%	97%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	197
Enrolled in a 4-year college or university	52%
Enrolled in a community college	29%
Enrolled in career/technical training program	6%
Found employment	4%
Joined the military or other public service	2%
Other	7%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Hidden Valley High School provides a safe, nurturing, and engaging environment in which students are empowered by knowledge, skills, and experiences to thrive as tomorrow's leaders, workforce, and citizens.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Hidden Valley High School (HVHS) is located in the southwestern portion of Roanoke County approximately seven miles from the City of Roanoke, the Star City, and largest metropolitan area in southwestern Virginia. The current population of Roanoke County is approximately 93,419 with a median age of 43.7. During the 18 years that HVHS has been serving students, the school has continued to be a leader in the Roanoke Valley through innovative, deeper learning experiences that incorporate content knowledge, communication, collaboration, creativity, critical thinking, and citizenship.

In 2019, Hidden Valley High School received national recognition in US News & World Reports for being ranked 36th in high schools in Virginia and 1st in the Roanoke Metro area. HVHS was also recognized by the Virginia Board of Education with the Continuous Achievement Award and the Distinguished Achievement Award. In addition to these recognitions, HVHS graduates surpassed the national, state, and district average SAT and ACT scores. The graduating class also exceeded the enrollment in post-secondary programs at 85% in comparison to the rest of the district. One student earned the prestigious Jefferson Scholar Award granted by the University of Virginia; the student was one of 37 students nationwide to be awarded this scholarship for the class of 2023. These achievements align with Hidden Valley's vision for promoting lifelong learners.

Beyond the classroom, Hidden Valley High School strives to provide opportunities for students to become well-rounded members of society. Since Hidden Valley's inception, it has hosted and continues to host numerous guest speakers and experts in their chosen fields to enhance all stakeholders' awareness of real world issues through firsthand accounts. Some of the school-wide presentations have included a three series panel discussion on the opioid crisis in southwestern VA, the state, and the nation and a panel discussion on hate and prejudice in modern society featuring local NAACP President, local government officials, university professors, attorneys, religious leaders, and other prominent community leaders.

In addition to school-wide presentations, teachers have invited local businesses and professionals to impact and enhance learning in their respective classes. The lead NASA engineer of the Apollo 11 Mission came and spoke to all freshman students; a US Federal Judge collaborates with seniors to argue real world legal dilemmas facing our country today at the federal courthouse in Roanoke; and local neurologists and neurosurgeons have come to speak to psychology and sociology students on brain development, trauma, and diseases. Skype has been used for DECA and Band students to receive feedback on various tasks to improve them prior to competitions.

A member of the English department partnered with the Prevention Council of Roanoke to initiate a week of lesson plans centered around the opioid crisis in Southwest Virginia. This program featured cross curricula activities that included members of the world language, math, psychology, and English departments. Furthermore, these lessons were enhanced by guest speakers who ranged from former opioid addicts to community health care professionals. This member of the department has presented the program at the Community Coalitions of Virginia annual conference and was asked by Sgt. 1st Class Douglas Perry, Virginia National Guard Counterdrug Task Force Civil Operations Specialist, to attend a quarterly Virginia Office for Substance Abuse Prevention (VOSAP) meeting to explain the creative process and positive results of the program. Specifically, HVHS AP Statistics students determined that after the week of lesson plans, there was a 22% rise in students who had a conversation with a trusted adult about the dangers of opiate usage.

Hidden Valley High School has partnered with leading experts in innovative instruction and engaging activities through Project Based Learning (PBL). In addition, the faculty has participated in several book studies by leading authors in the field that enrich the understanding of innovative instruction. Over the years, the focus of HVHS has moved from traditional teacher-centered methods to instructional strategies that feature 21st Century skills; and this has become what is called Titan 21. Hidden Valley's administration has led in this movement by providing training from specialists on PBL and a Fine Tuning Protocol (FTP) to hone projects. The teachers continue to participate in exercises that allow for collaboration among faculty members and departments to enhance the overall efficacy of their projects. As a flagship in these methods,

Hidden Valley's staff has led countywide secondary in-services on PBL and FTP. Twice a year the Hidden Valley High School community unites at Titan 21 events to celebrate student achievement by exhibiting student work that demonstrates content understanding, impacts the community, and endures. In order to celebrate student work more with the entire student body, Hidden Valley now hosts an exhibition during the school day. In 2017, Hidden Valley High School was showcased in Education Week for its success with PBL and student exhibition nights.

The faculty of Hidden Valley High School is active in the community and has received numerous accolades. There are faculty members who serve on the boards for local chapters of health charities, participate in Community Theater, write for the Hispanic newspaper for the Roanoke Valley, serve on state and national scholarship boards, volunteer with organizations that promote health and wellness, and support state and local Special Olympics chapters. Hidden Valley's principal was bestowed the NAACP Educator of the Year Award (2018-2019) and the SCLC Martin Luther King Drum Major Award (2019). Several teachers have been finalists for Roanoke County's Educator of the Year Award, and one received the High School Teacher of the Year Award. Teachers at HVHS use the latest technology; and the instructional technology resource teacher (ITRT) has been a finalist for the STEM-H Educator of the Year for the Roanoke Blacksburg Technology Council and has received the Downs Syndrome Association of the Roanoke Valley's Teacher of the Year Award. In addition to recognition from the community, Hidden Valley has three National Board Certified teachers and three teachers who read for the Advanced Placement (AP) exams in the summer.

The community of Hidden Valley High School is accepting and inclusive of all members of the student body – those of different cultures, ethnicities, races, socioeconomic backgrounds, and varying ability levels, such as Functional, Academic, Accessibility, Career, and Transition Skills (FAACTS). These attributes foster a learning environment that not only promotes the academic growth of the students, but also social consciousness.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The philosophy of Hidden Valley High School is to provide deeper learning experiences that are engaging, purposeful, and student-centered to meet the individual needs of all students. Hidden Valley provides a world-class education by incorporating a growth mindset and innovative classroom instruction which utilizes a variety of instructional strategies and technology to foster a positive learning experience for all. Hidden Valley's purpose is to provide a balance of instruction that not only prepares students for high stakes testing, but also promotes developing Opportunity Ready Skills that are equally crucial to future success upon graduation. HVHS understands that success could be matriculating in a college or university, attending a trade school, or entering the workforce or military. Regardless of their chosen path through hands-on experiences, students gain the skills necessary to adapt and thrive in their future endeavors. Hidden Valley strives to maintain a culture of mutual respect and equity of opportunity so that students may have a voice in their educational experience. Hidden Valley recognizes that students come from various experiences and backgrounds and provides the support tools that meet the students where they are both academically and emotionally. Faculty and staff model intellectual curiosity and cultivate it in students so that they may be lifelong learners.

1b. Reading/English language arts

The vision and mission of the Hidden Valley High School English department is to apply the goal of building a strong foundation in literacy to meet the diverse learning needs of all students through a developmentally appropriate approach based on research-proven instructional strategies. This plan includes project based learning activities, differentiated instruction to meet the students where they are, and engaging activities anchored in technological effectiveness. The English department upholds the countywide goal of producing graduates who are opportunity ready through critical reading and thinking, analysis of both fiction and non-fiction, and effective communication through written and spoken work to demonstrate a command of the English language.

The curriculum includes general, college bound, pre-AP, AP, and Dual Enrollment levels for grades 9-12 along with Journalism, Photojournalism, and Theater as electives. Within the department of seven licensed teachers, three are AP certified and College Dual Enrollment certified, four are Journalism certified, and two are Theater certified through collegiate studies. There are three sponsors of the National English Honor Society within the department.

The administrative team works closely with the English department to monitor student data in order to support those students who need remediation in testing areas, ELL assistance, and collaboratively taught classes. Currently, the teachers in the English department are working with county directors and staff at other county schools to develop ongoing, yearlong projects for both 9th and 12th grade students. Additionally, the 10th grade teachers are participating in the alternative writing assessment that replaces the VA EOC Writing SOL, which was initiated and developed at the county level and then maintained by teachers at Hidden Valley High School.

1c. Mathematics

The Hidden Valley High School math department endeavors to function as a professional learning community (PLC), working together to improve practice and align instruction and assessment, all with the goal of improving learning outcomes for our students. Instructional planning begins with the various standards documents that guide the curriculum. Students complete Algebra I and Geometry and further their mathematics education in courses like Algebra Functions Data Analysis, Algebra II, AP Statistics and AP Calculus. Through the active recruitment of students, Hidden Valley proudly boasts the largest AP Computer Science program in the county. Students develop their mathematical fluency and problem solving

skills through rich instructional environments characterized by a variety of best-practice instructional methods. These include the use of project-based Learning (PBL) methods, M.A.T.H. Workshop models, differentiated whole group and small group instruction, and computer-based practice and assessment. Within the math department are three AP certified and two Dual Enrollment certified teachers. HV recognizes outstanding math achievement through its charter membership as a chapter of Mu Alpha Theta and hosting the AMC 10/12 mathematics competitions sponsored by the Mathematical Association of America.

The math PLC uses data gathered through the administration of commonly designed unit assessments and performance tasks to drive decision-making, professional development, and ensure alignment. The department meets twice each month to review and update assessments as well as to share assessment data in content teams. The department administers quarterly benchmark assessments to evaluate student growth and to pinpoint areas of particular deficit to direct increased instructional resources. The Math Lab program is an innovative way to support all students outside of the classroom within the school day by pairing a math teacher with each study hall. The math department celebrates student achievement by displaying their work within the school and our community at the biannual student exhibitions (Titan 21).

1d. Science

The Hidden Valley High School science department believes students develop 21st century skills to become problem solvers and critical thinkers who will develop innovations to improve the future through hands-on and captivating learning experiences. Students are the drivers of their education and have the opportunity to hon in on their specialized interests by completing coursework including Earth Science, Biology, Chemistry, Physics, Anatomy and Physiology, Ecology, AP Chemistry, AP/Dual Biology, and AP Physics. Science teachers are available daily for tutoring before and after school hours.

Within the science department are three AP certified, one AP/Dual certified, and one National Board certified teachers who through hands-on learning help to develop critical thinking and problem solving skills for students to be inquisitive researchers throughout life. Students compete at the county, regional, state, and national level with student designed science fair projects. The science department is also a leader at 100% participation in Titan 21 Night, a night highlighting to the community projects students have done throughout the year.

The science department creates hands-on lessons associated with real world issues along with both cross-curricular and subject specific projects aligned with current curriculum to enhance student learning and foster collaboration.

The science department at Hidden Valley High School also supports students beyond the classroom by sponsoring clubs within the building, including but not limited to the Science Olympiad and Science Honor Society consisting of 15 members of juniors and seniors who have maintained a 3.5 or higher GPA in science courses and enrolled in at least one AP course.

1e. Social studies/history/civic learning and engagement

The Hidden Valley High School social studies department is committed to providing students with engaging and rigorous project-based learning experiences that develop research, public presentation, and critical thinking skills. Utilizing a variety of performance-based assessments, the staff helps students develop 21st century skills in communication. To help our students participate in deeper learning and develop their own collaboration skills, teachers regularly collaborate across the curriculum with other departments, including a pre-Columbian civilizations project with world language. AP and Dual Enrollment Government students also participate in Civic Engagement/Social Capital projects and participate in the C-SPAN national documentary competition.

The department offers three levels of classes in all upper level core offerings and elective credit in Psychology and Sociology. As a team, the department plans and executes annual remediation programs internally identifying at-risk students, and as a result, students uniformly pass their social studies SOL with a 100 percent pass rate.

The department's devotion to varied learning experiences and rigorous assessment is a testament to the quality of its faculty, who include one Board Certified Master Teacher, five AP certified teachers, and two College Dual Enrollment certified teachers. Recognizing the essential importance of maintaining intradepartmental unity, monthly meetings are held to share ideas in a PLC. Two department members have been accepted into the Excellence in Co-Teaching initiative with the Virginia Department of Education, a Professional Development initiative that is geared toward improving learning outcomes, behavior, and engagement in co-taught classrooms.

The social studies department also contributes to the lively extracurricular life of the school community. The History Club has been a member of the National History Club and Scholar's society since 2011, and this year there are 120 club members and 84 scholar's society students who have taken Dual and/or AP social studies classes, and boast an unweighted 3.0 overall GPA and an unweighted 3.5 GPA in their social studies classes.

1f. For secondary schools:

The business and marketing department at Hidden Valley High School provides various entrepreneurship opportunities for its students. Partnered with DECA, students run and operate three nationally recognized distinct school based enterprises (SBE): Titan-2-Go, The Titan Store, and DECA Football Concessions. Titan-2-Go is an online store where students may order breakfast from their computers or phones in the morning, and the marketing students fill the orders, prepare the food, deliver the food to the customers, count the money, and reconcile the orders and the cash box for balance. The Titan store offers 56 different items for sale that follow state and national guidelines during non-lunch hours. As of last year, the athletic boosters no longer wanted to run concessions for varsity football games, and DECA with over 250 students was eager to take on this enterprise. Through profits from these SBEs, DECA has earned enough money to cover the majority of the expenses needed for state and national competitions. These endeavors provide HVHS students with skills, such as but not limited to customer service, creating a budget, reconciling accounts, pricing, promotion, inventory, stocking, cleaning, and management skills that align with Roanoke County's mission to make all students Opportunity Ready.

Students have the opportunity to apply to one of 25 different programs of study and take hands on classes at Roanoke County's Center for Arts and Technology to prepare them for career readiness. For example, the building trades program provides an apprenticeship that pairs students with a master in the trade. These competitive programs provide students with relevant and real world skills and applications so that upon graduation students earn valuable skills and/or certifications which will assist them in their future endeavors, whether it be to enroll in a college or university or enter the workforce immediately.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Developing creative thinking and modes of expression is critical to a student's future success on any path they choose after Hidden Valley High School. Business, Technology, and Industry leaders understand that creative thinkers drive innovation and disrupt the status quo. No matter the mode of expression (from programming, engineering, scientific exploration, to statistical analysis, or anything else for that matter), it is creative and flexible thinking that sets one apart from those that are only technically proficient. Embracing this idea, Hidden Valley High School offers a full breadth of courses that help students develop and express their creativity. Programs include strong and highly acclaimed choral/instrumental ensembles (several students per year selected for regional and state-level ensembles), music theory, yearly theatre productions, courses in computer graphics (including an operating screen-printing business), digital imaging (including hybrid/traditional darkroom processes), and introductory thru advanced placement studio arts. These programs all consistently generate local, state, and national recognition from any number of organizations, including Virginia High School League and National Scholastic Art ('19-'20 Awards: 1 American Vision Nominee, 3 Gold Key, 2 Silver, 3 Honorable Mentions). HVHS strives to take its project-based learning approach and create authentic experiences that speak to the students' interests, skills, and personal experiences while firmly rooting them in situations they would find outside of the classroom.

The health and physical education department at Hidden Valley High School believes in the need to build social, emotional, and physical health skills for all students by increasing health literacy, helping students understand how to achieve and maintain a healthy lifestyle, and fostering the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. All students are required to complete two years of health and physical education during their 9th and 10th grade years, which includes a CPR/AED/First Aid certification and driver's education, respectively. Students have the ability to further their interest in physical education during their junior year by participating in Strength and Conditioning and Advanced PE as seniors.

The mission of Hidden Valley High School's world language department is to equip students with communication skills in languages other than English, to afford them access to the cultures represented by those languages, and to prepare them for success in a multi-lingual economy and society. To do so, Hidden Valley High School offers levels I, II, III, IV, and AP of French, Latin, and Spanish; and the language teachers sponsor language clubs and honor societies for each of these languages. Students have the opportunity to participate in national assessments; interact with native speakers when HVHS hosts students from other countries, as well as in the building and community, and through travel; and use the skills that they have learned in cross-curricular and language specific projects. The world language department is at the forefront in using PBL and proficiency based and performance based assessments (PBA), including integrated performance assessments (IPA), and its students display their work at Titan 21 exhibitions.

Hidden Valley High School's yearbook, *Theogony*, is a national award winning program. The program has won 11 Trophy Class awards from the Virginia High School League making the program and three time State Winning book publication. *Theogony* has been awarded the Pacemaker award from the National Scholastic Press Association six times. The Charles E. Savedge Award for Sustained Excellence in Journalism has been given to the Hidden Valley High School Yearbook program twice. And finally, the Columbia Scholastic Press Association (CSPA) has presented *Theogony* two silver crown awards and one gold crown award, the highest honor to a photojournalism publication in the nation. The 2019 yearbook was also in the nomination for a silver or gold crown, and the CSPA awarded *Theogony* the silver crown on March 20, 2020.

The Hidden Valley High School library supports all stakeholders within the school in the following areas: strategically designed zones with monitors and large workspaces located throughout the library to enhance student collaboration, a fully licensed librarian to assist staff and students at all times, and a professionally curated collection of materials and resources for staff and students alike. Further, teachers from all curricular areas collaboratively plan with the librarian to enhance critical thinking, problem solving, and student based inquiry that is primarily in the form of projects. Finally, the HVHS library maintains a collection of traditional print resources as well as eBooks and access to research databases.

Hidden Valley High School's Instructional Technology Resource Teacher (ITRT) assists all stakeholders in a variety of ways, including but not limited to curricular project planning, research, school-wide projects, community outreach, internet safety, software training, and acquisition of equipment to assist with school and community projects.

3. Academic Supports:

3a. Students performing below grade level

The faculty and staff at Hidden Valley High School provide numerous supports for their students to meet them where they currently are and assist them to achieve their academic objectives. Every teacher at HVHS holds extra help sessions before and/or after school where any student may come for additional support in the given field of study. Hidden Valley offers a unique data driven remediation program twice a year for local and state testing where students are paired with a content expert and receive intensive, individualized instruction based on their specific needs. Through these interventions, every graduating student at Hidden Valley has met the state mandated graduation testing requirements. Students that pass the Virginia Standards of Learning (SOL) exam but fail the corresponding course, have the chance to recover credit for the course

by completing an individualized, rigorous program. HVHS offers multiple study halls per block, giving students the opportunity to complete work, study, make up tests, and work with teachers to help have a better understanding of the material. Several instructors offer students the chance to retake assessments if the students complete the specific requirements for said teacher, including but not limited to, one-on-one help with the teacher, completing assignments, and adhering to deadlines.

3b. Students performing above grade level

Hidden Valley High School strives to provide the supports needed by all students at all levels to maintain the rigor of the curriculum and foster instructional growth and inquiry. At HVHS students may take courses at the Roanoke Valley Governor's School, the Burton Center for Arts & Technology, dual enrollment (DE) courses through Virginia Western Community College, and Advanced Placement (AP) courses to challenge themselves further academically. Approximately 66% of the Class of 2019 was enrolled in at least one AP or DE course during their high school career. 79 of the students took 276 total AP exams, and averaged a score of 3.3. The faculty of Hidden Valley supports these students by offering help before school, after school, and during study halls. Furthermore, teachers of AP and DE courses provide additional preparation for exams by offering tutoring, enhanced materials, and mock testing.

3c. Special education

The staff and student body at Hidden Valley High School have done an excellent job of creating a culture of inclusion and acceptance regarding students receiving special education services. This culture, along with a high level of parent engagement, has contributed to special education students excelling academically, socially, and emotionally in high school while also preparing them for post-secondary success. The special education staff at HVHS demonstrates a high level of professionalism, with more than half of the staff certified in the subjects they teach. This allows staff not only to contribute to instructional decisions but also from the content perspective. The special education teachers work daily to identify overarching special education strategies and collaborate with general education teachers to ensure alignment with classroom, school, and division goals. Through directed study halls offered each block daily, students receive targeted support toward skill development to address IEP goals, academic support, emotional support, and transition support. The directed study teacher develops a plan for each student based on the student's post-secondary plan that outlines key steps beginning with the second semester of the student's junior year of high school. This plan is shared with all stakeholders, revised as needed, and used in developing each student's transition plan as part of their annual IEP. Special education staff keeps the faculty informed of all pertinent information regarding students in their classrooms in order that they may better meet the needs of each individual student.

3d. ELLs, if a special program or intervention is offered

Hidden Valley High School serves students from a variety of cultural, ethnic, and linguistic backgrounds. On any given day, one could feasibly hear one of 20 languages other than English spoken in the hallways. The school serves 16 students with limited English proficiency who work in small groups with the ELL instructor through the Language Instruction Educational Program (LIEP) but also assimilate in the academic setting with accommodations and modifications.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Within the Hidden Valley High School community, there is the Functional Academic, Accessibility, Career and Transition Skills (FAACTS) Program which creates a comprehensive educational environment for students of all grade levels with more significant disabilities who require a modified curriculum. The program is designed to incorporate functional living and vocational skills in a format that would coincide with traditional subject areas. Students who participate in the FAACTS Program are active members of the school community, participating in Special Olympics, competing on the Champions Together track team, working in the school store, and serving as both competitors and managers on several sports teams. Additionally, students in the FAACTS program engage in Community Based Instruction (CBI), which is a unique program designed to provide instruction in the areas of functional life skills, recreational/leisure skills development, and community awareness within community settings.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The faculty and staff at Hidden Valley High School make every effort to encourage students to realize their passions both in and out of the classroom. Over 60% of the student population participates on a variety of teams, in academic and non-academic clubs, and in the arts. Faculty members understand the importance of these extracurricular activities for creating a well-rounded student body; therefore, many coach teams and sponsor clubs to foster student interest. When a student has an interest where there is no club and they wish to organize one, they approach faculty members to pitch their ideas and ask them to sponsor; two clubs formed recently are the Board Game Club and the Gaming Club. HVHS prides itself in celebrating the achievements of all students. For example, the Debate, Forensics, Quiz Bowl, and athletic teams have all recently advanced to state competition. Students are informed of classmates' achievements via the morning announcements and the tradition at Hidden Valley of sending its state teams off to competition with a parade through the student lined halls led by the drum line.

For the past five years, Hidden Valley students have been able to utilize the "Titan Digital Media Lab" (TDML) to produce digital and multimedia products to express their voice while demonstrating mastery of the content. The TDML has an inventory of equipment that is used by students and teachers to print student designs on a large format printer/plotter, produce audio recordings, and create videos with the option of using a green screen. Students in the Functional Academic, Accessibility, Career and Transition Skills (FAACTS) program designed and manufactured a black curtain to cover the green screen when students do not wish to use it.

Students can record, produce, and edit videos in a TV studio environment using a variety of hardware and professional software. Students can also print large scale documents on an architectural style color plotter as well as smaller print jobs on a color laser printer. The digital media lab also provides students with the opportunity to record voiceovers and podcast style shows in a small recording booth area.

We continue to expand on the progress we have made in providing a first class environment to engage students in an environment that allows them to produce professional level digital media products.

Hidden Valley High School prides itself on being a school of inclusion for all students that celebrates its students' differences. In conjunction with Roanoke County, HVHS has implemented the Expect Respect Program to curtail bullying within its community and society as a whole.

2. Engaging Families and Community:

Partnering with community stakeholders is vital to the long lasting success of Hidden Valley High School. Parent led organizations, such as, PTSO, athletic booster clubs, and band boosters have supported the student body through volunteering their time and talents, raising funds, and communicating upcoming events and accomplishments via social media.

The administrative team at Hidden Valley High School informs the community of current and upcoming activities by maintaining the school's website, updating the digital sign leading up to the school, and sending a digital monthly newsletter to stakeholders.

Many members of the student body, faculty, and staff of Hidden Valley High School demonstrate their social awareness by supporting and volunteering at local charitable organizations. Since the early years of HVHS's existence, teams of faculty and students have supported the local Rescue Mission by participating in its annual Drumstick Dash on Thanksgiving Day. Members of the Hidden Valley community partner with local, state, and national organizations such as the American Cancer Society, Susan B. Komen Walk for a Cure, the Amyotrophic Lateral Sclerosis (ALS) Association, Mentoring the Valley (where high school students partner with elementary school students throughout the school year), faith based organizations, and community band and theater.

The city planners for Roanoke County and Roanoke City enlisted the Hidden Valley High School community during its Reimagine Oak Grove campaign which focused on an area located within the Hidden Valley district in need of revitalization. The planners wanted input from those who travel, work, and live in the area for recreational, shopping, and living spaces.

Local businesses have teamed up with Hidden Valley High School to provide financial and apprenticeship opportunities for our students. On multiple occasions, Davenport Energy Inc. in partnership with ExxonMobil and local ExxonMobil stations have awarded HVHS with the ExxonMobil Education Alliance Grant. Furthermore, the faculty reaches out to the community to develop far-reaching interactions with local leaders, such as Law Day when Hidden Valley students work with a federal judge to present oral arguments and a Psychology Brain Project where students create working models of human brains to present and defend to area physicians. Several students at HVHS have participated in a program spearheaded by Roanoke County Public Schools with the VA Water Authority. Through this program, the Water Authority employs the high school students on a part-time basis, trains them to become certified, and ultimately offer them jobs upon completion of the program and graduation.

3. Creating Professional Culture:

The administration at Hidden Valley High School values their faculty and respects the expertise of their instructors within their given disciplines while providing pertinent professional development for district and school initiatives to enhance that expertise. At Hidden Valley, the administration has offered training on using technology in the classroom, student safety, promoting school culture, innovative and growth mindset, multidiscipline peer observation and feedback, and project-based learning (PBL).

One example of Hidden Valley High School's use of professional development with technology is where several teachers have attended training on using Educational Minecraft in the classroom and incorporated its use in their lessons. For example, students have created ancient dwellings, city plans, and interactive games. In recent years, the Microsoft Corporation has contacted teachers via Twitter and come to the school on multiple occasions to interview students about the use of their products.

The Hidden Valley High School faculty is strongly encouraged and supported in its quest of implementing engaging and innovative instruction and activities students are opportunity ready via the use of PBL. For over half of its history, teachers at Hidden Valley have observed and been trained on the implementation of PBL in the classroom. Teams of teachers have taken what they have learned from observing, being trained, and incorporating PBL and trained other secondary teachers across the district and have served as contacts for others.

The faculty and staff at Hidden Valley High School provide a model for their students of being lifelong learners. Teachers are given the opportunity to attend AP workshops to become certified AP teachers, advance their education for professional gain, and attend conferences. They are also encouraged to stay current in their field of expertise.

4. School Leadership:

The philosophy of the administration at Hidden Valley High School is to build relationships with stakeholders and empower faculty members. The administrative team is comprised of the principal who has her Ed.S. in leadership; two assistant principals, one with over 25 years of administrative experience; and a Dean of Students with over 10 years of administrative experience. The administrators make it a point to greet students and staff every day and to make personal connections. They also encourage faculty members who are pursuing administrative degrees by mentoring and allowing them to assume more leadership roles in the building, such as performing administrative tasks, and giving them the opportunity to attend conferences and workshops to gain additional training.

The administrative team meets with department chairs monthly to disseminate information and make instructional decisions for the school. Department chairs then meet in their respective departmental

professional learning communities (PLC) to relay the information and discuss any questions or concerns regarding the school, such as school climate, instructional strategies, and best practice. The responsibility of the department chairs is to compile and report back to administration their PLC's responses.

In recent years, staff members at Hidden Valley High School have advanced to leadership positions in Roanoke County Public Schools. Some have become coordinators at the building level, others are now curriculum supervisors at the county level, and two have become secondary principals.

Not only is leadership promoted among the faculty but also within the student body at Hidden Valley High School. Students also have the opportunity to earn leadership positions through student council, clubs, athletic teams, band, and Titan 12. Becoming a member of the Titan 12 is one of the highest honors bestowed upon a student at HVHS. Juniors who demonstrate high character and leadership abilities are nominated by teachers, complete a profile, go through a vetting process, are voted on by the entire faculty, and ultimately selected by a panel of faculty and staff. These 12 students serve as ambassadors for the school and as marshals at graduation. In addition to these, one student at Hidden Valley is selected to serve on the Student Advisory Council where he/she meets with School Board regarding educational and social issues that affect all students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Hidden Valley High School attributes much of its recent success to the integration of more engaging and purposeful instruction, activities, and assessments to make all students opportunity ready. At Hidden Valley, the faculty strives to incorporate the following elements from the Profile of a Graduate: collaboration, communication, critical thinking, creativity, citizenship, career plan, competence, and centeredness.

One way that Hidden Valley High School has made instruction more purposeful and engaging over the years is to make it more student centered by using innovative teaching strategies like project-based learning (PBL). School leaders visited High Tech High in San Diego, CA to witness PBL in action. Upon returning to the school, they spoke to the faculty about their experience and formed a small group of educators who were willing to attempt PBL in their classrooms, and this is how the Titan 21 team came to be. A representative from High Tech High then came to give them more in depth training and guidance. It spread throughout the building through a series of lunch and learns where teachers would go during their lunches to watch students present their projects and ask students follow up questions. HVHS then collaborated with Advance Learning Partnerships (ALP) on how to enhance lessons to be more engaging and purposeful. ALP introduced the faculty and staff to Reflective Friends, a process where they observe a lesson in action and then ask questions and provide feedback so that the instructor can reflect on the lesson. Since the introduction of Reflective Friends and scheduling all faculty members to observe, the Titan 21 team has grown each year to the point where a majority of the faculty utilizes PBL. HVHS has continued to use Reflective Friends and has introduced a fine tuning protocol (FTP) where teachers pitch their project ideas or teaching outcomes to a small group of faculty members for feedback.

Since the introduction of PBL, Hidden Valley High School students have presented their finished products to HVHS stakeholders at a student exhibition known as Titan 21 Night. The stakeholders then ask any clarifying questions about the project and specific aspects that the students enjoyed.

Students at Hidden Valley High School are more actively engaged in their education, and they retain the information they have learned through doing and are able to demonstrate that content knowledge on high stakes testing such as the SOL, SAT, and ACT exams.