

Annual Report

2008-2009

Principal's

Perspective

Valentine Hills Elementary School continues to build on past success with our instructional model which is focused on the research based best practice of Response to Intervention (RtI).

Through this model we are able to meet each student's needs no matter where they fall on the academic spectrum. As part of our building wide model we have a reading extension center for students in grades one through five. The reading extension center integrates ESL into our program. Students who work in our extension center work in small groups of six students to one teacher. Title I serves students struggling in reading as an additional academic intervention where specific strategies are determined based on what each student specifically needs.

Our high performance programs continue as part of our overall model and serve as another way we are able to better meet all our students' needs. Through high performance, we challenge students to an advanced level of critical thinking skills. High performance reading is available to students in grades three, four, and five. Our high performance math programs are available to students in first, second, third, fourth, and fifth.

Professional development for staff members is an integral part of the success of our building. Teachers participate in a wide variety of professional development activities including math, reading, responsive classroom, sheltered instruction, positive behavior strategies, peaceful playground and second step health curriculum. The entire staff at Valentine Hills, from building support to classroom teachers, continues to improve on what we do well to ensure success for all our students.

School Improvement and Innovation Plan

Goal 1: School-wide improvement in reading growth. At Valentine Hills Elementary, 60 percent of students in grades three, four and five, who participate in the spring NWEA MAP test, will meet or exceed individual reading RIT target scores. This goal is based on a 2 percent increase from the 58 percent of students who met or exceeded their individualized growth in 2007-2008.

Results: Valentine Hills saw tremendous growth in the school's overall goal to improve student reading. The goal was to reach 60 percent of students meeting individualized growth targets, and 64 percent of students actually met their growth targets for the 2008-2009 school year. Changes to the building's instructional model, and the addition of regular Student Intervention Team meetings to discuss student growth and interventions, helped keep the focus on each and every student. Valentine Hills truly saw the impact and rewards of the school's extension center model which integrated ESL into the program. Teachers met regularly with District curriculum coordinators and Houghton-Mifflin reading specialists to review the reading curriculum and make adjustments as needed to continually improve reading delivery and instruction.

Goal 2: School-wide improvement in math growth. At Valentine Hills, 57 percent of students in grades three, four and five, who participate on the spring NWEA MAP test, will meet or exceed individual reading RIT target scores. This goal is based on a 2 percent increase from the 55 percent of students who met or exceeded their individualized growth in 2007-2008.

Results: As in reading, Valentine Hills saw amazing improvement in the percentage of students who met or exceeded their individualized growth targets with 67 percent of students meeting this goal. As part of the school-wide professional development plan, and part of the Governor's Quality Compensation (Q-Comp) plan, there was an increased emphasis on mathematical problem solving in all grade levels. Teachers building-wide participated in specified grade level Problem Solver curricula, of which Valentine Hills will continue to build upon during the 2009-2010 school year, with a focus on the higher level and critical thinking skills associated with the Problem Solver curriculum, as well as adding a learning resource math teacher to the school's instructional model.