

CURRICULUM AND INSTRUCTION
Valley Institute Elementary
2013-2014

Valley Institute continued to be fully accredited for the 2013-2014 school year and students met the Annual Measurable Objectives. Significant progress was shown in the sub group of students with disabilities. In math, this particular subgroup increased from 36% pass rate to 54% pass rate. In Reading, the pass rate increased from 22% to 48%. While these numbers are still not where we would like for them it is important to note the significant increase.

The following pass rates show a comparison of the SOL scores from the previous year to the scores of the 2013-14 school year.

	Spring 2013	Spring 2014
Grade 5	Pass Rate	Pass Rate
English	69%	67%
Math	88%	90%
History	79%	78%
Science	80%	78%
Writing	60%	74%
Grade 4	Pass Rate	Pass Rate
English	68%	73%
Math	79%	89%
History	91%	87%
Science	Test Not Offered	Test Not Offered
Grade 3	Pass Rate	Pass Rate
English	69%	72%
Math	44%	48%
History	82%	82%
Science	88%	82%

Most students continued to do well on PALS. There was concern, however, that those students not meeting the benchmark score for their grade level were in need of a greater degree of intervention than in previous years.

Kindergarten Four students out of fifty-one did not meet the benchmark score of 81. The benchmark score was met by 92% of the kindergarten students. Of the four students who did not meet the benchmark, two moved to another school district at the end of the school year (both had already moved once during the school year) and the other two students were retained and have been referred for testing for learning disabilities.

First Grade Four students out of fifty-five did not meet the benchmark score of 35. The benchmark score was met by 93% of the first grade students. Of the

four students who did not meet the benchmark, two receive resource services, one was retained (she had missed 59 days of kindergarten, 65 days of first grade and had already transferred twice so it was obvious that there had been a lack of good, consistent instruction) and one other student moved before the school year was out (also had already moved one other time this year).

Of the fifty-four students screened, 89% read at the first grade level or above and 65% read at the second grade level or above.

Second Grade All but three students in second grade met the benchmark score of 54. Of the sixty students screened, 97% read at the second grade level or above, and 94% read at the third grade level or above.

Third Grade All but five students met the third grade benchmark during the fall screening. All of the five were rescreened in the spring. One student came to us in the Fall having been homeschooled all his life. This student was placed one year behind his chronological placement due to his low screening scores. This student was pulled from our school and continues to be home schooled at this time. Of the other four students, three are receiving resource classes for specific learning disabilities.

Out of twenty-one Reading Recovery students served, fourteen, 67% read at grade level or above (Text Level 18 or above). Out of the remaining seven students, three qualified for special education, one student moved to another school and three students were under consideration for referral in second grade, however lack of progress appears to be due to excessive absences. The attendance committee has met with parents of both students. Reading Recovery helped establish screenings twice a year in Kindergarten. The program served as an indicator for placement.

The instructional program reflected a commitment to career and technical education.

- All grade levels had instruction in career and technical education through the guidance programs and utilized relevant Standards of Learning objectives.
- Social Science and Guidance classes provided instruction in career opportunities. Specific examples include:
 - Virginia View's Career Exploration program in grades K-5
 - John Holland's "What Would I Be Good At?"
 - Online research in "Virginia View's Career Town"
 - "The Character and Career Connection"

The instructional program reflected a commitment to fine arts and a physical well being of every child.

- All students participated in art and music classes throughout the entire year.
- One hundred percent of the students had a 45-minute physical education class twice a week.
- Daily recess continued to be implemented.

- Students were encouraged to become “Fitness Millionaires” by running a minimum of one million inches within the school year.
- A walking track was used daily by the school and community.
- Healthier a la carte items were offered in the cafeteria.
- Cafeteria staff prepared meals with whole wheat products and served less items containing a high sugar content.
- Healthier food choices were offered during school functions and parties.
- Children did not have access to vending or soft drink machines.

Valley Institute continued its commitment to provide the best education to all students. When a student appeared to need additional support, the child was referred to the Raising Educational Achievement in Children (REACH) team who suggested appropriate interventions. Implementation of these interventions was monitored daily or weekly and the data collected was taken back to the REACH team. If the data showed that the student was improving, implementation continued, if it did not, a new intervention was suggested by the team and implemented for further progress monitoring. If the student continued to exhibit difficulties after completing suggested interventions, then a Child Study meeting was held. An active and continuous child-find program was maintained throughout the year.

- Students were referred as needed by a teacher, a parent, or by the student.
- Child study meetings were held throughout the year based on individual’s needs.
- Students were identified and served in special programs as outlined by state and federal statute. Individual Education Plans were developed and implemented for each student served.
- As stipulated by federal regulations, Response to Intervention (RtI) Services were provided to identify students.
- Kindergarten Intervention, Reading Recovery, a Reading Specialist and tutors served qualifying students.

A commitment to serve those individuals with special gifts and talents were made by the staff of Valley Institute by providing:

- On-site Gifted Coordinators.
- Continued implementation of POWERUP classes which included enrichment time for students working above grade level.
- Selected units of study which were designed to meet interests and talents of the individual students.
- Units of study with integrated curriculum, including the core subjects and the arts.
- Fourth and fifth grade chorus members’ opportunities to perform at special functions including PTA meetings, school spaghetti dinner and nursing home visits.
- Instructors and speakers continued to be secured from the community for specific topics.
- Field trips, which correlated with the SOLs, were taken.
- Fifth grade students were given the opportunity to apply for and earn jobs around the school.

PURPOSE AND DIRECTION

Valley Institute Elementary

2013-2014

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

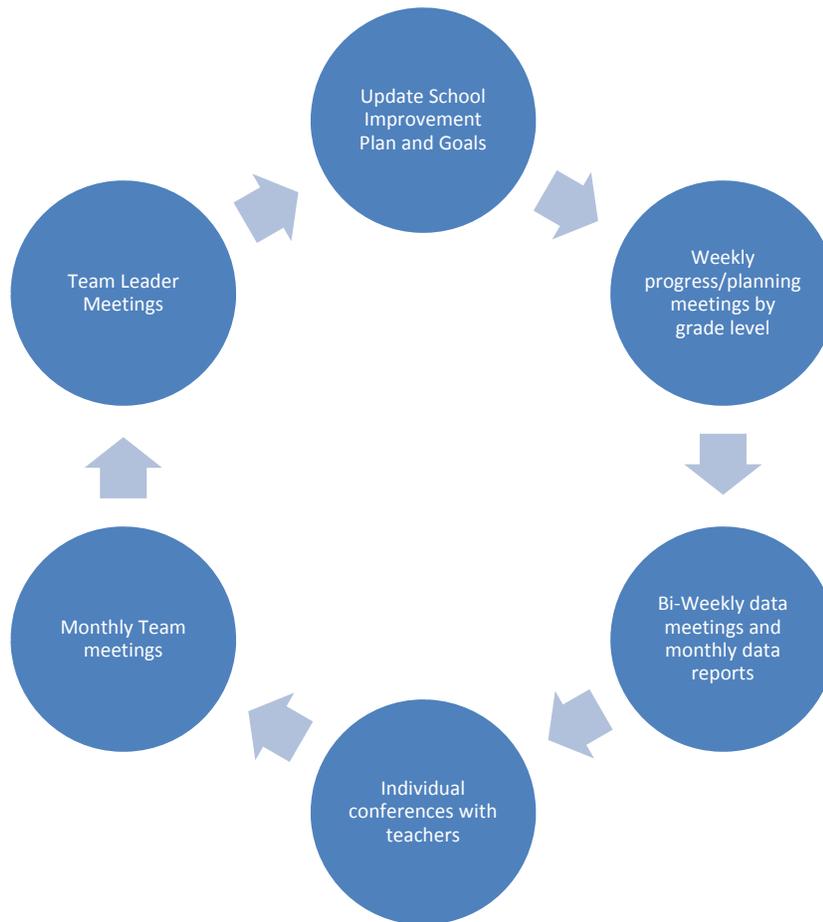
Valley Institute engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

- The School Teams (Improvement, Culture, Leadership, and REACH) meet once a month to discuss and evaluate the school's purpose and accomplishments. They also analyze student growth and strategies that promote student growth.
- The school mission statement is revisited each year to determine if it is aligned with the division's missions and to determine if it is valid and attainable.
- Bi Weekly Data Meetings are conducted to monitor student progress and discuss instructional strategies and student placements.
- School goals were set based on data and shared at the annual staff meeting prior to the beginning of school. Goals are reviewed at the monthly staff meetings and at each team meeting.
- Annual data is reviewed and disaggregated to find focus areas of need.

Valley Institute's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

- Staff and administration participate in professional learning opportunities and discussions that communicate clear and shared goals for the school.
- Book studies and shared professional articles that support school goals are used.
- Faculty is supported by the administration to visit classrooms within the school but also in other division schools to share and collaborate. The small size of the faculty limits the amount of content specific or grade level collaboration.
- Data meetings are child specific. When discussing student progress, everyone who interacts with a child is asked for input. This includes counselors, special area teachers, and specialists within the school.
- A common belief about discipline and expectations is shared. Every child is respected and treated fairly while being held to a level of accountability that is developmentally appropriate for their specific age.
- Students are offered opportunities beyond the classroom to enhance learning through the 4-H clubs, GATE program, Highlands Community Services, HELP After school programs, the Guidance Department, the fifth grade class activities/jobs and field trips, and presentations.
- Goals for students are set annually within the classrooms and are monitored by both the teachers and the students throughout the year. These goals can include word count, sight words, multiplication facts, Math Facts in a Flash, and others.

Valley Institute's Leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning:



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School Teams 2013-2014

School Improvement/Schoolwide: Meet on 1st Monday of each month 3:15-4:15 pm

Angie Fritts
Tea Triplet
Tammie Allerton
Scott Hay
Ellen Anderson
Kellie Persiani
Angela Harman
Tim Kilbourne – Chairperson
Keri Gilliam

The purpose of the School Improvement/Schoolwide team is to review, edit and update the schoolwide Title I plan and the school's school improvement plan. This team will also guide the school in making necessary improvements based on needs assessments and goals. You will also be in charge of communicating to the faculty and staff any changes, needs or accomplishments of the school.

School Culture: 2nd Monday of each month 3:15-4:15pm

Maggie Holden
Janie Samuel
Amy Senter
Natasha Justus
Boo Chafin
Chas McGlothlin - Chairperson
Vicki Hammell

The purpose of the School Culture Team is to plan and provide professional development opportunities for all staff, to increase awareness among staff of needs and opportunities for growth in our school. This team will also be aware of school morale and plan activities to increase our sense of community. This team will also serve as the yearbook committee to assist Mrs. Holden. Will also help with school safety activities.

REACH Team: 3rd Monday of each month 3:15-4:15pm

Michelle Gardner - Chairperson
Teresa Peltier
Carol Arrington
Amber Hayden
Karla Worley

The REACH team will provide support to classroom teachers in increasing the achievement of struggling students. This team will be aware of state and division level RtI trends and meetings and share information with the rest of the staff. This team will collect and analyze data (with the classroom teacher) to provide interventions and support in the classroom.

School Leadership: 4th Monday of each month 3:15-4:15pm

Angie Hess - Chairperson
Katie Mitchell
Wendy Shortt
Rachel Lark
Joy Hull
Megan O'Connor

Members of this team will serve as grade level team leaders and will provide schoolwide information with all team members. They will also bring information to the administration concerning student data, curriculum issues and grade level needs.

Child Study: Meet as needed

Lynda Anderson - Chairperson
Tammy Williams
Natasha Justus
Referring Teacher

Faculty Meetings: 3rd Thursday of the month!

Uniting the Division/Web Articles:

Angela Harman

WCEA:

Wendy Shortt

Discipline/Attendance:

Tammy Williams

Kelly Alliss

Tim Kilbourne

PTA:

Keri Gilliam

Kellie Persiani

Calendar:

Karla Worley

Gifted Coordinator:

Donna Edwards

Yearbook:

Maggie Holden

Chas McGlothlin

Technology Coordinator:

Tim Kilbourne

GOVERNANCE AND LEADERSHIP
Valley Institute Elementary
2013-2014

Valley Institute operates under governance and leadership that promotes and supports student performance and school effectiveness.

- VIES follows all established procedures and protocols set up by the Code of Virginia, the Washington County School Board Policy Manual, and the VIES Student Handbook and Code of Conduct.
- Yearly audits of financial records and procedures indicate that VIES is in compliance with laws, regulations, and policies.
- Data meetings occur bi-monthly with each grade level.
- School Teams meet monthly to discuss school and student improvement.
- The principal has a parent advisory team that meets quarterly to provide feedback and suggestions.
- Community stakeholders are invited to be an active part of learning within content and special area classes.

TEACHING AND ASSESSING FOR LEARNING
Valley Institute Elementary
2013-2014

Valley Institute's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

- The master schedule allows for longer time within the content areas.
- The master schedule provides time for intervention and enrichment at each grade level.
- Students are provided time within the instructional day to work independently on goals, whether with technology or other resources.
- Classrooms are equipped with technology that provides for differentiated learning styles and opportunities.
- Tutors and aides work throughout the school on a schedule that is flexible and fluid to accommodate students' changing needs.
- Bi-Monthly data meetings are held to discuss and monitor student progress.
- Teachers and staff believe and demonstrate a belief that students should be "Assessed FOR Learning" not just have assessments OF learning.
- Each School Team (monthly meetings) discusses specific strategies to improve student learning and assessment.
- Students are provided opportunities to track their own progress within the classroom so that specific goals can be set both independently and with the guidance of the teacher.
- Use of online testing (ThinkCentral and Envision, Renaissance Place and Flannagan Materials) provide immediate feedback to students and teachers. This data is then used to drive instruction and student placement.
- All teachers use PowerTeacher to track students' grades and parents are encouraged to participate in the Parent Portal as a means of communication about the students' grades and successes.
- A coordination of services with Highlands Community Services, the Virginia Cooperative Extension Agency, Greendale Chapel, the Washington County Sheriff's Office, and area colleges and universities provide a large variety of services to the students of VIES that meet needs beyond those of their educational needs.
- Valley Institute holds two family nights per year along with monthly PTA meetings to encourage parental involvement in student learning.

RESOURCE AND SUPPORT SYSTEMS

Valley Institute Elementary

2013-2014

Valley Institute has resources and provides services that support its purpose and direction to ensure success for all students.

- VIES is staffed with only highly qualified teachers and aides and maintains a student teacher ratio of not more than 22:1.
- All faculty and support staff, including those from other agencies, are invited to all staff meetings to ensure that everyone has a shared vision for the school.
- The master schedule provides adequate instructional time in all four basic core content areas.
- A school budget is provided from the central office that supports basic instruction in reading and math. Also provided are the textbooks and resources necessary to provide instruction in all content areas.
- All facilities are well maintained and updated as necessary by the building custodial staff and/or the division's maintenance department.
- All faculty are well trained in the use of instructional technology. Technology is used for providing instruction, assessing student learning, and providing communication between the school and parents and stakeholders.
- VIES uses PowerSchool and PowerTeacher for all data storage and student grading systems.
- VIES has a full time guidance counselor and three full time day treatment counselors through Highlands Community Services.
- The REACH Team provides support of students' individual needs through the sharing of intervention strategies and models of instruction.

USING RESULTS FOR CONTINUOUS IMPROVEMENT
Valley Institute Elementary
2013-2014

Valley Institute implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

- Valley Institute has a cycle of continuous improvement that includes monthly and bi monthly meetings to analyze our current school improvement goals.
- Students are assessed through the use of the division's pre/post tests, locally developed benchmarks, Text leveling, Word Count reports, Math Facts in a Flash, and PALS assessments.
- Bi-monthly data meetings and use of the data in the grade level data notebooks are used to assess student growth.
- Monthly staff meetings address the collection and analysis of student data. Examples are given at each meeting of data usage.
- Use of the following media and communications keep parents informed and faculty supported: school and division website, student IEP and GATE and ESL Plans, BullDog Express (newsletter), Parent Teacher Conferences, School Messenger, Family Nights, Grade Level Parent Meetings, PTA meetings, and programs and class night.