

**SCHOOL PROFILE**  
**Valley Institute Elementary School**

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Valley Institute Elementary School is located seven miles outside of the city of Bristol, Virginia. This rural community consists mostly of farmland and residential areas; however, it is just on the outskirts of major business areas. The school serves students from Mendota to the North Bristol end of Washington County. Washington County had a population of 54,907 in 2013 with 17,341 of that number being located in the Bristol area.

While Valley Institute has gone through many transformations, relocations, and consolidations since it was originally started in 1909, the present structure was completed in November, 1957. Occupation of the present structure began after Christmas vacation, housing both high school and elementary students for the remainder of that school year. With the start of the 1959 school year, the high school was consolidated with other schools to form John S. Battle High School. Valley Institute has been affiliated with the Southern Association of Schools and Colleges for many years, having become fully accredited in 1969. Continued population growth and the need for a new gymnasium brought the dedication of a new wing in October, 1973, when the school served grades K-7.

The Washington County School System underwent a geographical redistricting with the implementation of the Middle School Plan in the 1991-92 school year. Valley Institute became a K-5 population at the time and in the fall of 2000, the Preschool Program was implemented. In 2010, additional space was added to the school, which included a new library, computer lab, and two rooms currently housing the preschool program.

The current school population is composed of 336 students in grades PreK-5, with 26 students in Preschool, and a staff of 20 regular classroom teachers for an average student-teacher ratio of 19:4. In addition to the principal and classroom teachers, the students are served by one full-time and one half-time special education teachers, one guidance counselor, one Reading Recovery teacher, one Reading Specialist, one Kindergarten Intervention Specialist, a Speech/Language Pathologist, a full-time physical education teacher, a full-time music teacher, a full-time art teacher, a librarian/media specialist, several instructional assistants, and a school nurse. The average years of teaching on the staff is 15.66 years, ranging from 1 to 43 years. The remainder of the staff consists of two secretaries, two custodians, four cafeteria workers, and eight bus drivers. We are also in collaboration with Highlands Community Counseling Services and house three Day Treatment counselors.

As of August of 2015, the Free or Reduced lunch percentage was 62.39% and 20% of the population qualified for special services, including resource, inclusion, and speech services. The average daily attendance at our school is 95%. Enrollment has remained constant over the past five years. For the 2014-2015 school year the student enrollment was 338. Enrollment for this school year is 345.

Since 2011, there has been a significant turnover of faculty and staff. Eighteen staff members, including bus drivers, custodians, cafeteria workers, nurses, and teachers, have been replaced through retirement, resignation, or transfer.

## SCHOOL'S PURPOSE

### Vision Statement

Valley Institute Elementary School will develop in students the skills needed to establish and accomplish individual goals, to become productive and respectful citizens of their communities, and to achieve high academic success.

### Mission Statement

To provide EVERY student EVERY opportunity and EVERY resource we can to complete EVERY task they set out to accomplish.

### Statement of Core Values

*We believe successful schools:*

- Provide safe, healthy, and dynamic learning environments.
- Employ and retain highly qualified staff.
- Have well-defined curriculum and programs that are aligned with state and national standards.
- Involve all stakeholders as partners.
- Respect all.
- Are accountable.
- Align budgets with priorities.
- Engage and communicate with families.
- Provide opportunities for participation in co-curricular and extra-curricular activities.

*We believe effective instruction:*

- Is research-based.
- Assumes all children can learn.
- Meets the unique needs of each child.
- Prepares students for success.
- Educates the whole child.

- Elicits high performance consistent with abilities.

## STUDENT PERFORMANCE

Valley Institute Elementary School is fully accredited by the Virginia Department of Education. The administration, faculty, and staff utilize data from testing to indicate areas for improvement. Valley Institute Elementary School has met all Annual Measurable Objectives in all areas this past school year. Other School data can be viewed on the schools info page of the Washington County School's website.

## SCHOOL INSTRUCTIONAL INFORMATION

Valley Institute's instructional day begins at 8:25 and ends at 3:00. Instruction is provided by the classroom teacher in the following subjects: English, Mathematics, Science, Health, and Social Studies. Music, Art, and Physical Education are taught by certified teachers in these areas. Library is offered weekly by the librarian and guidance classes are offered on a 5 week rotating schedule. The Title I program currently includes Reading Recovery Teachers, Kindergarten Intervention, and Pre-school. Special Education programs are provided for those who qualify. Teachers are typically provided a daily forty-five minute planning time.

Valley Institute has an Early Childhood Special Education Program and a Title I Pre-Kindergarten Program for young children. Early Childhood Special Education is an early intervention program that targets children who are two to six years of age. In order for children to qualify for this program, they must have a development delay in one or more of the following areas: adaptive and social behavior, motor development, communication, and/or cognition. The Title I Pre-Kindergarten Program is directed toward four-year-old children who may at risk for learning problems.

The faculty and staff hold a high expectation of learning for all students. There is evidence of mutual respect, courtesy, and a genuine concern for all students in the learning environment. The faculty strives to instill a love of learning in all students and to develop a positive attitude toward education. Each teacher uses a variety of methods to assess the success of students such as: teacher observations, portfolios, projects, cooperative learning, higher order questioning, tests in specific areas, Standards of Learning tests, and other forms of assessments. Classes are grouped heterogeneously and activities are structured to ensure optimum learning experiences. All grades K-5 change classes for flexible reading instruction based on their current reading ability and performance. Inclusion and pull of programs are provided by Kindergarten Intervention, Reading Specialists, Speech and Language, Special Education, and Reading Recovery. Remedial tutoring for teacher-recommended students is provided by visiting teachers, and high school "student teachers," as well as our reading specialist and reading recovery teachers. A REACH team and Child Study Team are in place to help monitor students working in Tier II or Tier III of Response to Intervention. These teams meet as needed to assist teachers in designing an educational program that will meet the individual needs of the students.