

Annual Report

2007-2008

Principal's Perspective

Valentine Hills continues to improve its instructional model to meet the individual needs of all students. Our Extension Center works with at-risk readers in grades one through five. Students who go to our Extension Center work in both large and small group settings to improve their reading skills through both guided reading and core curriculum instruction. Our students in kindergarten through third-grade also have Title I math intervention assistance as well. New to our building this year is our Reading Resource teacher who works through the Response to Intervention (RtI) model with students in all grade levels (at their instructional level) to help students succeed in reading. The Reading Resource teacher works with students above and beyond the core reading curriculum they receive in their classrooms, thus helping students close the reading gap.

Our High Performance programs have grown this year as well. High Performance is another way of meeting students at their academic level and challenging students to an advanced level of critical thinking skills. The skills learned in the High Performance programs are used across the spectrum of academic subjects. High Performance reading is available to students in grades three, four and five. Our High Performance math program has now expanded to include grades one and two as well and our intermediate grades of three, four and five.

Valentine Hills' staff members are dedicated professionals who regularly engage in professional development to enhance their own academic learning, which in turn impacts student achievement in the classroom. Staff members are excited about our instructional model, and continue to work hard to ensure success for all.

School Improvement and Innovation Plan

Goal 1: School-wide improvement in reading growth. At Valentine Hills Elementary, 58 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 56 percent of students who met or exceeded their individualized growth in 2006-2007.

Results: Valentine Hills saw tremendous growth in the school's overall goal to improve student reading. Our goal was to reach 58 percent of students meeting individualized growth targets, and 66 percent of students actually met their growth targets for the 2007-2008 school year. Changes to our buildings 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, along with the adoption of the new Houghton-Mifflin curriculum. Teachers met regularly with District curriculum coordinators and Houghton-Mifflin reading specialists to review the new curriculum and make adjustments as needed to continually improve reading delivery and instruction.

Goal 2: School-wide improvement in math growth. At Valentine Hills, 55 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 53 percent of students who met or exceeded their individualized growth in 2006-2007.

Results: As in reading, Valentine Hills saw amazing improvement in the percentage of students who met or exceeded their individualized growth targets with 71 percent of students meeting this goal. As part of our 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 we will continue to build upon during the 2008-2009 school year, with a focus on the higher level and critical thinking skills associated with the Problem Solver curriculum.