



# **BATTLE CREEK PUBLIC SCHOOLS**

Listening • Responding • Working Together

## **VALLEY VIEW ELEMENTARY SCHOOL 2008-2009 ANNUAL REPORT**

### **DISTRICT VISION**

**Battle Creek Public Schools will ensure a quality education for all students through quality teaching and support from all staff.**

### **DISTRICT MISSION**

**Battle Creek Public Schools – a world-class system providing a quality education that prepares all students to be productive and responsible citizens.**

### **DISTRICT BELIEF STATEMENTS**

1. The District will provide opportunities for all students to develop their own unique skills and talents.
2. Education will provide opportunities for all students and all staff members to honor, value, and understand diversity.
3. All students achieve success when students, community, families, Board of Education, and staff work together.
4. All staff must recognize all students as the number one priority.
5. Educating students will be based on research and best practices driving quality instruction and curriculum aligned with assessments.
6. The Battle Creek Public Schools will be fiscally responsible.
7. The best decisions are data-driven which will ensure there is a valid and rational support for the choices we make on behalf of all students we serve.

### **OVERVIEW**

Valley View is a Title I school wide project building that serves students kindergarten through fourth grade. In 2008-2009 there were three sections of each grade with Kindergarten and 4<sup>th</sup> grade having four sections. Additionally, there is one section of ECE (early childhood education programs for four-year old children). Reading Recovery is available for identified first grade at-risk students, who meet eligibility requirements. All students have access to vocal music classes, art instruction, physical education, and Enrichment (social studies and technology emphasis) on a weekly basis. Students who meet additional eligibility requirements have access to speech and language services, occupational and/or physical therapy, social work services, and resource

teacher services. Our building is on one floor and handicap accessible. More than ninety percent of our students are bus riders, coming from a large geographical area. Though part of the Battle Creek Public Schools, Valley View sits within the boundaries of the city of Springfield. Housing in our area consists of single-family homes (old and new), apartments and townhouses, and trailers and mobile homes. We serve a diverse population ethnically and socio-economically as well. A growing number of our students come from Burma, and enter Valley View with little or no English skills. Other English Language Learner (ELL) students are from Yemen or come from a Hispanic background. Approximately seventy percent of our students qualified for free or reduced lunch. A before school program on site (7:15-8:00 AM) and an after school program (3:30-6:00 PM) off-site is available to all students. These are run under the auspices of the 21<sup>st</sup> Century Community Learning Centers. Busing is available to the after school program at Springfield Middle School. Extended learning opportunities are available to all students during the summer (Bearcat Summer Clubhouse) at reasonable cost or on scholarship.

### POINTS OF PRIDE

- Curriculum connections at Valley View: Grade level parent meetings with a curriculum/content focus, Westside Parent Center programs and activities (Chat with the Superintendent, Holiday Make-It/Take-It), the Reach Program for Advanced and Accelerated, March is Reading and Writing Month activities, PTA Reflections contest (visual arts and literature entries), other art exhibits around the city (Battle Creek Art Center, Meijer, Wendy's, etc.), Springfield Public Safety Department officer (laws/social studies), health-ACES (All Children Exercising Simultaneously) and end-of-year Field Day, Ronald McDonald Reading Assembly, Book-It, All-City Choir, SPLASH Program
- 21<sup>st</sup> Century Community Learning Centers; students bused to program site after school. Morning before-school program is on site at Valley View.
- Carson Scholar Nominee Recognition Breakfast and Evening Reception for Award Winners
- Reading is Fundamental (RIF) free book distribution two times per year
- Character Education Initiatives: Valentines for Veterans, letters to service men and women, food drive in support of the local food bank, sock/buck drive for Charitable Union, holiday baskets for Valley View families, United Way, Service Squad, Jump Rope for Heart, Summit Pointe speaker for 4<sup>th</sup> grades (responsibility/goal setting), NAACP Black History Quiz Bowl team (4<sup>th</sup> grade), 3<sup>rd</sup> grade garage sale, fundraisers for PTA, March is Reading Month project to assist the Humane Society
- Student performance musical (vocal and instrumental) programs (winter and spring)
- Field Trips: Outdoor Education Center (Pioneer Cabin, farm & garden, barnyard), Binder Park Zoo, Water Festival at Kellogg Community College, swimming lessons at Northwestern Middle School, Willard Library, Cereal City Fire Safety and Prevention Program, tour of Historical Museum and Capital in Lansing, MI., STARBASE
- Scouting groups, Floor Hockey
- Recreation and Social Activities: Two school-wide skate nights, family picnic, community floor hockey (girls teams), Girl Scouts and Boy Scouts
- Advanced & Accelerated Program (REACH) for 4<sup>th</sup> and 5<sup>th</sup> graders in 2008-2009. (planning meetings with staff and parent meetings)

### AVERAGE CLASS SIZE

Average Class Size per Grade (Fall Count Date)					
Kdg.	First	Second	Third	Fourth	Fifth

21	23	25	23	21	0
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## RETENTION RATE

DISTRICT RETENTION RATES							
Retention rate is defined in the State School Aid Act as the proportion of pupils who have not dropped out of school in the immediately preceding school year and is equal to one (1) minus the quotient of the number of pupils unaccounted for in the immediately preceding school year as determined by the District Pupil Retention Report, divided by the pupils of the immediately preceding school year. The State of Michigan calculates this rate.							
01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
92.8	92.9	94.8	90.10	91.43	NA	92.85	NA

## ACCREDITATION STATUS AND GRADES

SCHOOL										
COMPONENT	STATUS		CHANGE ACTUAL		CHANGE ADJUSTED		SCORE		GRADE	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
Student Achievement	76.2	76.9	12.89	X	86.2	76.9	86.2	76.9	B	C
English Language Arts	80.6	81.9	10.77	X	90.6	81.9	90.6	81.9	A	B
Mathematics	78.4	79.4		X		79.4	88.4	79.4	B	C
<b>Achievement Subtotal</b>										
<b>Indicators of School Performance</b>							100	100	A	A
<b>Preliminary Score and Grade</b>							90	86	A	B
<b>Met Adequate Yearly Progress</b>									YES	YES
<b>Composite Grade</b>									A	B
<i>Empty table cells due to no data reported by THE MICHIGAN DEPARTMENT OF EDUCATION.</i>										

## 2008-2009 SCHOOL IMPROVEMENT PLAN

### INTRODUCTION

The School Improvement Plan is developed through a collaborative effort during the school year. What follows is a snapshot of the process and the progress made.

### Mission Statement

#### Battle Creek Public Schools

A world-class system providing a quality education and preparing all students to be productive and responsible citizens.

#### Valley View Elementary School

In partnership with families and community, we at Valley View are committed to improving student achievement to its highest level. We will work together to provide an environment where all students can become life-long learners and responsible citizens.

### SHARED VISION

#### Battle Creek Public Schools

Our students. Our schools.  
The pride of our community.

#### Valley View Elementary School

Successful learning for all students... whatever it takes.

### BELIEF STATEMENTS

- Our students' learning and self-esteem increases when parents are actively involved in their children's learning.

- All of us achieve greater growth and excellence through high expectations and honest self-assessment.
- By sharing respect and caring for others, and ourselves we accept responsibility for our own behavior and commitment to learning.
- We will create and maintain a safe and orderly environment.
- By developing skills and committing good effort to learning, we will enrich our lives.
- By effective communication and competent problem solving, we will facilitate learning for all.

## STUDENT OUTCOMES

### The learner will demonstrate:

- The ability to READ, WRITE, COMMUNICATE, and REASON within the curriculum.
- Positive self-esteem through emotional, social, intellectual, and physical well-being.
- Respect, courtesy, tolerance, and concern for others.
- Problem solving and decision-making skills in diverse situations.
- Self-motivated learning for successful living in a global society.

## GOALS and IMPROVEMENT OBJECTIVES

### During the 2008-2009 school year, we focused on these goals and improvement objectives:

- GOAL I:**     **Math:** Increase the percent of proficient 3<sup>rd</sup> and 4<sup>th</sup> grade students who meet or exceed the state standards in mathematics as measured by the MEAP. Areas of focus include: fractions, decimals, graphs/charts/tables (creating, labeling, reading, interpreting, predicting), measurement/relationships between units of measurement in length, weight, temperature (English and metric) and application of concepts of duration of time
- GOAL II:**     **ELA (Reading and Writing):** Improve reading comprehension skills in all content areas and increase the percent proficient on the 3<sup>rd</sup> and 4<sup>th</sup> grade ELA MEAP in comparison to state scores. Improve reading comprehension with emphasis on text-to-text connections, inference, responses to higher level questions in oral and written responses. Improve writing skills in all content areas in different genre with areas of focus to include: peer response, revision/detail, proofreading, and mechanics; one measure of which would be increase percent proficient on the ELA MEAP.
- GOAL III:**    **Social Studies:** Students will increase their knowledge and understanding of social studies concepts and content at each grade level. Emphasis will be on recognizing and identifying U.S. regions, states, land features from various types of maps at appropriate grade levels. Improve performance in defending a position on a public policy issue, writing position papers, applying core democratic values through written expression.
- GOAL IV:**     **Science:** Students will increase their scientific knowledge, vocabulary, and reasoning skills across the curriculum. Students will increase their ability to construct new scientific knowledge (create, analyze, and interpret charts, tables and graphs), construct a scientific experiment using scientific vocabulary, and select appropriate measuring units for specific tasks.

### Strategies used to reach our school improvement goals include:

- Collaborative team planning at each grade level
- Team teaching in the content areas in 4<sup>th</sup> grade, 3<sup>rd</sup> grade, 1<sup>st</sup> grades, and kindergarten (math and science)
- Professional development focused on: science (district), math (district), reading and writing (building and district and LN focus meetings), social studies curriculum materials (building and district)
- Burmese tutor for English Language Learning students (quarter-time)
- Title I tutors in K-4 to support writing and reading in small groups and one on one instruction
- Reading Recovery for identified first grade students
- Extended day opportunities: (21<sup>st</sup> CCLC at Valley View in the morning, students bused to 21<sup>st</sup> CCLC at Springfield Middle School after- school)
- Extended year opportunities: Kidz Kamp, Bearcat Summer Clubhouse, Freedom School, Summer Farm & Garden
- Tutoring from the Binda Dyslexia Center/Miller College

## CORE ACADEMIC CURRICULUM IMPROVEMENT OBJECTIVES SELECTION

Assessments were done in all classrooms on the following schedule:

- Reading:
  - Record of Progress (text level monthly, retelling three times/year grades K-4)
  - MEAP (3<sup>rd</sup> and 4<sup>th</sup> grade Fall 2008)
  - MEAP MI-Access Fall 2008 (3<sup>rd</sup> and 4<sup>th</sup> grade identified special education students)
  - ELPA (K-5 Spring 2008 for English Language Learners)
  - DISTRICT QUARTERLY ASSESSMENTS
- Writing:
  - Draft books reviewed monthly in grade level teams with building data collected twice yearly.
  - Grades 2-5 participate in District Writing Assessments.
  - MEAP (3<sup>rd</sup> and 4<sup>th</sup> grade Fall 2008)
  - MEAP MI-Access Fall 2008 (3<sup>rd</sup> and 4<sup>th</sup> grade identified special education students)
  - ELPA (K-4 Spring 2007 for English Language Learners)
- Mathematics:
  - Quarterly building/district assessments and monitoring in the classroom (grades K-4)
  - MEAP (3<sup>rd</sup> and 4<sup>th</sup> grade Fall 2008)
- Social Studies:
  - Unit tests for each grade and Enrichment class
- Science:
  - Four or five kits per year per classroom with pre and post-testing and summative testing (grades K-5)

Teachers review and submit their classroom data to the principal quarterly and met weekly with grade level colleagues to discuss grade level assessments. Building data was shared at staff meetings for review and analysis. Data conferences were held between the principal and classroom teacher three times per year. Based on findings and trends, goals were selected for areas that needed improvement.

Areas of focus will include:

- Writing: Content and ideas, developing students as writers
- Reading: Higher level questioning/responses, and comprehension
- Math: Vocabulary, constructive responses, graphing (instructing/analyzing/interpreting data)
- Science: Vocabulary, constructing scientific knowledge
- Social Studies: Vocabulary, constructed responses with core democratic values (taking a position)

## **CORE ACADEMIC CURRICULUM IMPLEMENTATION**

### **Reading:**

- Instructional and assessment materials were identified and benchmarked by grade level for use
- At-risk readers were identified and supplementary services put in place (tutors, Reading Recovery, after-school and before-school opportunities for extra support)
- Monthly and/or quarterly analysis of classroom data with principal and/or grade level colleagues
- Building, district, and individual professional development that supports teachers in student instruction (gap analysis, building reading policy, science and literacy, reading support for new teachers, poetry, MLPP, Writing with Jennifer Strauss, Social Studies with Kelly Sweet, etc.)
- A Literacy Coach worked with staff members in the Learning Network Model, focusing on the Genre Studies

### **Writing:**

- Literacy coach/ Learning Network coordinator modeled various genre forms of writing, conferencing, questioning, and content development in classrooms for teachers and students.
- Rubrics were used to assess student writing.
- Review of writing in the building in collaboration with the Learning Network Coordinator.
- Professional development in writing at building and district level
- Literacy Coach/Learning Network Coordinator worked with staff members in the Learning Network Model.

### **Mathematics:**

- Daily routines (as outlined in Math Investigations) used K-2 in all classes
- Math Openers and Ten-Minute Math implemented in all classes grade 3-4
- Professional development at grade level district meetings (development of math building leaders)
- One classroom teacher continued as a district math leader and national TERC trainer

### **Science:**

- Gap analysis of 5<sup>th</sup> grade Science MEAP
- Administrator professional development to help support good science instruction
- Building professional development from staff at the Math-Science Center (MEAP gap analysis, Science and literacy connections, vocabulary, updating science kits, writing across content areas, etc.)
- Building-wide science fair

### **Social Studies:**

- Gap analysis of Social Studies MEAP (6th grade)
- Emphasis on core democratic values (vocabulary and concepts) and their connections to daily living at school and in the community.
- Writing in the MEAP format for a Social Studies constructed response question
- Develop a student-operated school store (economic and math principles)
- Field trip to Lansing, Michigan to tour the capital
- Focus on realigning the curriculum to adjust to new State-wide GLCE's

## **EVALUATION OF SCHOOL IMPROVEMENT PLAN**

At staff meetings and in content area committees, data (building data and MEAP data) is collected, reviewed, and analyzed. Mi-Tracker report is attached with MEAP Fall 2008 data.

## **2009-2010 SCHOOL IMPROVEMENT OBJECTIVES**

The Valley View staff will continue to focus on goals in the four core academic areas.

### **Math**

- The percentage of students who meet or exceed the proficient level on the 3<sup>rd</sup> and 4<sup>th</sup> grade Math MEAP will increase by 3% in the “meets” and “exceeds” categories and narrow the gap on the state scores. Students will improve their mathematical skills and understandings. Focus will be on 1) construct, create, analyze and interpreting charts and graphs (minimum/low, maximum/high, range), 2) fractions/decimals(identify, name equivalents, numerator, denominator, number line), 3) Select and use standard tools of measurement (time, money, length, weight, perimeter, area, temperature), 4) Estimate sum/difference of two 3-digit numbers up to 999

### **English Language Arts**

- **Reading and Writing:** The percentage of students achieving at the meets and exceeds levels on the 3<sup>rd</sup> and 4<sup>th</sup> grade ELA MEAP will increase by 3% and narrow the gap on the state scores in the “meets” and “exceeds” categories. Students will improve their reading comprehension and writing skills in all content areas. They will 1) make connections with an emphasis on text to text, use inference, respond to higher

level questions in oral and written responses, and 2) improve writing through the development of content and ideas supported by planning, organization, revision, details, and examples

### **Science**

- The percentage of students achieving at the meets or exceeds levels on the Science MEAP will increase by 3%. Students will 1) increase their ability to construct new scientific knowledge by creating, analyzing, and interpreting charts, tables, and graphs concerning scientific data using standard and metric measurement when appropriate, 2) develop and construct a scientific experiment using science vocabulary, concepts, and skills 3) focus instruction on content vocabulary creating word walls in family room spaces

### **Social Studies**

- The percentage of students achieving at the meets or exceeds levels on the 6<sup>th</sup> grade Social Studies MEAP will increase by 3% in the “meets” and “exceeds” categories and narrow the gap on the state scores. Students will increase their knowledge and understanding of Social Studies concepts and vocabulary and cultural diversity through core democratic values at each grade level. Students will improve their performance in defending a position on a public policy issue applying core democratic values through written expression.

Fall 2008 MEAP scores were received and reviewed in January 2009. Staff members in core academic teams began to review the data immediately (trends, item analysis, comparisons to district and state scores, etc.). Also, building data from district assessments was included. Based on team review and analysis and staff discussion, goals and strategies were revised and updated to reflect current needs. The school improvement process was similar to previous years and included parent involvement in the review and input process. Additionally, there was a deeper review of disaggregated MEAP data looking at sub-groups of students, identifying groups and/or areas that needed more attention.

## STUDENT ASSESSMENT DATA

Adequate Yearly Progress/Status of Learning/MEAP Data inserted here

### ATTENDANCE RATE

ATTENDANCE RATE			
	School	District	State
05-06	93.5%	91.5%	
06-07	92.7%	90.62%	
07-08	92.85%	N/A	
<b>08-09</b>	<b>93.1%</b>	<b>N/A</b>	

## PARENT INVOLVEMENT

### PARENT TEACHER CONFERENCES – ATTENDANCE RATES

PARENT TEACHER CONFERENCES ATTENDANCE RATES						
	Enrollment		Number of Parents/Guardians		Percentage of Parents/Guardians	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
04-05	297	284	285	278	95.96	97.89
05-06	319	319	308	281	97%	88%
06-07	295	302	291	287	99%	96%
<b>07-08</b>	<b>371</b> (+36 ECE)	<b>366</b> (+34 ECE)	<b>358</b> (+36 ECE)	<b>361</b> (+36 ECE)	<b>97%</b>	<b>99%</b>

### PARENT INVOLVEMENT POLICY

It shall be the policy of the Battle Creek Public Schools,

1. In accordance with Section 1118 of the Title I Regulation of the Elementary and Secondary Education Act, as amended, to involve Title I parents in the planning, evaluation, and implementation of all Title I programs
2. In accordance with Act No. 107 Public Acts of 2004 State of Michigan 92<sup>nd</sup> Legislature, to adopt and implement a parent/family involvement plan designed to encourage parental participation
3. In accordance with Public Act 29 of 2001 section 380.1295 of the Revised School Code, to implement parental involvement contracts with parents of students

The Primary Goals will be:

#### 1. Communications

- The District will actively reach out to involve every family in their child's education, using a variety of forms of communication to provide a framework for strengthening school/community relationships and family practices that promote student achievement.
- School-wide/district-wide, a variety of strategies will be used to regularly communicate between school families and community. Each school will address Parent Involvement through their School Improvement Plan.

#### 2. School and Community Relations

- The school/district will collaborate with families and community to build positive relationships that support student learning for all.

#### 3. Family Support

- The school/district will provide family programs that support student achievement.

**Each area will be addressed to provide appropriate levels of involvement in Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating.**

**The Goals will be:**

- To actively involve parents in their child's education through meaningful consultation supporting the goals of the District Educational Plan
- To provide parent training activities that are designed to enhance the capacity of parents to help their children with learning in the home
- To hold at least one annual meeting for parents
- To involve parents in an ongoing manner in the planning, review, and improvement of district and school programs including Title I programs
- To provide parents with information about the programs, as well as a description and explanation of the curriculum and methods of academic assessment
- To provide opportunities for regular meetings with parents to discuss the education of their children and the policies and programs of the district and school
- To discuss the Educational Development Plan Process, which serves as the District school-parent compact that outlines the responsibilities of each party for improved student academic achievement

**DESCRIPTION OF OUR PARENT INVOLVEMENT****Family and Community Involvement/Parent Involvement:**

As a Title I School-Wide building, Valley View uses different strategies to increase parent participation in student learning and in school activities. Communication is conducted using a variety of methods including: face-to-face meetings, email, US mail, phone calls (individual and school messenger), newsletters (district, building, classroom), and building marquee. An Open House to meet the teacher is held before the school year begins. Within the first month of school, parents are invited to grade level curriculum nights to become acquainted with the year's academic goals and objectives. There are newsletters sent home monthly and/or weekly from teachers and other school support staff-updating parents on current and upcoming events at Valley View. Conferences are held bi-annually to update parents on their child's progress. Parents are encouraged to participate in field trips including visits to the Outdoor Education Center. Valley View encourages community and parent involvement by having food drives, fundraisers, and various class activities. Parents are also offered transportation assistance, so they can participate in district events such as Chats with the Superintendent, Reflections, etc. Many parents volunteer in classrooms and the office. Valley View has developed partnerships with the Springfield Community and Foster Grandparent Program. Students also have access to the before school 21<sup>st</sup> CCLC program at Valley View and the after-school 21<sup>st</sup> CCLC program at Springfield Middle School. Students are bused there for academic and enrichment activities. Parents may be involved in family activities during the year. Valley View parents also have access to all the programming and activities available from the Westside Parent Resource Center housed at LaMora Park Elementary School.

**Community Input:** A parent sits on the School Improvement Team. Issues concerning school improvement maybe reviewed at PTA meetings and input gathered. Input is also received via the annual Perceptions Survey taken in March each year.

**Communication Plan:** An annual report is provided to our parents and community in the fall of each year in September. A paper copy is available at that time and on request. It is also available on the District website/Valley View homepage. Additional information is sent home as outlined in NCLB legislation according to guidelines and timelines in September.

**CORE CURRICULUM****PROCESS FOR CURRICULUM DEVELOPMENT AND ALIGNMENT**

**The Michigan Curriculum Framework is fully implemented in Language Arts, Social Studies, Science, and Mathematics.** Standards and benchmarks were used to develop the curriculum. Each grade level curriculum has a guide that shows where each benchmark is taught within the curriculum. The standards and benchmarks have been mapped across the curriculums to ensure that each is covered sufficiently. Regular reviews are conducted on an ongoing basis throughout each school year.

In the 2002-2003 school year, the Michigan Department of Education published state Standards and

Benchmarks for Language Arts and Social Studies organized by K-8 grade levels that are the foundation of our district K-8 curriculum. The standards and benchmarks for the high school have remained the same. The English curriculum K-12 was developed and aligned to these standards and benchmarks and approved by our Board of Education in the fall of 2003. Grade level committees have developed and piloted an inquiry-based Social Studies curriculum K-12 for the 2004-2005 school year. The curriculum was adopted by the Board of Education in the spring of 2004-2005. Professional development is on going to provide teachers and administrators with knowledge about effective literacy and inquiry-based instruction.

In 2004, an assessment document, Grade Level Expectations, was adopted by the State of Michigan that forms the basis for what students should know and be able to do at each grade level in Language Arts, grades K-8. To continue to address any gaps, the curriculum writing committee makes the necessary revisions to meet these expectations. Professional development for teachers and administrators is on going and was provided throughout the 2004-2005 school year to support implementation of the changes. Professional development continued in 2005-2006 to support the implementation of additional changes.

In 2004-2005 the Michigan State Department sent out a draft of Grade Level Content Expectations for Social Studies- grades K-12. The MDE department has strongly recommended that school districts **not** center curriculum around these GLCEs, **yet**, as they are in draft form and have not been officially approved.

The K-5 science curriculum is taught using Science Kits from the Battle Creek Area Mathematics and Science Center that were developed using the Michigan State Curriculum Framework (MCF) as a foundation for the activities. The science curriculum, grades 6-12, was developed using the MCF as a foundation. Teachers meet regularly to continue revisions of the activities in order to ensure students have access to the appropriate benchmarks.

Mathematics, K-12, curriculum uses instructional materials that are aligned with the MCF as well as the National Council for Teachers of Mathematics Principles and Standards for School Mathematics. An assessment document, Grade Level Content Expectations, was adopted by the State of Michigan in 2004 that forms the basis for what students should know and be able to do at each grade level in mathematics, grades K-8. Professional development around alignment to the Grade Level Content Expectations has been ongoing throughout the 2004-2005 school year. A four-year plan for implementing adjustments is in development. Further professional development for teachers and administrators was provided throughout the 2005-2006 school year that supported implementation of the changes.

**Teacher's Professional Development has included differentiated instruction in all core curriculums to ensure that all students have the same opportunities to learn the core curriculum.**

Teachers in K-5 have received professional development through the Learning Network that supports individual instruction. Teachers of English in grades K-12 have received professional development in best instructional practices that include differentiated instruction and strategies that improve reading and writing instruction. The focus this year was on Genre Studies and Readers as Writers. Teachers of history in grades 6-12 have received professional development in best instructional practices that include differentiated instruction, meaningful learning through technology, and strategies that build inquiry into thematic units of study. Teachers of mathematics and science, grades K-5, attend science kit training and training for the new math, engage teachers in learning how to teach the mathematics and science concepts in our curriculum to all their students. Science teachers, grades 6-12 meet in course level meetings to ensure that all are teaching the benchmarks to all the students. Mathematics teachers, grades 6-12, engage in bookwalks or summer institutes that address how to teach the core mathematics to all students.

## TEACHER QUALIFICATIONS

### TEACHERS HOLDING TEACHING CERTIFICATES AND ADVANCED DEGREES

Degree	Emergency Certificate		Permanent Certificate		Continuing 18-Hour Certificate		Continuing 30-Hour Certificate		Provisional Certificate		Professional Education Certificate	
	#	%	#	%	#	%	#	%	#	%	#	%
Bachelors					4.5	16			9.62	43		
Masters					7.5	23	1.91	9	1	4	1.5	7
Doctorate												

**MICHIGAN'S OBJECTIVE: ALL TEACHERS HIGHLY QUALIFIED BY 2005/06**

### DISTRICT PLAN: ALL TEACHERS HIGHLY QUALIFIED BY 2005/06

All teachers at Valley View Elementary School are currently considered highly qualified. If a teacher joins the staff that is not highly qualified to teach in a core subject area, the teacher will submit an Individual Professional Development Plan to the Building School Improvement Committee for approval. Upon approval of the committee, the teacher will take appropriate action to ensure that he or she is highly qualified pursuant to all legal requirements.

Percentage of Core Classes NOT taught by Highly Qualified Teachers	
School	<b>0%</b>
District	

### PARENT NOTIFICATION AND POINT OF CONTACT

Our school receives federal funds for Title I programs that are part of the No Child Left Behind Act of 2001. Throughout the school year, we will continue to provide you with important information about this law and your child's education.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you would like to request this information, please contact the principal of your child's school. If you request this information, the district or school will provide you with the following as soon as possible:

- a. If the teacher has met state licensing requirements for the grade level and subjects in which the teacher is providing instruction;
- b. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. The type of college degree major of the teacher and the field of discipline for any graduate degree or certificate; and
- d. If your child is receiving Title I services from paraprofessionals and, if so, his/her qualifications.