

**ALDERWOOD BASICS PLUS SCHOOL**  
**2007 – 2008 END OF THE YEAR REPORT**

**2007-2008 CONTINUOUS IMPROVEMENT EFFORTS**

**CURRICULUM & INSTRUCTION**

Instruction

- Identify and implement models of intervention for students not yet achieving standards.
- Identify and implement models of intervention for EL students to acquire English.

**CONTENT AREAS**

English/Language Arts/Reading

- Provide targeted intervention or remediation for students performing below proficiency in reading and/or writing.

**STUDENT SUPPORT**

Discipline

- Enhance the capacity of AB+ staff to educate all students, especially students with challenging social behaviors, by establishing (a) clearly defined *outcomes* that relate to academic and social behavior, (b) *systems* that support staff efforts, (c) *practices* that support student success, and (d) *data* utilization that guide decision making.

**SCHOOL ACHIEVEMENTS IN 2007-2008**

- The identification of struggling readers on the basis of the IUSD Literacy Performance Assessment and STAR California Standards Test results along with teacher observations and the intervention strategies that best support them continue to be a major focus in the primary grades for the year. Extended learning opportunities along with different cueing systems and the literacy project afforded these students differentiated learning opportunities along with school-wide use of READ NATURALLY fluency improvement program. Kindergarten and first grade teachers completed their third year of the highly successful IUSD Early Intervention Reading Model (EIRM) in all classrooms. The staff developed and implemented effective strategies in phonological awareness and code-emphasis reading instruction along with scheduling additional daily reading instruction for students identified for this intervention.
- All K-2 students with an English language proficiency level of Beginning, Early Intermediate, and in some cases Intermediate or EL students struggling with grade-level curriculum were provided support by the school's EL Instructional Assistant. Both push-in and pull-out models were utilized with English Now as the basis for the intervention strategies. All 4-6 EL students were offered the opportunity to participate in a before school online program called ESL Reading Smart which also includes a home component. This intervention focuses on vocabulary development, word skills, and reading fluency and comprehension and also includes a writing instruction component. Two AB+ teachers shared this responsibility and taught this class to twenty-four (24) EL 4-6 students.
- The AB+ staff spent a successful year planning, preparing, designing, and partially implementing the Positive Behavioral Interventions and Supports (PBIS) approach to a school-wide behavior system. The newly established leadership team facilitated the six components of school-wide discipline beginning with a statement of purpose: "*Alderwood will establish and implement a positive discipline system that supports our rigorous academic and behavioral expectations.*" Stated behavioral expectations are imbedded in our *OWL-STARS: Own your actions \* Work to succeed \* Lead with kindness \* Show respect*. Staff collaboration created specific area behavior expectations teaching matrix along with an office referral form, new logo, student cards for positive behaviors, and incentives. A web-based software system of collecting and summarizing discipline referrals was purchased. Summer planning will take place to design and plan for sustained and high accuracy implementation of PBIS during the first week of the 2008-2009 school year. A common teacher comment when asked about PBIS refers to this program as the most promising and powerful program seen in many years. The staff is committed to the specific positive praise imbedded in PBIS.
- Alderwood continues to be focused on the whole child and to assure all students equal access to a rigorous, balanced educational program. The 2007-2008 school year has been very successful, with the knowledge that the change/improvement process is on-going. I continue to be the proud principal of this wonderful school.

*Ken Horner, Principal*