

Irvine Unified School District
END-OF-THE-YEAR REPORT
Santiago Hills Elementary School

School Targets for 2007-08:

- A. Monitor, sustain, and improve school-wide systems of positive behavior support; extend PBIS school wide proactive student support systems into classrooms.
- B. Develop and implement intensive, targeted interventions for students behaviorally and academically “at-risk”.

School Achievements 2007-08:

- Rolled out school wide implementation of EBS positive behavior support systems for students, resulting in improved climate for learning and reduced behavior referrals, school wide.
- Monitored and revised school systems to improve support for behavior by monitoring discipline referral data in monthly grade level teams.
- Aligned positive reinforcements and school award systems with new “Ready, Respectful, Responsible” student expectations.
- Repainted playgrounds with PEACEFUL PLAYGROUND game templates and taught consistent game rules and problem solving techniques to all students, improving recess behaviors across grade levels.
- Installed document cameras in all classrooms, and audio systems in all classrooms grades 2-6, resulting in improved student attention and understanding, and improving class climates for teaching and learning.
- Participated in professional development, learning strategies for differentiating instruction from district math and language arts trainers by grade levels two days during the year.
- Continued to implement targeted EIRM intervention 60 minutes daily for students with LPA scores in the lowest quartile in K/1 and SDC classrooms; grades K-3 identified intensive, strategic, benchmark, and challenge instructional groups developed targeted language arts instruction for each learning group.
- Second, third, and SDC teachers participated in CORE literacy training; increased small group instruction and implemented targeted instruction based on student needs.
- K-6 evaluated and prioritized grade level content area standards in math and language arts; developed focused targets for student achievement; refined existing grade level assessments , explored and implemented additional instructional supports and options offered in language arts adoption, and increased small group instruction to better meet individual learner needs.
- Collaboratively revised math assessments and learned additional strategies to better differentiate math instruction and meet individual needs through grade level work with Val Henry, implementing MASC assessments, math fact fluency work, ABACUS math, and Ed Zaccharro problem solving activities to math instruction.
- Refined, revised, and increased curricular challenge and differentiated learning opportunities for GATE identified students in grades 4-6, collaborating with parents and APAAS teachers, and implementing strategies learned through multiple district trainings.

Kristen Voeltz, Principal