

Articles encouraging reading at home were placed in classroom and school newsletters to parents and shared at ELL family meetings.

Teachers provided ideas for parents to support students reading during conferences.

A school-wide read-a-thon was held to increase student and family engagement in literacy activities with a culminating Books and Breakfast event.

A bulletin board was created to show parents quality student work and explain the standards in reading.

An Extended Day program was offered to students in grade 1 who scored at a level 1 on the WLPT to increase their language abilities.

An Extended Day program was offered to students in grades 4-5 using READ 180 to accelerate achievement in reading.

One school newsletter focused on ways to help your child learn at home, and the majority of classroom teachers sent newsletters home on a regular basis regarding instruction in the classroom.

The office bulletin board displayed grade level standards and work samples in both English and Spanish for parents all year.

The IILL extended day program for 1st graders was held twice a week for an hour each session for 15 weeks.

28 students in 4th and 5th grade received 90 minutes of intensive intervention using the READ 180 program.

A READ 180 extended day program was implemented before school twice a week for 6 weeks. Twelve students participated in the winter program and seven in the spring.

2008-2009 DRA/DRP (meeting Standard)

Grade	Fall- % Meeting Standard	Spring- % Meeting Standard
Kindergarten	Not Assessed	86%
1 st	93%	90%
2 nd	96%	93%
3 rd	43%	57%
4 th	48%	56%
5 th	53%	60%

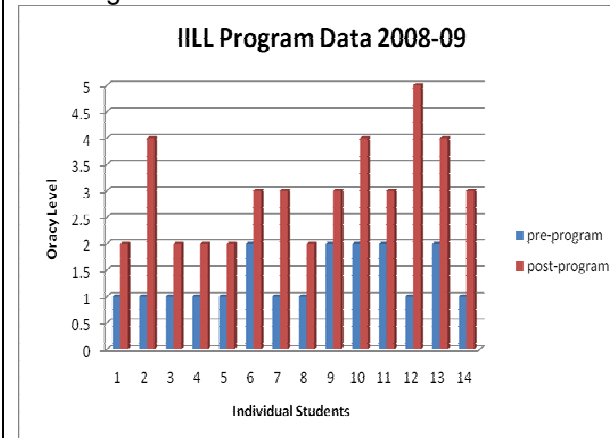
Reading WASL- Percentage of Students Meeting Standard

Grade	2007	2008	2009
3 rd	59.6%	52.1%	61.4%
4 th	78.7%	63.8%	51.1%
5 th	70.8%	72.9%	72.4%

4th and 5th grade students enrolled in READ 180 reading intervention for Title I are expected to make 75-100 points growth in Lexiles throughout the course of the year. 18 students met that expectation (64%) and of those, 17 students exceeded the expectation by making more than 100 points growth.

Average growth of students participating in the READ 180 extended day program was 219 points for the winter and 53.8 in the spring.

1st grade students enrolled in the IILL extended day program were assessed for their Oracy Proficiency Level with the following results:



\$5000 was raised through the Read-A-Thon

		<p>so every student could receive a free book and every teacher 10 free books for classroom</p> <p>Over 100 parents and students attended the books and breakfast.</p> <p>On average, classroom teacher sent 7 newsletters home over the course of the year.</p>
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SCHOOL: ALDERWOOD **AREA: WRITING**

School Goal: At Alderwood, 60.2% of 4th graders will meet or exceed standards as measured by the WASL.

Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact																													
<p>Building wide writing assessments were held twice for grades K-1 and three times for 2nd-5th grade to analyze student progress and needs and to align expectations across grade levels</p>	<p>Collaborative scoring sessions were facilitated multiple times per year: twice for primary and three times for intermediate.</p> <p>Grades 3-5 partnered with WWU for feature article writing instruction.</p> <p>Principal observations and quick visits.</p>	<p>Building writing assessment scores: % of students at standard as measured by the 4x4 rubric:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>Fall, 2008</th> <th>Spring, 2009</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>Not assessed</td> <td>63%</td> </tr> <tr> <td>1st grade</td> <td>0%</td> <td><i>Pending</i></td> </tr> <tr> <td>2nd grade</td> <td>9%</td> <td>20%</td> </tr> <tr> <td>3rd grade</td> <td>20%</td> <td>34%</td> </tr> <tr> <td>4th grade</td> <td>27%</td> <td>33%</td> </tr> <tr> <td>5th grade</td> <td>32%</td> <td>58%</td> </tr> </tbody> </table> <p>Writing WASL- Percentage of Students Meeting Standard</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>68.1%</td> <td>56.9%</td> <td>48.9%</td> </tr> </tbody> </table>		Fall, 2008	Spring, 2009	Kindergarten	Not assessed	63%	1 st grade	0%	<i>Pending</i>	2 nd grade	9%	20%	3 rd grade	20%	34%	4 th grade	27%	33%	5 th grade	32%	58%	Grade	2007	2008	2009	4 th	68.1%	56.9%	48.9%
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SCHOOL: ALDERWOOD **AREA: MATH**

School Goal: 64% of students will meet standard as measured by the 2009 Math WASL in grades 3-5.

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<p>Teachers identified the big ideas in the new math standards and began to align instruction.</p> <p>School-side implementation of <u>5 Easy Steps to a Balanced Math Program</u>: math Reviews, Mental math and math facts.</p> <p>An after school math program targeting students not at standard in math was held twice a week from December through April. Students were selected for participation based on their Spring 2008 Math WASL and fall 2008 Math MAP scores.</p>	<p>At the March 22 early release, PLC teams identified power standards from the new Performance Expectations and created formative assessments based on power standards.</p> <p>“Math Champs” extended day program served 26 intermediate students, twice a week for 16 weeks.</p> <p>Teachers collaborated and shared weekly math reviews throughout the year.</p> <p>At the November LID day, Jan Christensen provided Balanced Math training to all teachers.</p> <p>At the Dec. 8 early release, the math team</p>	<p>Math WASL-Percentage of Students Meeting Standard</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grade</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>63.5%</td> <td>76.5%</td> <td>47.4%</td> </tr> <tr> <td>4th</td> <td>48.9%</td> <td>58.5%</td> <td>34.8%</td> </tr> <tr> <td>5th</td> <td>58.3%</td> <td>66.0%</td> <td>56.9%</td> </tr> </tbody> </table> <p>Math MAP- % of Students Meeting Standard:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grade</th> <th>Spring 2008</th> <th>Fall, 2008</th> <th>Winter 2009</th> <th>Spring, 2009</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>50%</td> <td>51%</td> <td>62%</td> <td>55%</td> </tr> <tr> <td>4th</td> <td>58%</td> <td>48%</td> <td>45%</td> <td>43%</td> </tr> <tr> <td>5th</td> <td>59%</td> <td>57%</td> <td>53%</td> <td>52%</td> </tr> </tbody> </table> <p>“Math Champs”, the after School Math program had success rate of 96% with 22 out of 23 students increasing his/her math age according to Math Whizz program. 7 out of 23 students in the program passed the Math WASL (30%)</p>	Grade	2007	2008	2009	3 rd	63.5%	76.5%	47.4%	4 th	48.9%	58.5%	34.8%	5 th	58.3%	66.0%	56.9%	Grade	Spring 2008	Fall, 2008	Winter 2009	Spring, 2009	3 rd	50%	51%	62%	55%	4 th	58%	48%	45%	43%	5 th	59%	57%	53%	52%
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	<p>provided staff development on Math Review and Mental Math.</p> <p>A Math Night was held in February.</p> <p>An exemplars bulletin board was created in the front hallways with math standards displayed.</p>	(30%).
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SCHOOL: ALDERWOOD	LEARNING ENVIRONMENT	
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School Goal: 90% of students at Alderwood will practice social skills in which they receive instruction and successfully apply those social skills in interpersonal interactions. By June 2009, a climate of mutual respect will exist that will result in a 10% reduction in office referrals due to interpersonal conflicts, compared to data collected in 2007-08.

Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact																																	
<p>Staff personalized a connection with students who demonstrated need.</p> <p>Student Support Team met every other week to identify student needs and determine intervention plans to increase protective factors and decrease risk factors.</p> <p>Character trait word of the month program implemented provided instruction in specific citizenship traits.</p> <p>Parents and community members learned about social skills being taught through the school newsletter</p> <p>Monthly ELL family meetings held to inform parents about school-wide events and efforts</p> <p>Child Study Team (CST) prereferral and problem solving process met weekly to brainstorm strategies and interventions for students with social and academic needs.</p> <p>Big Brothers Big Sisters School buddies program was coordinated by the prevention specialist.</p> <p>Family Resource Center will serve the Alderwood community.</p>	<p>Alderwood's staff worked with the community through the SWOT analysis process.</p> <p>Alderwood's staff worked with the community to develop a mission statement.</p> <p>Hands of Harmony program implemented.</p> <p>SST meetings were held monthly, notes on individual student progress and action plans were recorded, discipline data was reviewed for trends and school-wide needs, and the team collaborated on action plans.</p> <p>Student of the month assemblies held each month recognizing students of the month and introducing new trait, student of the month recognized in newsletter and bulletin board</p> <p>Articles were written each month by the SST for inclusion in the newsletter.</p> <p>Meetings were held monthly with interpreters for Russian, Spanish, Vietnamese, and Punjabi speaking families with child care provided.</p> <p>CST team met every Friday and monitored plans using protocol.</p> <p>Students met regularly with their Big Brothers and Big Sisters at school.</p> <p>Volunteers staffed the family resource center three days each week</p>	<p>6 students matched with staff members to develop school relationship with students.</p> <p>Approximately 60 students were seen by our school Elementary Support Specialists (ESSs) for individual counseling needs.</p> <p>Small group interventions were developed for two kindergarten groups focusing on social skills.</p> <p>Two small groups interventions were provided for intermediate students on Healthy Choices.</p> <p>Whole class instruction was provided to grades K-2 using Kelso's Choices curriculum and to grades 3-5 using Steps to Respect. The Great Body Shop curriculum was taught to grades 1-5.</p> <p>137 students recognized for positive character traits.</p> <p>Two articles on drug prevention and nine articles on positive character trait were published for parents.</p> <p style="text-align: center;">ELL Family Meeting Attendance, 2008-09</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>40 adults</th> <th>60+ children</th> </tr> </thead> <tbody> <tr><td>Sept. 9</td><td>40</td><td>60</td></tr> <tr><td>Oct. 7</td><td>35</td><td>40</td></tr> <tr><td>Nov. 4</td><td>27</td><td>37</td></tr> <tr><td>Dec. 2</td><td>12</td><td>18</td></tr> <tr><td>Jan. 6</td><td>20</td><td>27</td></tr> <tr><td>Feb. 3</td><td>20</td><td>25</td></tr> <tr><td>March 3</td><td>14</td><td>23</td></tr> <tr><td>March 31</td><td>20</td><td>28</td></tr> <tr><td>May 5</td><td>22</td><td>29</td></tr> <tr><td>June 2</td><td>30</td><td>34</td></tr> </tbody> </table>		40 adults	60+ children	Sept. 9	40	60	Oct. 7	35	40	Nov. 4	27	37	Dec. 2	12	18	Jan. 6	20	27	Feb. 3	20	25	March 3	14	23	March 31	20	28	May 5	22	29	June 2	30	34
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	three days each week.	<p>68 students were referred to CST for problem solving and support. 71% of teachers reported receiving helpful ideas and assistance through the CST.</p> <p>30 students were matched with Big Brothers and Big Sisters.</p> <p>Family Resource Center provided: 67 students with Operation School Bell 30 students with Bring Joy to a Child 17 students with Shop with a Cop 28 students for holiday gifts 8 families for Helping Hands</p>
SCHOOL: ALDERWOOD	TECHNOLOGY	
Strategies/Summary Statement	Evaluation Strategies and/or Tools	
<p>All staff completed TIER 1.</p> <p>Two new E2T2 grants were awarded to Alderwood for 2009-2010.</p>	<p>E2T2 grant with Kathy Lorson-Howell as mentor to Patricia Dubiel and Kari Miller</p> <p>Research cycles completed with intermediate students connected to grade level content and CBAs.</p>	