DIXIE SCHOOL DISTRICT

Mary E. Silveira Elementary School
Top Ten Achievements

1. Each grade level has a "protected" intervention block (45 minutes) every day of the week. No new instruction happens during this time. The block is used for providing extra support for students needing additional instruction in either language arts or mathematics. As we gain more experience with using this block of time, our interventions are becoming more targeted with most students exiting within a reasonable timeframe.
   - For example, last year in September '08, seventeen second graders entered the intervention class because they were below the DIBELS and BPST benchmarks.
   - After one month of intensive phonics instruction (SIPPS), 7 students exited—leaving 10 in the class. By June '09, 3 more exited- with 7 remaining in the intervention class at the end of the year.
   - Of the 7 remaining students, 2 were enrolled in RSP or Special Day Class, 2 were EL, and 2 others were referred for special education assessments with a suspected learning disability
   - This year in September, 16 students entered intervention. 11 exited by January- with only 5 now remaining (2 are EL and in process of SST or APT, 1 is in process of APT, and the other 2 have been SSTed in the past).

   In addition, no specialist begins instruction until 10:20 (Monday-Thursday) thus giving each grade level a "sacred" time block (no pull outs) for core subjects.

2. Professional Learning Communities work continues with the Leadership Team attending Judy Cunningham Leadership Trainings, and grade level teams meeting on Learning Wednesdays to examine student work, use data for decision making, fine tune common assessments, evaluate SMART goals and plan curriculum.

3. No Bully Program is being implemented. Based on a Spring 2009 survey of our 4th and 5th graders, verbal and relational (intentional exclusion) are the main forms of bullying on our campus.
   - Approximately 20 to 28 % of students said that they were subject to physical bullying sometimes or more frequently (questions 9 and 14).
   - 36% of students said that they were yelled at or called names sometimes or more frequently (question 11).
   - Approximately 35 to 42 % of students (depending on the way the questions were expressed – numbers 10, 13 and 16) said that they were subject to relational bullying sometimes or more frequently.
   - 8 % of students said that they were subject to cyber bullying sometimes or more frequently (question 23).

   Teacher and parent trainings have been held. The Action Team (principal, secretary, custodian, teachers (3), instructional assistant, parent) has developed a three-year Action Plan. No Bully topics are highlighted at monthly Friday Assemblies. K-5 anti-bullying curriculum lessons are being piloted in all classrooms. Students are familiar with terms such as target and bystander and are using the TALK protocol. Staff and students are developing a common language around bullying issues.

4. This year we have the highest parent participation in Can Do! (82%) including three classes at 100%. Successful Home And School Association fundraisers have allowed our parent

group to purchase document cameras ($9,000) and projector replacement bulbs ($6,000) for all teachers as well as a clay slab roller ($1,000) for student art/ceramic projects, in addition to supporting specialist programs such as art, K-2 music and EcoStars. We have an exceptional dance teacher this year which has improved out physical education program. AND we finally have a Silveira parent on the Dixie School Board! Our parent community is so pleased to have the Silveira perspective represented on the Board.

5. State Testing: 13 point API growth. We increased the percentage of students scoring proficient or advanced from 69.4% to 75.4% in English language arts. We increased the percentage of students scoring proficient or advanced from 69.7% to 78.4% on the CST 5th grade science test.

6. Our Star Card student motivational program was revamped. Students give back to the community by earning Star Bucks for Ritter House rather than receiving personal rewards such as an ice cream, extra recess or a homework pass. A $500 dollar check was given to Ritter House in December. Ritter House is using our “star bucks” specifically to help children in our community who need food, clothing, temporary housing or a holiday gift. Additional checks will be given at the end of each trimester.

7. We now do a whole school Friday Assembly bimonthly instead of every Friday. Alternate Fridays are used for a committed Buddy Class Time. Teachers have noticed that students look forward to this time and have made closer connections with their big/little buddies. No Bully and LifeSkill activities have been highlighted during this time. For example, we held a writing contest on the topic of “How do you show your friends that you care about them?”

8. We have fine tuned our mid-August kindergarten screenings that are scheduled before school begins. We used to use the Brigance Screen for Kindergarten and First Grade, but now have designed our own assessment based on the District skills kindergarten students need to master during the first trimester. We no longer need a “call back” time during the first month of school. Students stay until 1:30 beginning on the first day of school. We also set up and include a play room observation of social/emotional skills and behavior as part of the August screening. This data ensures balanced classes.

9. We continue to support our student schoolwide jobs program even though it is harder and harder to find the time to fit trainings and projects into the school week. We currently have 30 jobs such as school historian, pond team, lifeskill ambassadors, sound engineers, tech teammates, and student emissaries. Two hundred children participate in this program every year. An informal recess survey revealed what students enjoy about schoolwide jobs: “My job teaches me responsibility.” “I help the teachers and principal run the school.” “It’s just a lot of fun and you get to play with cool tools.” (walkie talkies, digital cameras, computers, light meters, etc.) “Sometimes you get to miss class.”

10. Our school community continues to support the EcoStar Program. Our Home & School Association funds the stipend for our part-time EcoStar Coordinator. Projects this past year included: installing a water catchment system on the chicken coop and tool shed (5th grade), learning how to sheet mulch and plant perennials in the front of the garden, building a new chicken coop designed by first graders, and the adoption of the pond habitat by the Kelly’s Wishes Foundation. Every grade level chooses a focus each year that is connected to their science units. The EcoStar Coordinator is another teacher on campus who instructs in the classroom as well as in the garden, pond or outdoor areas such as Blackstone Canyon.