

Mary E. Silveira Elementary

2015-16

Single Plan for Student Achievement

District:

Dixie Elementary
380 Nova Albion Way
San Rafael, CA 94903-3523
(415) 492-3700
www.dixieschooldistrict.org/home.htm

School:

Mary E. Silveira Elementary
375 Blackstone Drive
San Rafael, CA 94903-1401
(415) 492-3741

SSC Contact:

Barbara Snekkevik
Parent
492-3741
bsnekkevik@gmail.com

Plan Objective

The top priority of California's education system is academic achievement. The Single Plan for Student Achievement is one of the many tools that California School Districts are using to measure and track their academic achievement accomplishments.

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

Site Contact

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Will Anderson
Phone Number:	(415) 492-3741
Address:	375 Blackstone Drive San Rafael, CA 94903-1401
Email Address:	wanderson@dixieschooldistrict.org

School Site Council Membership

The current make-up of the school site council is as follows:

Site Council Composition								
Member Names	Principal	Director	Other Staff	Teacher	Parent	Community	Student	Alternate
Susan Ritscher				x				
Barbara Snekkevik (Chair)					x			
Barbara Snekkevik					x			
Ed Malaret				x				
Erin Rudsenske					x			
Jason Ferrell					x			
Julie Hingsbergen					x			
Kim Jones				x				
Sara Frack					x			
Theresa Martinez					x			
Theresa Lum				x				
Will Anderson	x							
Column Totals	1			4	7			

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

State Programs

The following State categorical funds are allocated to this school through the school district's consolidated application and other sources.

State Funding Total:

Federal Programs

The following Federal categorical funds are allocated to this school through the school district's consolidated application and other sources.

Federal Funding Total:

All Funding Total:

1. Centralized Goal:

Goal Name: Achievement, Assessment and Staff Development for All Students

Subject Area: All Core Subjects

Initial Analysis:

Goal Statement:

The Dixie District will focus on the academic success of each and every student in the District through the implementation of the State Standards, 21st Century learning skills and technology integration in the classroom. The district will continue to ensure differentiation of curriculum and common assessments for all students including high-achieving students, English language learners and students with special needs. Through the LCAP process the District will support all teachers by providing professional development in the areas of Math and Language Arts State Standards, new adoptions, and all technology integration in the classroom.

Groups Participating:

All Students and All Teachers

Students Affected:

All Students

General Anticipated Results:

- The district will hire and retain highly qualified teachers including support staff. (LCAP)
- K-8 teachers will implement the State Standards and implement the new CAASSP assessments. (LCAP)
- K-8 teachers will continue to implement 21st Century learning skills and continue exploring instruction through digital learning. (LCAP)
- K-8 teachers will continue using annual benchmarks, formative data and new CAASPP results to guide instruction and increase achievement. (LCAP)
- Administration will use data to systemically plan professional development to inform intervention and enrichment activities. (LCAP)
- The district will strive to implement strategies to promote positive school climate. (LCAP)

All Students Anticipated Performance Growth:

- Implement the State Standards, Next Generation Science Standards and the CAASPP.

Means of Evaluating Progress:

- Summer 2015 – Teachers will attend Google Apps for Education and STEM professional development and be able to share knowledge.
- Fall 2015 – Administrators will attend CUE Rockstar Admin Summit.
- Fall 2015 – A Math Leadership Committee will assist all K-5 teacher with implementing the new Houghton Mifflin Harcourt Math Expression curriculum.
- Spring 2016 – Continue professional development during Learning Wednesdays on CCSS Math and English Language Arts, Technology Standards and digital learning.

Group Data to be Collected:

- The agendas and notes from each grade level and curriculum department meeting will be reviewed and used to move the implementation of best instructional practices and digital learning and assessments forward.
- Schools will focus on the issues that are most significant to improve student achievement and set specific goals to monitor achievement through the Single Plan for Student Achievement.

Re-Evaluation Date: 1/16/2017

This goal was continued from last year.

2. **Centralized Goal:**

Goal Name: Fiscal Solvency

Subject Area: All Core Subjects

Initial Analysis:

Goal Statement:

The District will remain fiscally solvent both short and long term with emphasis on restoring and maintaining General Fund reserve levels to a minimum of those levels indicated in the District's reserve policy and work to eliminate structural budget deficits that have occurred over the last several years. Provide focus on the fiscal solvency of the Dixie School District by implementing periodic, regular reviews of information with the Board of Education and the community. Continue to educate the community on the Local Control Funding Formula (LCFF) including the review and revision of the Local Control Accountability Plan (LCAP).

Groups Participating:

All stakeholders; Board of Education, Parent Community, Staff and Students.

Students Affected:

All Students, Dixie School District Community

General Anticipated Results:

- The District will communicate to the community and all stakeholders on budget revision. (LCAP)
- The District will inform the community of any future or potential reduction in the budget.
- The District will continue to implement the Bond Measure. (LCAP)
- The District will remain fiscally solvent as indicated by AB1200.

All Students Anticipated Performance Growth:

Other Results:

Means of Evaluating Progress:

- July – June 2015 – Communicate budget information to community and stakeholders.
- Fall 2015 – Annual update from the Parcel Tax Oversight Committee and Bond Oversight Committee.
- Fall 2015 – First Interim state report.
- Fall 2015 – Update and review the LCAP Goal with Consulting Committee.
- Spring 2016 – Second Interim state report.
- Spring 2016 – 2015/16 Adopted Budget and approval of LCAP.

Group Data to be Collected:

- Board of Trustees Meetings; agendas, notes, evaluations and recommendations.
- Superintendent's Budget Committee and Parent Advisory Committee; agendas and notes.
- Annual update from the Parcel Tax Oversight Committee.
- Annual update from the Bond Oversight Committee.
- Board approval of Budget Revisions and required state reporting of finances.
- District and School Site Newsletters.

Re-Evaluation Date: 1/16/2017

This goal was continued from last year.

3. Centralized Goal:

Goal Name: Communication

Subject Area: All Core Subjects

Initial Analysis:

Goal Statement:

The Dixie District will communicate with the community on all issues concerning the budget, curriculum, assessment and achievement. The District will increase communication with all stakeholders by including their input for the review and revision of the Local Control Accountability Plan (LCAP). The LCAP will be reviewed by students, teachers, classified, and parents from all site including the parents of English language learners.

Groups Participating:

All stakeholders; Board of Education, Parent Community, Educational Community and Community at large.

Students Affected:

Dixie School District Community

General Anticipated Results:

- The District will continue to inform and seek input from the community about Local Control Accountability Plan (LCAP) and initiatives. (LCAP)
- The District will continue to present all budget information through Parent Advisory, school newsletters and Board of Education reports. (LCAP)
- The District will promote family involvement. (LCAP)

Other Results:

Means of Evaluating Progress:

- Fall 2015 – Create and finalize 2014-2015 Board Goals.
- Fall 2015 – Present draft Board Goals to the Board of Education for approval.
- Fall 2015 – Present the LCAP timeline for approval.
- Winter/Spring 2016 – Continue to participate in meetings with the community to gather feedback.

Group Data to be Collected:

- Parent Advisory agenda and minutes produced at the meetings.
- Family activities agendas, flyers and attendance produced at the meetings.
- Board Members will work with the Superintendent, Educational Services and Administration to create and approve the Board Goals for 2015-2016.

Re-Evaluation Date: 1/16/2017

This goal was continued from last year.

4. **School Goal:**

Goal Name: English Language Arts

Subject Area: Language Arts

Initial Analysis:

Goal Statement:

Local Control Accountability Plan

State Priority 2, Condition of Learning

Implement academic and performance standards for all students

State Priority 7, Condition of Learning

Provide access to a broad course of study for all students including special needs population

State Priority 1, 2, 6, Condition of Learning

Maintain optimal class size and configuration to enhance learning for all and create a positive school climate

State Priority 4, 8, Pupil Outcome

Assess students regularly to evaluate levels of proficiency and determine individual learning needs to target intervention

Goal Statement:

Continue to implement State Standards including continuing to offer professional development, current instructional materials and technology. This includes the understanding of how to enhance technology use in the classroom for all learners. Continue to offer a broad course of study to all students including special education and high-achieving students. The teachers continue to provide enrichment activities for all high-achieving students.

Continue to develop programs and/or strategies that support all students in attaining progress toward proficiency in reading; this will include the implementation of the State Standards and 21st Century learning skills. We have engaged in whole staff data mining to determine a list with specific student names and grade levels that need intervention. We examine the individual student needs and learning patterns in order to implement a plan for intervention and remediation. We will use a pre and post assessment to determine if the students are making adequate progress in order to reach proficiency. The use of open ended assessments will be included as an instructional strategy to promote critical thinking. We will continue to challenge and engage our students who are currently demonstrating proficiency and we will work closely in grade level teams to meet the needs of our middle and high achieving students. Due to having a high achieving student population, we spend large amounts of time and resources to provide accelerated and deeper learning opportunities for students who "already know it". We use regular practice of pre-assessments to determine which students already know a skill or content and they are ready for extensions or alternative project learning within the grade level curriculum. All 3rd-5th grade teachers will be using interim assessments to prepare students for the 2016 CAASPP assessment.

Groups Participating:

All students, principal, classroom teachers, resource specialist, special education staff, instructional assistants, classroom volunteers and our intervention specialist.

Students Affected:

All Students

General Anticipated Results:

Students in K-5 will implement State Standards Language Arts instruction using the Houghton Mifflin Language Arts curriculum and appropriate supplementary instructional materials. Students who are not meeting District Benchmarks will be given the opportunity for additional time and instruction in order to reach the benchmarks. English Language Learners will receive appropriate support and guidance in accessing the Language Arts Curriculum. Teachers will use data from summative and formative assessments to inform instruction and ensure learning for all students. Teachers will guide instructional aids in supporting student learning through the use of effective strategies with individual students and small groups. Principal will observe classroom procedures and instruction and provide meaningful feedback to guide teacher planning and pacing. GLAD strategies may be implemented in the classroom with all students to enrich and deepen student learning. Teachers will provide engaging, differentiated materials and instruction for all students. This may look like alternative project-based learning opportunities, additional curriculum and instruction that requires a higher level of critical thinking skills and a more advanced production of completed work.

All Students Anticipated Performance Growth:

Students will make a minimum of one year's growth in English Language Arts.

Means of Evaluating Progress:

Teachers will use classroom based assessments, formal/informal observation, DIBELS, BPST, Scholastic Reading Inventory, Lexia school reports, core phonics, SIPPS, Read Live, and Houghton Mifflin Theme Tests.

Regular communication with parents regarding student academic progress, in addition to October parent conferences, progress reports and trimester report cards will be used. Intervention sessions will be six to eight week blocks and we will have pre and post assessments to determine if students who need additional time and support are making adequate progress with the methods we are implementing.

Group Data to be Collected:

Scores from classroom based assessments, teacher observation, Dibels, BPST, Read Live, Scholastic Reading Inventory, core phonics, SIPPS, Houghton Mifflin Theme Tests will be used to guide instruction. We will also use technology based intervention programs. Data from these programs will help us monitor the progress of students receiving Tier II intervention.

Re-Evaluation Date: 1/15/2017

 **Action 1:**

Action Name: Improve Student Achievement

Action Description:

Teachers will continue to use English Language Arts standards when planning instruction and assessing for mastery.

Report cards and assessments are aligned to match common core standards and instructional programs.

Teachers will utilize site learning Wednesday release time to examine student data, plan instructional units, share best practices, and review pacing of curricular programs.

Teachers will develop and analyze common grade level assessments.

Teachers will share best practices with parents to support reading and writing strategies at home via conferences, websites and email.

Teachers will provide differentiated instructional strategies to ensure continuous achievement for all students including those who are at, below, and above grade level mastery. These strategies include small group intervention programs, individual, partner and group work, and utilizing best practices.

Teachers will collaborate with colleagues and specialists district wide during District Learning Wednesdays to determine best practices, participate in professional development opportunities, plan reading and writing units, design lessons, review pacing of curricular programs for the year, and review/share technology practices and resources.

Teachers will practice articulations among grade levels as well as same-grade level collaboration to support student learning.

Teachers will collaborate with Opportunity Time/Intervention staff to support learning for all students in the areas of phonic skills, reading fluency, and reading comprehension. This program operates daily and includes SIPPS, Lexia, Stars and Cars, Read Naturally, and Junior Great Books. DIBELS progress Monitoring will provide pre and post assessment data to evaluate the progress of targeted students who participate in six to eight week intervention opportunities. Our Opportunity Time instructors meet with staff as needed to discuss student progress.

Teachers will use the school library to support curriculum and instruction. Each class will visit the school library weekly, staffed by certificated teachers and a library aide to provide an opportunity to explore the variety of learning resources as well as participate in grade level appropriate library research and instruction. Non-fiction and informational text will be implemented in all grades to support our new focus upon Common Core State Standards.

Our Instructional Leadership Team will meet regularly to evaluate site reading and writing curricular programs to enhance learning opportunities for all students.

Teachers will utilize our Safety Net program, Student Study Teams, and Teacher Assistant Teams, to discuss and support students and target specific strategies for those in need of additional support.

Instructional aids will support grades K-1 as well as classes exceeding 25 students.

MES provides and supports all students with special needs to ensure that all students are appropriately identified, assessed, and provided free and appropriate public education programs and services. Special Education services at MES School include a Resource Specialist and aide, grade K-3 Special Day Class teacher, Speech and Language Pathologist, Occupational Therapist, and Visually and/or Hearing impaired instructor.

An English Language Learner instructional aide supports second language learners five days a week. Our ELL team meets quarterly to review data and assessments for each student to determine progress and next steps.

Teachers will incorporate technology in the classroom to support student learning. Programs such as Brainpop, Typing Club, Dyned, Lexia, Razz Kids, Google Classroom, and iPad learning applications, will be used to support all learners. iPads are available for K-2 teachers to check out throughout the year. Chrome books are available to check out for grades 3-5. Each class is provided 45 minutes a week of instructional time in the technology lab.

Teachers in grades K, 1, 2, and 4 continue to explore Lucy Calkins writing program.

A computer coding introductory class, Hour of Code, is offered as an afterschool program.

Teachers will maintain consistent communication with parents regarding student academic growth.

Teachers will research quality assessment tools, investigate research based enrichment/intervention materials, procure resources to support student programs and engage in staff development opportunities, to improve instructional programs.

Teachers will use a variety of instructional programs and modalities in the classroom to support all learners. They will implement a comprehensive English Language Arts program to ensure that all District and Common Core Standards are taught and assessed at each grade level.

Teachers may use G.L.A.D. (Guided Language Acquisition by Design) strategies to support reading and writing skills of all learners.

Grade 3-5 students will take the interim assessments to prepare them for the online CAASPP assessment.

This goal was continued from last year.

5. School Goal:

Goal Name: Mathematics

Subject Area: All Core Subjects

Initial Analysis:

Goal Statement:

Local Control Accountability Plan

State Priority 2, Condition of Learning

Implement academic and performance standards for all students

State Priority 7, Condition of Learning

Provide access to a broad course of study for all students including special needs population

State Priority 1, 2, 6, Condition of Learning

Maintain optimal class size and configuration to enhance learning for all and create a positive school climate

State Priority 4, 8, Pupil Outcome

Assess students regularly to evaluate levels of proficiency and determine individual learning needs to target intervention

Goal Statement:

Continue to implement State Standards including continuing to offer professional development, current instructional materials and technology. This includes the understanding of how to enhance technology use in the classroom for all learners. Continue to offer a broad course of study to all students including special education and high-achieving students. The teachers continue to provide enrichment activities for all high-achieving students.

Continue to develop programs and/or strategies that support all students in attaining progress toward proficiency in mathematics; this will include the implementation of the State Standards and 21st Century learning skills. The goal is to address the specific learning needs of the students who did not reach proficiency or beyond on the CST in mathematics and to continue to challenge all students. Teachers and instructional staff will use data mining to determine a list with specific student names and grade levels that need intervention. Teachers will examine the individual student needs and learning patterns in order to implement a plan for intervention and remediation. Teachers will provide additional time and support for students who need to make adequate progress in order to reach proficiency. The teachers will be using open ended assessments to promote critical thinking. We will continue to challenge and engage our students who are currently demonstrating proficiency and we will work closely in grade level teams to meet the needs of our middle and high achieving students. Due to having a high achieving student population, we spend large amounts of time and resources to provide accelerated and deeper learning opportunities for students who "already know it". We use regular practice of pre-assessments to determine which students already know a skill or content and they are ready for extensions or alternative project learning within the grade level curriculum.

Groups Participating:

All students, principal, classroom teachers, resource teacher, special education staff, instructional assistants, classroom volunteers and intervention specialist.

Students Affected:

All Students

General Anticipated Results:

Students will new routines and math vocabulary with the Math Expressions Program routines and vocabulary. Teachers will also incorporate the MARS tasks and Problem of the Month. Teachers will guide instructional aides in supporting student learning through the use of effective strategies with individual students and small groups. Principal will observe classroom procedures and instruction and provide meaningful feedback to guide teacher planning and pacing. Teachers will provide engaging, differentiated materials and instruction for all students. This may look like alternative project-based learning opportunities, additional curriculum and instruction that requires a higher level of critical thinking skills and a more advanced production of completed work. Teachers will implement new State Standards and design corresponding assessments.

All Students Anticipated Performance Growth:

Students will improve their understanding of deeper mathematical concepts in the State Standards. Students will learn to apply mathematical practices to various areas in their lives. Students will show growth on classroom formative and summative assessments. Teachers will use data from summative and formative assessments to inform instruction and ensure learning for all students.

Means of Evaluating Progress:

Teachers will collaborate on Learning Wednesdays to share student work/assessments and discuss promising instructional strategies and best practices for the 21st Century learning skills. Teachers will review and refine grade level pacing plans and will revisit them throughout the school year for necessary and appropriate adjustments through the Common Core State Standards. Classroom-based open ended assessments and observations will show student engagement and understanding of mathematical concepts. Teachers will analyze assessment results and design intervention groups to provide further support.

Group Data to be Collected:

Learning walks, classroom observations, data reviews, progress monitoring, formative assessments and summative assessments will be used to guide instruction. Data from the above programs will help us monitor the progress of students receiving Tier II intervention.

Re-Evaluation Date: 1/15/2017

 **Action 1:**

Action Name: Improve Student Achievement

Action Description:

Teachers will share differentiated instructional strategies to ensure continuous achievement for all students. This includes utilizing collaborative time to share best practices and teaching strategies, exploring varied resources and materials, researching new teaching programs and strategies, and utilizing 21st century learning tools (Creativity, Collaboration, Communication, and Critical Thinking), to engage learners.

For the years 2015-2019, Dixie School District adopted a new mathematics program: Math Expressions. This program was selected by teachers over the summer and serves students of all learning levels and learning styles.

Teachers may use Quick Practice routines, math journals, home and study links, exploration lessons, math games, manipulatives, Think Central, word wall, math academies, projects, Math Mountains, small group intervention programs, individual, partner and group work, and sharing best practices and resources. Teachers will utilize these differentiated resources to support students who are at, below, and above grade level mastery.

Math Expressions is a comprehensive program that serves math learning for all levels and learning styles. Teachers will utilize our Safety Net program, Student Study Teams, and Teacher Assistant Teams to discuss and support students and target specific strategies for those needing additional support to meet mathematics benchmarks. Enrichment for advanced or above grade level learners is utilized.

Teachers will use California Math Standards when planning instruction and assessing for mastery. Report cards and assessments have been realigned to match common core instruction and standards.

Teachers will share tips and best practices with parents for supporting math strategies at home.

Teachers will collaborate with Opportunity Time/Intervention staff to support learning for all students.

Our Instructional Leadership Team and School Site Council will meet regularly to discuss site curricular programs to enhance learning opportunities for all students.

A three hour instructional assistant is provided for each kindergarten classroom. A one hour instructional aid is provided for each 1st grade classroom. In addition, classes exceeding 25 students will receive an extra hour of support.

MES provides support in the area of math to all students with identified needs. Students are appropriately identified, assessed, and provided F.A.P.E. (Free and Appropriate Public Education). Special Education services include an on-site Resource Specialist Program and Special Day Class.

Teachers will incorporate technology in the classroom to support math student learning. Websites may include, but are not limited to, Think Central, BrainPop, Kahn Academy, and FastMath. Teachers will use math websites to improve learning in mathematics at all grade levels and share useful information and resources with parents.

Teachers will maintain consistent communication with parents regarding student academic growth in the area of mathematics.

Teachers will utilize Math Expressions assessment tools to guide instruction and inform enrichment/intervention needs.

Teachers will continue to procure resources to support instructional programs and engage in staff development opportunities to improve teaching practices.

Teachers will use a variety of instructional programs and modalities in the classroom to support all learners in the area of mathematics. They will implement the Math Expressions program to ensure that all District and Common Core Standards are taught and assessed at each grade level.

Teachers will discuss current math intervention practices and continue to share current methodologies to support intervention and review for students not grasping concepts.

Teachers will practice vertical articulations as well as grade level articulations to support student learning in the area of mathematics.

Teachers will continue to implement regular small group intervention in each classroom based on need devised from a variety of formal and informal assessments.

Teachers will continue to use instructional practices such as differentiation, application, evaluation, revision, questioning, strategy sharing and discussion to support student mastery of math concepts.

Teachers will provide engaging, differentiated materials and instruction for students who are currently meeting or exceeding grade level benchmarks.

Teachers will collaborate with colleagues to share best practices for teaching math facts on a school wide basis.

Teachers will share tips and best practices with parents for supporting number sense and math facts learning at home.

A cart of Chromebooks is currently in rotation throughout the school.

40 iPads are currently in rotation throughout the school to support mathematics instruction.

A computer coding class, Hour of Code, is offered as an after school program for students.

In the fall of 2014, all staff attended Google Summit Training.

In the fall of 2014, all Dixie staff participated in a *Dixie* Google Summit training, which involved utilizing lead tech teachers in our district as instructors.

This goal was continued from last year.

6. **School Goal:**

Goal Name: School Climate

Subject Area: All Core Subjects

Initial Analysis:

Goal Statement:

Local Control Accountability Plan

State Priorities 1,2,6, Condition of Learning

Maintain optimal class size and configuration to enhance learning for all and create a positive school climate.

State Priorities 3, 5, 6, Engagement

Increase family involvement to promote greater participation in decision making

State Priorities 3, 5, 6, Engagement

Continue to provide opportunity to promote connectedness and increase attendance

The Dixie District has strived to continue to reduce class size. In grades K-3, class size is limited to 24 students and most classes maintain an average of 20 students each.

Create and maintain a positive, safe, supportive, enriching and healthy school climate for students to learn.

Groups Participating:

Principal, teachers, parents, students, site councils and student councils.

Students Affected:

All Students

General Anticipated Results:

Students will feel safe on the playground.

Students will utilize effective strategies to avoid and/or mediate social conflicts.

Staff and parents will model effective communication techniques that foster a nurturing and cohesive community.

Students will develop strong relationships based on mutual respect.

We will build stronger school-wide community connections and celebrate diversity.

We will observe decreased student conflict on playground during recess and lunch times.

Students will feel empowered to solve their own conflicts but will report to an adult when bullying has occurred.

All Students Anticipated Performance Growth:

Students will demonstrate understanding and use of life-skills through assemblies, presentations, classroom activities, and class discussions. This will result in fewer citations and acquiring star buck cards for excellent behavior.

Students will demonstrate increased knowledge about recycling and green initiatives.

Students will develop a deeper appreciation for the planet as they engage in curriculum and innovative programs that teach an ethic of environmental responsibility.

Means of Evaluating Progress:

Staff observation of student behavior and use of conflict mediation strategies on playground.
Staff and Green Team will conduct observations of student recycling habits.
Review of school calendar to determine the number of community building events/activities.
Evidence of Life Skills taught and practiced in all classes including specialists throughout the school day.
Presence of volunteers using appropriate strategies in the classroom and on the playground.
Observation of traffic patterns and effectiveness of current traffic guidelines for student drop off/pickup.
Observation of daily use of bike racks on school campus.
Energy audits, data tracking and data sharing by Green Team students.
Site council and leadership will discuss programs on a monthly basis.

Group Data to be Collected:

Citation Database Star Buck
List Safe Routes to School Classroom Surveys
Solution Team Logs
New Perspectives social skills groups
Participation in school-wide jobs

Re-Evaluation Date: 1/15/2017

 **Action 1:**

Action Name: Supporting a safe and nurturing learning environment

Action Description:**CODE OF CONDUCT AND LIFE SKILLS**

The Code of Conduct (Be safe, Be respectful, and Be responsible) and our monthly district-wide Life Skills program will continue to be taught and reinforced at assemblies and in classrooms.

Our code of conduct is reinforced with posters at assemblies and through Monday morning announcements.

Students attend Life Skill assemblies twice a month. Student grade level teams run a presentation for each specific Life Skill during assemblies.

Staff will continue to teach and reinforce all rules and procedures.

Staff will continue to provide students with regular reviews of rules and procedures at assemblies and in classrooms.

Staff will continue to implement citations for those not following rules.

Staff will continue to monitor all citations in software data base with periodic reviews.

SOCIAL EMOTIONAL SUPPORT

Through social support programs such as Zones of Regulation, No Bully, Dave Nettell, and Kimochis, students will gain confidence in managing emotions to improve peer interactions and build confidence.

Staff will continue to implement the activities and pedagogy of the Center for Childhood Creativity that promotes having children participate in play and opportunities to increase creativity.

MES will continue ongoing partnership with Dave Nettell, Cooperative Adventures, to promote positive interactions between students. This includes fall and Spring sessions in the classroom with Mr. Nettell, parent evening, coaching opportunities for staff, posters, and blogs.

Our on-site counseling program, BACR (Bay Area Counseling Resources), will continue to provide students with 1:1 support as well as friendship groups as needed. This year we have one lead counselor and two interns to support this service.

Certificated and Classified staff are provided radios and clipboards to carry at recess and lunch to support supervision of students in yard.

Recess programs such as library, Lego Club, Friday Dance Party, and Star Striders will continue to provide alternative opportunities for students.

Each morning students are greeted by our school principal, librarian, volunteers, and students helpers; and in the afternoon by the principal, kindergarten teachers, RSP teachers, and volunteers, resulting in increased safety during drop off and pick up.

SCHOOLWIDE JOBS

Students in grades 3-5 are encouraged to apply for school wide jobs at the start of the year. This program is critical in developing student self worth, responsibility, leadership, collaborative skills, and self esteem.

These jobs include but are not limited to Green Teams, Service Council, Kindergarten Leaders, Stage Managers, and Morning Greeters. Students who take part in this program are recognized at the end of the year at an assembly and provided an award for their work.

CONFLICT RESOLUTION

Our No Bully Solution Team protocol is in place. Students will participate in Solution Teams consisting of teachers and students to mediate instances of conflicts/bullying as they occur.

Staff will continue to reinforce the No Bully Action Plan.

Principal and teachers meet with students as issues arise.

STARBUCKS AWARDS

Staff and students will continue to recognize students who exhibit behaviors in line with district Life Skills and good decision-making by giving out Star Bucks.

Staff will continue to utilize positive reinforcement strategies and incentives in classrooms such as Stars of the Week, classroom (individual, team, whole class) awards, to promote positive behavior.

Staff will administer Star Bucks to students when they are found to be engaging in positive and productive activities related to Life Skills during school hours and within the community. During assemblies, students who have earned five Starbucks are recognized and given a certificate in honor of their hard work.

BUDDY CLASSES

All classes have a Buddy Class to support an inclusive environment.

COMMUNITY AND COMMUNITY OUTREACH

Our Mary E. Silveira Home and School Association, MESHSA, will continue to foster a caring partnership/bridge with our parent community through a variety of school-wide events and activities. For example: Monthly MESHSA meetings that are open to the public, International Harvest Festival, Movie Night, Talent Showcase, Book Fair, and MES Garden Produce Stand.

Site Council will continue to act as a vehicle to support new ideas for potential programs. An example of current programs include Star Dad's Watch and Community Heroes.

MES maintains a school garden that includes an outdoor class, vegetable containers, and supports environmental education.

Staff and parents will work together to support community programs such as Marin Food Bank, Adopt a Family, One Warm Coat, Pennies for Patients, Community Heroes, Mission Atletica, Warm Socks, and Schoola Clothing drive.

Teachers encourage volunteers to support classrooms throughout the day.

Staff and parents will partner together to model effective communication techniques (weekly emails and/or newsletters, Friday Folders, Principal's weekly newsletters, citations, time-out slips, email communication) that foster a nurturing and cohesive community.

Staff will continue to communicate with parents through school sponsored informative seminars, conferences, emails, Student Study Teams, and staff newsletters/teacher websites, and weekly Principal newsletter, to support a safe, nurturing and cohesive school community.

MES has partnered with the Terra Linda Rotary Club and Lions Club to support school programs. A few examples are dictionaries to third graders, school garden, pond, beautification of the front of the school.

MES utilizes middle school students as cross age tutors on a daily basis as mentors to support primary students in the classroom.

MES maintains a close partnership with local sheriff department, CHP, and fire departments.

Provide school wide opportunities and family education that promote, celebrate, and support our diverse population.

AFTER-CARE AND AFTER SCHOOL PROGRAMS

MES continues to partner with our morning and after school child care.

3rd-5th grade students are encouraged to participate in the Odyssey of the Mind competition; a local, state and International problem solving competition.

Participation in the Winter and Spring plays are offered for students who are interested.

After school classes are offered to students including Spanish, Art, Chess, Science, and Coding classes.

MES partners with City of San Rafael to offer a morning and after school care program.

INSTRUCTIONAL SUPPORT

Instructional aides will continue to meet monthly with principal to discuss safety practices and concerns.

Teachers utilize Student Study Teams to support teams

GENDER INCLUSIVITY

In the fall of 2014, all Dixie staff were provided training in the area of Gender Inclusiveness through a program called Gender Spectrum. A follow up professional development was held in fall 2015 by Welcoming Schools.

SAFETY

Staff practice safety drills such as earthquake, fire, and intruder drills.

Staff understands protocol for mandated reporting to CFS (Child Family Services formerly known as CPS, Child Protective Services).

MES has changed protocol for when adults and students may enter school grounds and when they must depart to minimize strangers walking through our campus. Staff have been trained and parents notified of this change.

A school-wide protocol is in place for transitions between recesses and classtimes to ensure a safe and efficient transition and provide opportunity for announcements as needed.

Instructional assistants, specialists, and support staff meet monthly to discuss protocol and receive updates to the program and the students who have taken part in it. They have been instructed in what to look for and how to initiate the Solution Team process.

Evaluation Findings:

This goal was accomplished and is ongoing. For the year 2013-2014, we have added a few support programs.

This goal was continued from last year.

Recommendations and Assurances

- The school site council is correctly constituted and was formed in accordance with the district governing board policy and state law. -
- The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. -
- The school site council reviewed the content requirements for school plans of programs included in the Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan. -
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. -
- The school plan was adopted by the council on: -

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

- State Compensatory Education Advisory Committee -
- Special Education Advisory Committee -
- School Health Council -
- Gifted and Talented Education Advisory Committee -
- English Learner Advisory Committee -
- Public Notice Posted: -
- Governing Board Reviewed: -
- School Site Plan Approved: -

Attested:

Will Anderson

 Typed name of school principal

 Signature of school principal

 Date

Barbara Snekkevik

 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date