



SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR’S GUIDE



Silverado Middle School



2010 School Statistics

(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Mid-sized city
Enrollment: 1,011
Grade Levels: 6-8
School Schedule: Six periods, 48 min. each,
single track

Student Demographics

- 74% White
- 11% Hispanic/Latino
- 3% Asian
- 3% Two or more races
- 2% African American
- 2% Filipino
- 1% Pacific Islander
- 0% American Indian/Alaska Native

- 17% Free/Reduced Lunch
- 3% English Learners

2009 API Base: 873
2010 API Growth: 879 (up 119 points since 2000-01)
2010 AYP: Met 16 of 17 criteria

(Visit <http://www.cde.ca.gov/ta/ac/ar/index.asp> to view this school's data for prior years.)

Designated 2003; Re-Designated 2006, 2009

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<http://www.drycreek.k12.ca.us/index.aspx?pi=9&pt=sch&pp=9>

School Characteristics and Replicable Practices

Academic Excellence

- All students are expected to meet high standards and are provided the support to do so.
- Student success in meeting standards is actively monitored by faculty, counselors, and administrators—no child is allowed to fall behind. Teachers keep running records of each student’s progress and use monthly POINTE (Positive Intervention Team) meetings to collaborate on and coordinate supports for students.
- Every aspect of the school is organized by a student’s team at each grade level.
- Team structure provides opportunities for flexibility and extended learning.
- The school uses an AVID-like (Advancement Via Individual Determination-like) strategy in ACE (Academic and Community Excellence) organization classes.
- Collaborative Use Block (C.U.B.) provides needed intervention during the school day.
- Support classes include ACE (for organization), Shadow Math, Reading Lab, and Algebra Readiness.
- A standards-based report card informs students, parents, and teachers; the school is developing a new report card that separately reports student effort, achievement, and standards mastery.
- Student-led conferences are held once a year to inform parents of student progress and learning.
- Common planning time by department provides time to collaborate on common curriculum.

(Continued)

Academic Excellence *(continued)*

- Multiple benchmark assessments ensure that each student learns to the level expected in the standards; lessons are not formally paced in English language arts; most teams allow make-up.

Developmental Responsiveness

- School focuses on making students feel like they “belong to a community” (student council, clubs, and leadership class).
- In designing this school, board and administrative staff actively used the principals of *Caught in the Middle* and *Taking Center Stage*.
- The master schedule is designed to meet students’ learning needs.
- Students who fall behind are actively supported by standards-oriented interventions (POINTE team).
- The counseling program supports all students and teachers. There is a school nurse, AP (Advanced Placement) for each grade level, psychologist, and three counselors.
- The school supports students through clubs, athletic teams, support classes, and other programs and activities such as exploratory, life skills, ballroom dancing, cooking, and band.
- The Learning Center features both pull-out and push-in programs.
- AVID is available to eighth graders.
- The school holds a check-in day for each grade level prior to the start of the school year; office staff and volunteer teachers are on campus to assist students.

Social Equity

- All students are expected to meet the most rigorous standards—no excuses, no failure; an algebra readiness class is offered to eighth graders; a sixth grade advanced math class is offered to students performing at a high level.
- A POINTE team discusses struggling students; there is a formal intervention/retention procedure.
- The school heterogeneously groups all students to create the maximum diversity.
- The school uses a schoolwide positive discipline policy to prevent student misbehavior and to encourage character development.
- The school presents trimester academic and behavioral activities.

Organizational Support

- The school has strong support from the district superintendent and the school board.
- The school is organized into Professional Learning Communities.
- Collaborative decision-making is the school-wide norm; CADRE is a collaborative group of department chairs, grade-level chairs, administration, and counseling.
- Monthly and weekly professional development is geared to the needs of individual teams. Wednesday meetings rotate by department, grade-level, and two staff meetings. Three staff development days are led by a CADRE teacher.
- The school implements data-driven decision-making in all aspects of program design and in developing budgets.
- Articulation with feeder elementary schools and destination high school is strong and focused on seamless transitions; High School Awareness Week connects students with the Roseville High School District.
- The math curriculum aligns with the elementary school.
- The community actively views the school as a resource 24 hours a day, seven days a week (library, church, and parent meetings are held on site).