

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Marta Jevenois-Richardson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Silver Spur Elementary School

(As it should appear in the official records)

School Mailing Address 5500 Ironwood Street

(If address is P.O. Box, also include street address.)

City Rancho Palos Verdes State CA Zip Code+4 (9 digits total) 90275-1739

County Los Angeles

Telephone (310) 378-5011 Fax (310) 378-7674

Web site/URL http://silverspur.pvpusd.net E-mail jvenoism@pvpusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Donald Austin E-mail austind@pvpusd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Palos Verdes Peninsula Unified School District Tel. (310) 896-3404

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Anthony Collatos
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools

15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	11	25
K	40	36	76
1	39	47	86
2	40	32	72
3	54	37	91
4	52	44	96
5	55	40	95
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	294	247	541

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 20 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2015	537
(5) Total transferred students in row (3) divided by total students in row (4)	0.041
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 9 %
48 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Japanese, Spanish, Cantonese, French, Vietnamese, Korean, Thai, Mandarin (Putonghua), Arabic, Hindi, Portuguese, Farsi, German, Philipino (Tagalog), Hungarian, Serbo-Croatian, Dutch.

7. Students eligible for free/reduced-priced meals: 3 %
Total number students who qualify: 18
8. Students receiving special education services: 10 %
56 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 6 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 13 Other Health Impaired
- 5 Specific Learning Disability
- 32 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	21
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

It is Silver Spur's mission to provide students with differentiated opportunities to develop to the highest level of their academic, emotional and physical potential. Recognizing the importance of educating the whole

child in a safe learning environment is key. Our highly qualified teachers support intellectual curiosity, academic rigor, literacy, computer technology and global awareness along with a love for art and music.

16. For public schools only, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Silver Spur is a public school that accommodates all students assigned to our site determined by their home residence address. In addition, we accommodate overflow students from neighboring schools in our district. PVPUSD also opens its doors to students whose parents work at businesses in our community, employees in our school district and students of military families.

PART III – SUMMARY

Silver Spur Elementary is one of 10 elementary schools in the Palos Verdes Peninsula Unified School District. We serve a community that places a high priority on education and values active participation in their children's educational experience. The Silver Spur community is considered affluent with many parents being working professionals such as doctors, attorneys, engineers, and executives who still manage to find time to be visible and active members at school. However, PVPUSD is one of the lowest government funded school districts in the state of California, having been allocated funding that is significantly less than our neighboring districts. While Local Control Funding Formula (LCFF) does mean slightly more funding for our district over the previous years, PVPUSD continues to be significantly underfunded. The per-pupil funding for our district is \$7,276 compared with LAUSD's \$10,877 and the national average of \$11,014. Our school's success is a direct result of our community's passion for education, which includes volunteerism, fundraising and an extremely dedicated professional staff.

Our PTA funds many educational programs and resources including assemblies, field trips, educational software, keyboarding classes and spirit weeks. They also fulfill campus needs for PE equipment, beautification and safety. This year alone they were able to provide a new running track, new audio/visual equipment for the MPR, water stations and a new kiln. In addition to the PTA, the Peninsula Education Foundation (PEF) funds our physical education teacher and aides, library aide, technology aide, music teachers and STEM for grades 4 and 5. The Foundation also funds teacher grants for programs such as Little Passports, Sitton Spelling and innovative technology based learning opportunities.

Silver Spur serves a diverse student population including a considerable number of English Language Learners, with Japanese being the most common second language spoken. Other languages include Korean, Chinese, Spanish, Farsi, Portuguese, German, Dutch, French and Hindi. Each year, several families are transferred here from Japan, speaking little to no English. Our faculty and staff provide the necessary resources to help these students acclimate to our educational and social environment. Silver Spur serves the affluent Valmonte neighborhood as well as working-class families within adjacent neighborhoods. We welcome military families and children whose parents are employed within our city limits.

We provide a rigorous academic program with the whole child in mind. Our faculty creates enriching classroom experiences while coordinating assessments to ensure that students maintain a healthy life balance socially, emotionally, mentally and physically. Silver Spur students are exposed to challenging classroom curriculum complemented by class plays, physical education and activities, and unstructured times with friends. Our mild climate allows for many outdoor educational experiences including hikes and overnight field trips.

Our goal is to nurture, guide and promote student success. We are cognizant of the fact that students cannot be successful unless they are happy, healthy and supported. We offer programs designed to address students' academic and socio-emotional needs including counseling groups, game clubs and support and intervention programs. Our partnership with the Palos Verdes Art Center (PVAC) enables all students (TK-5) to participate in monthly art projects designed by local artists and educators. These projects are created for students to embrace art as a means of expression, creative thinking and self-confidence.

Our weekly music program is provided through the Peninsula Education Foundation (PEF). Our (TK-3) program focuses on developing students' musicianship and music appreciation through vocal and instrumental study and performance. Grades 4 and 5 participate in a more rigorous vocal or instrumental program with performances and the option for ensemble.

Silver Spur's parent founded, designed and maintained edible school garden provides weekly lessons for all students TK-5. Our garden serves as an outdoor classroom with lessons specifically tied to state curriculum standards. The lessons encourage inquiry-based learning, provide hands-on experiential learning opportunities and support next generation science standards. In addition, Silver Spur provides classroom nutrition lessons through the Growing Great program. These lessons, delivered by parent volunteer docents, inspire healthy eating by giving students the knowledge and tools they need to make healthy food choices.

Silver Spur also participates in the Grades of Green program, which educates and motivates our students to decrease lunchtime waste.

We encourage our students to play a leadership role in making our campus a vibrant, active, and mindful place. Students may take part in student council and have a role in our school's decision making. Many of our students organize fundraisers to help others in need. Our student leaders consistently make a difference in the world.

Silver Spur is fortunate to have incredible parent and community participation. Our trained volunteers provide small group classroom instruction, library assistance serve as mystery readers, and parent-run assemblies. Additional programs include our annual book fair, writing workshops and invited speakers. These programs and activities support student achievement and contribute to provide a well-rounded education to all students.

We truly believe that there are significant reasons why Silver Spur deserves National Blue Ribbon recognition. Our school community works together in meeting and exceeding the academic, social and emotional needs of all children. Silver Spur is all about providing a well-rounded education to all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Silver Spur Elementary provides differentiated opportunities for students to develop to their highest academic, emotional and physical potential. We use 21st Century learning tools to foster collaboration, communication, critical thinking and creativity. We focus on educating the whole child and our teachers support intellectual curiosity, academic rigor, literacy, computer technology and global awareness along with a love for art and music. Students are taught skills and strategies to develop strong moral character with respect for individual and cultural differences. We challenge advanced students while providing intensive support to at-risk students. Our student-centered environment enables teachers to learn each child's strengths and challenges.

Silver Spur offers Transitional Kindergarten (TK) as an exciting educational option allowing children to further develop their social and emotional skills and be ready to actively engage in academics at the kindergarten level. The option to participate in a two-year kindergarten program provides students the opportunity to succeed throughout their entire school year and acclimate themselves to the elementary school campus. The TK year provides these students the 'gift of time' and acts as a bridge between a more flexible pay-and-learn environment and the more structured academic setting of our kindergarten classrooms. TK classes offer learning opportunities that use smaller group setting, hands-on-learning, and a language-rich environment to prepare students for school success in reading, writing, math and other core subjects.

Our K-5 curriculum is based on the California Common Core Standards. We continue to use district-adopted core curricula in English Language Arts (Houghton Mifflin) supplemented by thematic units at each grade level. These units guide our content, while essential questions drive our instruction. Thematic units rely on anchor texts to guide student inquiry. Teachers use a myriad of strategies to enhance the learning curriculum through the Depth of Knowledge (DOK) levels and enhance the reading curriculum through depth, rigor, complex text, evidence-based answers and a balance of informational and literacy texts. Supplemental programs include Ready Reading, which exposes students to authentic complex text from a variety of resources and Newsela, which provides students with high-interest informational articles tailored to their lexile reading level. Saddler Phonics ingrains essential foundational reading skills for TK-1. PVPUSD is reviewing state-adopted ELA programs based on CCSS that will be piloted next year. In addition, every grade level uses Sitton Spelling to master spelling, language, and word skills. Writer's Workshop takes place in every classroom as a beacon of the curriculum. There is a thread of commonality across all grade levels as lessons follow a consistent structure with a focus on modeling, scaffolding and independent writing time. During writing time, teachers conference with individual students to address specific writing challenges.

In 2015-2016 PVPUSD adopted Math in Focus. Singapore Math's strong sequential concrete/pictorial/abstract approach focuses on problem solving as the center of math learning through real world and hands-on experiences. Teachers are trained in CGI (Cognitively Guided instruction) encouraging students to think analytically and creatively, striving to solve mathematical problems in real life as well as within mathematics and other disciplines. Our teachers integrate math manipulatives and technology applications to differentiate instruction and individualize learning. Think Central, IXL and Reflex Math support the overall math curriculum from an online perspective. Minute math tests ensure math fact fluency. In addition, at-risk students attend our Learning Center for small group instruction.

Our students are active learners involved in an array of first hand science experiences. Students explore scientific principles through hands-on experiments, taking an active role in their own learning. Fifth graders attend a weekly residential standards based outdoor science school that provides science enrichment experiences and hands on learning. Students also participate in a Science Fair where they present and prove their own hypotheses. They develop models and prototypes focused on robotics and automation including a robotic vehicle with an environmental design problem that must be modified in order to function. Second graders incubate and hatch chicken eggs in their classroom. Third grade studies the flora and fauna of our region. Our teachers have begun training on the Next Generation Sciences standards (NGSS) and have

started incorporating lessons based on NGSS into their classrooms.

California State Standards guide our social and history curriculum. Our Social Studies' adopted curriculum is California Vistas MacMillan/McGraw-Hill. This program is supported with a variety of leveled complex texts, novel studies, Scholastic news, and primary sources. Different grade levels participate in living history experiences such as Walk Through California, overnight field trips to San Juan Capistrano/Lazy W Ranch and an in-depth California Mission study in fourth grade. In third grade, docents from the Palos Verdes Peninsula Land Conservancy teach our area's natural history. Fifth graders participate in a History Fair where each student embodies and learns about a famous person in American History. First graders spend the school year receiving post cards from their friends and family to teach students about communities and the world around them. Grades TK-2 perform interactive plays about history and the world. These active learning experiences give students an appreciation of the numerous ways people and events from the past influence our world today.

2. Other Curriculum Areas:

We believe that art provides an important foundation for learning, allowing children to express themselves, build confidence, and gain an appreciation for the creative thought process. Art at Your Fingertips brings art to every grade through a partnership with the Palos Verdes Art Center. Parent docents are trained to lead students in five art experiences per academic year. Projects, designed by local artists, combine art techniques, art history and aesthetics into lessons that meet California visual arts standards for all elementary grade levels. In monthly workshops, the artist teaches the 300+ parent volunteers who, in turn, teach students. Art history and other social studies curriculum standards are incorporated into these lessons. The partnership also offers an artist in residency to one grade level per year, providing an additional 10 hours of visual art classes focusing on scientific observation, drawing and recording.

Thanks to the Peninsula Education Foundation (PEF) we offer music to all students in grades TK-5. The music program begins with singing and develops students' musicianship and music appreciation through vocal and instrumental study and performance. All students have music classes at least once a week. Fourth and fifth graders participate in vocal or instrumental programs. We offer a weekly student ensemble for grades 4 and 5 and chorus for grades 3-5 culminating in a year-end performance at a local theatre along with performances in our MPR.

Our PTA provides music assemblies and performances throughout the year. First and second graders receive a Mozart appreciation assembly. Music mobile teaches third graders about the instruments that make up an orchestra. A field trip to the LA Opera gives fourth graders the opportunity to travel through the magical moments of some of Giacomo Puccini's greatest stories. Fifth graders are introduced to classical music via a performance at our community theatre. We participate in LA Opera's Open Door Days program with a tour of the historic Dorothy Chandler Pavilion, which includes a performance exposing students to the big idea of opera and the joy of singing stories. TK/K students perform the Three Piggy Opera. Grade 1 celebrates American History with patriotic songs, and diversity with their Holidays Around the World performance. Grades 2 and 3 perform plays with topics focusing on diversity and kindness. We end the year with a talent show for grades 3-5.

Our Peninsula Education Foundation (PEF) provides our TK-5 with the required 200 minutes of physical education every 10 days. Our credentialed physical education teacher and his assistants provide developmentally appropriate, skills based, physical activities based on the California PE Standards and the SPARKS curriculum. Our teachers volunteer to lead a weekly running club for grades 1-5. The annual Spring Fun Run brings the entire school together to celebrate physical fitness.

Healthy nutrition is taught through our Growing Great and Palos Verdes Edible Garden programs. Classroom nutrition lessons, taught by volunteer docents, inspire healthy eating by giving students the knowledge and tools they need to make healthy food choices. Our Palos Verdes School Gardens (PVSG) Outdoor Classroom program extends the traditional classroom outdoors, and is a living laboratory where lessons are tied to state curriculum standards. The garden encourages inquiry-based learning and hands-on experiential learning opportunities supporting NGSS standards. The Grades of Green program teaches

students how to compost food waste and use it in our edible garden. Our trash-free lunch initiative has reduced our lunch waste from 7 to 2 bags a day. Eco heroes and Eco Rangers assist in our Green Program and are recognized at our Friday assembly. Our Student Council periodically meets with the District Director of Food Services to provide feedback on school lunch menu items.

Our teachers embrace technology and utilize it to present content in a way that engages students and differentiates curriculum. Every classroom has an interactive projector, an Apple TV, classroom microphones, and 6 desktop computers. Grades 2-5 have 1:1 devices for all students. Teachers supplement their core curriculum with a variety of software programs such as Think Central, IXL and Reflex Math, Reading Counts, Scholastic Reading Inventory and Super Phonics for Reading, BrainPop, Brain Pop Jr., Newsela, Coding, I-Ready for intervention and many more. Programs such as Type To Learn and Dance Mat Typing are used throughout the grades for typing practice. Each classroom visits the computer lab for weekly lessons. Silver Spur also participates in the Hour of Code that takes place each year during Computer Science Education Week. Our teachers encourage students to keep on coding throughout the year.

3. Instructional Methods, Interventions, and Assessments:

All educators at Silver Spur are committed to meeting the diverse needs of all of our students. On a daily basis, our highly skilled teachers provide multiple opportunities for differentiation in their classroom. During the instructional day, students receive whole group, small group as well as individual instruction designed to differentiate instruction for our students. During Writing Workshop, teachers differentiate by providing opportunities for individual student conferencing allowing for students to receive immediate and constructive feedback. Aside from writing, teachers often use small group instruction when reteaching a concept already introduced and/or frontloading students with new information.

At Silver Spur we have an Instructional Aide who works directly with English Language Learners. EL's receive daily assistance to provide them with the necessary language skills and strategies to access the core curriculum in addition to review and reteaching. Our EL Aide also closely collaborates with classroom teachers and provides them with tools and strategies to use with our EL students. We are also fortunate enough to have a Reading Intervention teacher who services our K-2 classrooms on a biweekly basis in order to give our at-risk learners an extra dose of foundational reading skills.

For the past 10 years, Silver Spur has been offering structured reading intervention to at-risk students through our Learning Center. This practice was implemented by teachers and staff in response to the number of students each year that were performing below grade level or who were referred for psycho-educational assessments. Silver Spur's Response to Intervention (RTI) program targets students in the lowest performance group in each grade level and provides intervention in reading, math, science and social studies. Our RTI model allows our team to employ data based decision making to inform instruction and interventions. All students at school are assessed using the AIMSweb screening three times a year, measuring fluency and comprehension. Results are then used to determine placement into and out of the RTI program. Once students are placed in the RTI program they are taught in small groups and even 1:1. Some programs used are: Read Naturally, Curriculum Associates Focus and Reading Comprehension workbooks, Project Read, Explore the Code, Super Phonics and I-Ready among others. Students attending our RTI program are grouped into Tier 1 and Tier 2 and progress is monitored on a weekly basis. Learning Center teachers/aides constantly communicate and plan with the students' classroom teachers and at the end of each trimester these professionals all meet to revisit and regroup students. Assessment and monitoring are ongoing parts of the RTI program at Silver Spur. Assessment results drive decision-making, and are used to determine which students need closer monitoring and/or additional interventions. Some students continue to receive services, others are graduated and new students are added. Our Special Education teachers closely collaborate with general education teachers to support students with disabilities, provide appropriate intervention and accommodations, as well as provide pull out or push in services, based on the level and the individual needs of each student.

Students are also referred for math intervention using a variety of assessment tools including the Scholastic Math Inventory and formative classroom assessments. Students may receive assistance in any subject area based on demonstrated need. Individualized interventions are designed for each child to meet his/her

academic needs. Math screening takes place four times a year, and student progress is monitored on a weekly basis using teacher-made assessments. Math interventions include I-Ready math and TouchMath among others. Science and social studies support is offered on the basis of teacher recommendation. Programs are tailored to meet each student's specific needs. Learning Center staff communicates on a weekly basis with classroom teachers to gauge where instruction is and where the needs lie.

Our teachers are data driven and all decisions we make at Silver Spur are influenced by data. We communicate with parents on an on-going basis so that they are always kept abreast on their child's academic progress. Student Success Teams (SSTs) meet to identify and intervene early in order to design a support system for students having difficulty. All of these supports help to ensure that we are meeting the needs of all of our learners at Silver Spur.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Silver Spur's vibrant and friendly neighborhood campus makes all feel welcome. Our brick buildings have bright red doors and white picket fences. There are murals painted by artists and students in our community and gardens planted by parent volunteers. Our staff lounge provides a warm and inviting place to gather and share ideas. Our teachers and staff share a true passion for our school community, striving to make every child feel important and understood. They model the standards and behavior that trickles down to our students, helping them meet or exceed the expectations we set for them. Our high standards extend beyond academic performance to build strong character that will take our students far in life.

Our principal knows every student and parent by name. At lunch and recess she is out among the students warmly greeting them and even helping with any playground misunderstandings. Her hands-on situational approach to social behavior is a lesson in itself. Parents play a key role at Silver Spur and are tremendously vested and involved in our school. From early morning to late afternoon, you will see a campus full of volunteer parents assisting in lessons and activities. A plethora of events takes place throughout the year to encourage kindness, compassion, respect, leadership, friendship, community and healthy choices: Yellow Ribbon Week, Red Ribbon Week, Random Acts of Kindness are just some examples.

Silver Spur students learn about the importance of good character through our partnership with Harper for Kids, a children's non-profit organization that helps schools incorporate legendary UCLA Coach John Wooden's Pyramid of Success into their character education program. "Success is happiness in your heart because you made the effort, 100% to do your best!" This quote is featured on our Spirit Shirts worn by every grade in a color unique to their grade. Students who demonstrate the three B's: Be Safe, Be Respectful, Be Responsible are rewarded with "Caught Being Good" tickets and acknowledged at Friday assemblies.

Our principal has personally trained all yard supervisors on systematic supervision, a program that aims at composing a safe and positive playground where MUSIC plays a key role (Move, Use students' names, Scan, Interact and acknowledge efforts and Correct behavioral errors). Students with social challenges are invited to participate in "Game Clubs" that take place during lunch where they are able to practice their social skills during structured games run by our Behavior Specialist and Psychologist Intern. Our school psychologist and principal are also available to meet with individuals and/or groups to support children's behavioral and emotional needs.

Our teachers and staff feel valued by parents and colleagues. Our principal supports our teachers and staff and has an open door policy to all. Teachers' concerns, feedback and suggestions are always welcome because we believe that as a community we achieve more.

2. Engaging Families and Community:

At Silver Spur we believe "it takes a village" and our village is a dedicated and involved community of teachers, faculty, parents and families who make Silver Spur more than just a school. This community partnership is what sets our school apart in the district. Parents are an integral part of our success and they can be found on campus each day participating in a myriad of activities. They volunteer as art docents, classroom and garden helpers, at library time and as mystery readers. They facilitate small reading groups, teach Growing Great nutrition lessons, conduct spelling bees and chaperone field trips. In addition, parents are active stakeholders in our PTA Executive and General Council and School Site Council. Of the 404 families at our school, 361 families have one active member enrolled in the PTA. Silver Spur pulls from its diverse and talented group of parents to provide rich and valuable experiences for students, teachers and the entire community. Parents share their diverse professional expertise as guest speakers. A police officer parent gives frequent talks for students, families and faculty. Parents and teachers receive safety trainings from a firefighter parent. Safety is a key priority and parents run traffic duty and greet students each morning to ensure they feel secure as they arrive on campus.

Parents are in charge of running activities themed to engage and educate our school community throughout the year. Red and Yellow Ribbon Weeks, International Week, Book Fairs, Fun Run, Teacher and Staff Appreciation Weeks, School Wide Family Movie Nights, School Carnivals and School Beautification are just a few of our activities. In the past year, parents logged over 24,810 volunteer hours. On any weekend or after school you'll see entire families decorating and setting up for upcoming activities. We accommodate the work schedules of dads, uncles and grandfathers with events like All Pro Dads where important and relevant issues are discussed. Our Moms and Muffins event encourages positive female role modeling and Dads for Donuts and Parents' Playdates welcome parents during the school day to spend time with their children and see their learning first hand.

Silver Spur extends its partnership to the broader Palos Verdes community through field trips to various local businesses and establishments such as the Norris Theatre, Point Vicente Interpretive Center and Land Conservancy, Palos Verdes Public library, local grocery stores, our fire station. Community members and local businesses visit our campus throughout the year as well. High school students visit classrooms to read stories or talk to certain grade levels about their future, demonstrate Science experiments, and hold a reading club and Homework club for our students. The local library visits classrooms to excite students about the summer reading program and other speakers visit to share upcoming community events and opportunities. These exciting opportunities and events are communicated through our school website, monthly SPUR bulletins and proactive email communication by the principal.

3. Professional Development:

Silver Spur teachers are leaders who believe in lifelong learning and are an essential component to building other colleague's capacities. Development is of paramount importance to our school and district. Students have early release each Monday, allowing teachers ninety minutes of uninterrupted planning, preparation, professional development and collaboration. Teachers also have two fifty-minute periods per week for collaborative learning, prep time and data analysis. In addition, grade level teachers meet weekly and have a more intensive 3-hour planning session each month to create content equity for all students. The grade level teachers meet monthly with the principal.

Professional development is ongoing and multi-layered. It takes place at the district, school, grade and individual teacher level. Elementary school principals schedule all staff meetings on the same day for all schools so cross-pollination could take place. Together with a neighboring elementary school, teachers and staff participated in a workshop on mindfulness and Growth Mindset. In addition to these opportunities, our district also organizes two full days of professional development at the beginning and mid-way points of the school year. PVPUSD has a 4-day Summer Institute for all teachers and administrators covering curriculum, leadership, Mindset and wellness.

For the past two years, our teachers have participated in professional development to provide support for the newly adopted math curriculum, Math in Focus. Teachers also participate in after school Cognitively Guided Instruction (CGI) math trainings led by our district teachers on special assignment (TOSAs). Our district is now looking into piloting language arts textbooks for elementary grades for next school year. PVPUSD has asked that each school select three to four teacher representatives to pilot these programs and collaborate with representatives from other elementary schools. Professional Development on Next Generation Science Standards (NGSS) is underway and our district is training teachers and staff on new science and engineering practices.

At the individual level, teachers attend professional development on their own time to keep abreast of latest research on instruction, team building strategies, etc. Each year we have upper and lower grade representatives attend the CUE conference on Educational Technology and the SMC Math conference to learn new strategies and techniques to bring back and share with students and teachers. Our GATE Coach attends regular district -wide meetings while attaining her certification and shares her knowledge with teachers, students and parents. Safety is a priority at our school and our District organizes Community Emergency Response Team (CERT) training. We have four teachers certified who, in turn, help facilitate workshops for the rest of our faculty and staff as well as implement monthly disaster drills.

4. School Leadership:

Distributed leadership is key at Silver Spur. Our Faculty Advisory Committee (FAC) is comprised of the principal, one teacher per grade level, and a special education representative. This Leadership Team meets monthly to discuss classroom-specific, grade level, school-wide issues and participates in the decision making process. At the beginning of the school year, teachers sign up to be on committees, pilot new programs and be lead teachers for upcoming trainings. Our principal also works closely with our Palos Verdes Faculty Association (PVFA) representative to meet the needs of our amazing teachers.

The "P" and the "T" in PTA are always working together to provide the best and most valuable opportunities for our students. Each year the principal and an upper and lower grade lead teacher meet with the PTA President and Executive Vice to plan the school calendar, which includes assemblies, themed weeks, school-wide events and community outreach. Teacher representatives are present at all PTA meetings to speak on behalf of their colleagues and to share information at staff meetings. Silver Spur has strong School Site Council consisting of the principal, a diverse group of parents and certificated and classified staff. These key stakeholders are responsible for bringing our Harper for Kids character program to Silver Spur, revising the school bell, revamping our traffic and safety procedures, and identifying specific actions to meet students' needs in our Single Plan for Student Achievement.

Students are active leaders at Silver Spur with a student council made up of 4th and 5th grade boy and girl presidents, vice presidents, secretaries and historians. They're joined by a boy and girl representative from each classroom from second grade up. This student group organizes school fundraisers, assists with weekly school assemblies, plans school-wide spirit days and brainstorms ways to make our school an even better place. Together with upper grade presidents, they share information within their own classrooms as well as in the TK-1st grade classrooms.

At Silver Spur, all stakeholders understand that each student's success is dependent upon the support of the entire school community. They work in concert to provide a well-rounded education to all students. Our staff works very closely with our PTA and Peninsula Educational Foundations, as both provide essential funding to increase our instructional resources. Collaboration and team spirit play a critical leadership role in the overall success of Silver Spur's reputation as a dynamic and vibrant learning community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Silver Spur's extensive RTI (Response to Intervention) program is a signature practice and an example of our team approach to the education of all students. This program went into effect 10 years ago in response to the number of students performing below grade level and/or being referred for psycho-educational assessments. Our RTI program targets students in the lowest performance band in each grade level and provides intervention in reading, writing, math, science and social studies.

The goal of the RTI model is to provide intervention, screenings and progress monitoring to measure growth and provide students with instruction appropriate to their needs. Natural outgrowths of the RTI program at Silver Spur are a reduction in the number of referrals to Special Education, reduced retention rate, and measurable improvement on the California Assessment of Student Performance and Progress (CAASPP). We see qualitative results from at risk or below grade level students who achieve a sense of belonging and a reduction in the stigma attached to their challenges. Many young students who attend the Learning Center are unaware they are receiving academic support. They believe they are just spending time with the Learning Center staff and doing their work in a different location. This is one of the most positive outcomes associated with the RTI program as it exists at Silver Spur.

At Silver Spur we follow best practices by individually assessing students and meeting their needs as they are presented. The RTI model matches students' needs with targeted interventions, aligns with 21st Century Skills and Common Core standards, and guides Silver Spur's teachers and staff to deliver optimal educational outcomes for all students. We utilize a 4-Tier Approach at our Learning Center. Tier 1 Intervention provides core-reading instruction to all students with classroom interventions for students deemed at-risk. Tier 2 Intervention is targeted to low performing students, primarily inside the general education classroom and students are monitored monthly. Tier 3 Intervention is offered to students with progress monitoring happening each week. Students who do not respond to Tier 3 are referred to Special Education for testing and further intensive support. This is our Tier 4 Intervention.

Students of all ability levels are encouraged to attend the Learning Center, and students in regular education work alongside students in Special Education without stigma or stereotype. Inclusiveness and acceptance of our differences keeps with our best practices model to serve all students.