

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Maria Vidal-Fowler
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Silver Gate Elementary School
(As it should appear in the official records)

School Mailing Address 1499 Venice Street
(If address is P.O. Box, also include street address.)

City San Diego State CA Zip Code+4 (9 digits total) 92107-3699

County San Diego

Telephone (619) 222-1139 Fax (619) 226-3058

Web site/URL https://www.sandiegounified.org/schools/silver-gate E-mail mvidal-fowler@sandi.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.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Cindy Marten E-mail cmarten@sandi.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Diego Unified Tel. (619) 725-8000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Dr. John Lee Evans
(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.

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

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

- Number of schools in the district (per district designation):
 - 120 Elementary schools (includes K-8)
 - 24 Middle/Junior high schools
 - 31 High schools
 - 1 K-12 schools

176 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

- Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	73	45	118
1	53	47	100
2	48	43	91
3	59	43	102
4	51	54	105
5	0	0	0
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	284	232	516

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 2.7 % Asian
 - 0 % Black or African American
 - 18.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65.5 % White
 - 12.9 % 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 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

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, 2018 until the end of the 2018-2019 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1, 2018	513
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Vietnamese, Italian, Mandarin, Serbo-Croatian.

English Language Learners (ELL) in the school: 2 %

11 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 79

8. Students receiving special education services: 11 %

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.

- | | |
|----------------------------------|--|
| <u>13</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the 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, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	97%	96%	96%
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 2019.

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

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.

The Silver Gate learning community creates capable, responsible citizens by supporting teaching and learning in every classroom. All Silver Gate students can succeed and will have an opportunity to realize their full academic, social, and physical potential in an inspiring, supportive, and safe environment.

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

As a public school, any student who resides within our neighborhood boundaries has a spot at Silver Gate. For those who do not, Choice applications are submitted online to the District in October and November. The following February, a lottery is held to choose names to fill the allotted spaces in each grade level.

PART III - SUMMARY

Silver Gate Elementary opened in 1951. The first school year began with 445 students in 14 classrooms, educating kindergarten through fourth-grade students. In 1952, the student population rose dramatically to 874 students in 24 classrooms. With the opening of nearby Correia Junior High in 1963, student enrollment dropped back to under 600.

Today, Silver Gate Elementary welcomes more than 519 K-4 students and has 21 classrooms. We continue to offer a strong, standards-based curriculum. Silver Gate Elementary has a rich tradition of a staff deeply committed to excellence for themselves and their students. Many of the staff members have been at our school for more than 15 years. Many have had their children attend Silver Gate Elementary, creating an added sense of ownership to the educational achievements, past and present, of the students they serve. It also highlights the climate and culture that exists on campus for the staff.

The success of Silver Gate comes from a collaborative effort among experienced staff, involved parents, and motivated students. Our school community genuinely works and learns together, always striving toward the ideal learning environment that emphasizes the standards and considers the needs of every child. Our teachers and principal work in professional learning communities on a weekly basis. The discussions at their meetings are fundamentally driven by student needs. Teachers study the district's Critical Standards to identify proficiency levels and discuss instructional practices to achieve them. This year, our fourth-grade staff participated in a coaching cycle and planned lessons together, read professional texts, and visited one another's classroom to improve their practice. A district literacy coach worked alongside them to develop lessons that would help all students approximate to the standards using a Backward design approach. This practice is starting to get duplicated throughout all the Point Loma Cluster of Elementary Schools. Silver Gate has an experienced staff who is continually willing to learn. It is one of the reasons our school consistently continues to achieve.

Silver Gate's motto is "The Six Bee's," which stand for: be here, be ready, be involved, be responsible, be respectful, and believe. The staff works closely with families to ensure that students are in school to receive instruction everyday, our first Bee. Attendance is incentivized at weekly assemblies and end-of-the-year awards ceremonies. The school has one of the highest attendance rates in the district at 95.15% and the highest in the Point Loma Cluster. Every staff member is committed to supporting students in all aspects of their lives. Teachers incorporate trauma-informed education strategies in their classrooms. Students practice leadership and conflict resolution skills through the Games Helpers program at every recess, and mindfulness activities are taught in the classroom and during the Lunch Buddies program with the school counselor. Students learn communication skills with the Speech Master program. Community involvement is encouraged through charity drives and recognition of individual students' contributions during school-wide Monday assemblies.

To continue to achieve at high levels requires a strong partnership with the parent community. Parents can be seen on campus daily. They walk their children onto campus, they volunteer in classrooms, and they communicate regularly with staff. Teachers value parents as an integral component of the learning process and take time to activate parent support through regular communication. In addition, we have more than 250 volunteers consisting of parents, community members, Naval service members and students from nearby Point Loma Nazarene University who are recognized for their consistent volunteer work in the classroom. Volunteers work with small groups of children and individual students, offer valuable resources and engage in the learning process as a team member. Thanks to Friends of Silver Gate (FSG) the school foundation, all students participate in extra programs, such as gardening, Ecolab, technology/coding/ 3D printing, and library time. Classes receive four two-hour art lessons from a resident artist. In addition, teachers receive a \$400 grant for their classroom, and all grade levels receive \$1200 for student field trips and enrichment assemblies. The foundation acts as a community-building group and a site support team, and it hosts incredible events that bring the community together and fundraisers that directly support site needs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

In order to achieve the ideal learning environment, we encourage our staff, parents, and community, as well as students, to become involved in all the decisions made at Silver Gate. The staff and the principal work closely together in monthly meetings that include teacher presentations, staff discussions, and shared-decision making on instructional, curricular, and budgetary issues. Teachers and the principal work together to review standardized test data to guide academic learning.

At Silver Gate, all grade level staff meet twice a month in their professional learning community (PLC). In their PLCs, teachers look at entry and exit student scores to analyze growth for each of their students. They look for patterns among the data that helps inform grade-level instructional practices and plan with adjacent grades to ensure continuity and support. The principal and the staff also work in their grade level teams to design and refine end-of-unit assessments as one measure of students' understanding, and these examples of student work are reviewed against exemplar samples during collaboration time. In addition, teachers collect quick-exit slips throughout the week to determine students' understanding and inform the next instructional steps. Teachers employ a variety of assessment methods in multiple platforms and modalities -- including Seesaw, Flipgrid, journaling, observations of hands-on activities and group and individual discussions -- to provide differentiation to meet the needs of all learners.

Silver Gate Elementary offers transitional kindergarten (TK) as an exciting educational option that allows children to further develop their social and emotional skills and be ready to actively engage in academics at the kindergarten level the following year. The TK year provides these students the “gift of time” and acts as a bridge between a more flexible play-and-learn environment and the more structured academic setting of our kindergarten classrooms. TK classes offer learning opportunities in smaller group settings, hands-on-activities, and a language-rich environment to prepare students for school success in reading, writing, math, and other core subjects.

1b. Reading/English language arts

Silver Gate's English Language Arts curriculum is derived from the California State Standards as well as the district's Critical Concepts. All curriculum aligns with state standards, and progress is monitored through various district assessments, including the FAST, Diagnostic Reading Assessment (DRA), Interim Block Assessments(IABs), provided by the CAASPP website, as well as common prompts and rubrics. Assessments are given and reviewed by staff at least three times a year.

To align language arts instruction with Common Core State Standards (CCSS), Silver Gate has chosen curricular approaches based on balanced literacy programs. The reading and writing curriculum is delivered using the Reading and Writing Units of Study from the Teachers College Reading and Writing Project at Columbia University. All students receive grade-level instruction during the class mini-lesson (explicit instruction), and then they are provided with differentiation utilizing a workshop approach. During the reading and writing workshops, teachers can provide small group instruction to meet the range of learners in the classroom. Areas of direct teaching range from word-solving in context to analyzing the author's craft in both reading and writing. Content in ELA also includes an emphasis on grammar/conventions, handwriting (print and cursive), vocabulary acquisition, phonics, phonemic awareness, and fluency.

All other components of a balanced literacy program are evident in each classroom, including a daily read-aloud, shared reading, guided reading, and independent reading during which teacher-student conferring occurs regularly. In writing, students have an understanding and experience in all genres throughout the grade levels, K-4. Students engage in all components of the writing cycle and frequently collaborate in partnerships to revise and edit their work. Students understand that writing occurs across all disciplines and regularly explain their thinking in science, social studies, and mathematics.

1c. Mathematics

Silver Gate Elementary's math curriculum aligns with the focus, coherence, and rigor of the CCSS. The math curriculum blends NY Engage, EnVision Math, ST Math, Xtra Math, and the San Diego Unified Math Curriculum to provide students with a comprehensive approach to mastering problem solving, critical thinking, perseverance, and fluency, as well as to provide differentiation.

Math lessons are provided in a launch-explore-summarize-reflect format in which students learn to think and persevere during the lesson, since most of the time is spent problem-solving. Teachers' provision of "just right" problems, meaning the task is not too easy and not too difficult, facilitates rigorous student engagement. Working collaboratively with peers, students justify and explain their answers and the methods used to find these answers. Computational fluency is not overlooked, and teachers at all grade levels provide time throughout the day to facilitate students' understanding of basic facts by use of addition, subtraction, multiplication, and division strategies. In addition, teachers lead number talks in which students identify patterns and relationships between both numbers and mathematical expressions. Math practice standards drive learning at all times, both at school and during study sessions at home. Students are expected to show their thinking in more than one way, using diagrams and manipulatives, including explanations describing why an approach makes sense.

Silver Gate Elementary is proud to have a collaborative staff who put students at the forefront of every decision made. All grade levels agree on common assessments and consistently calendar together at the beginning of each year to ensure continuity across grade levels which makes student transitions from each grade level math curriculum seamless. At bimonthly meetings, student grades are reported to the principal and to the instructional leadership team (ILT) for data analysis. We are cognizant to make appropriate changes depending on the grade data and teacher input. The use of a Common Assessment Calendar has helped Silver Gate make significant gains in the state-mandated assessments given to third and fourth graders. Additionally, students in second grade through 4th grade participated in the Formative Assessment System for Teachers program or FAST, which is a universal screener for reading and math and it includes a progress monitoring component. The FAST program gives more data about the students' growth to inform teachers' instruction.

Academics, including mathematics success, is a focus of every decision made at Silver Gate Elementary. We are fortunate to have a staff who work diligently to ensure that students feel both excited and challenged to do math. We want students to have a healthy relationship with math that will stay with them throughout their academic careers and into their careers and lives beyond school.

1d. Science

Silver Gate has two science assistants working in a dedicated Ecolab on site. Students receive science instruction in their classrooms and visit the lab weekly to conduct hands-on investigations following the Next Generation Science Standards in the areas of earth science, life science, and physical science. Inspired mainly by FOSS curriculum and Mystery Science, weekly visits to the Ecolab always include hands-on investigation into natural phenomena. Students will learn about the movement of the Earth by outlining their shadows in chalk on the playground and tracking the changes throughout the day. They learn about balance, counterweights, and motion by discovering how to balance a pencil on its tip, and then use that knowledge to build classroom-size marble runs. Students learn about electricity by building circuit systems to turn on lights. Growing Borax crystals, hatching insects, exploring sound waves and rainbows add to their understanding of the world around them.

Maintaining a scientific lens, students are expected to read, write to understand and communicate ideas, and model explanations of phenomena and solutions. In younger grades, assessment of science is made informally by reviewing students' lab notebooks and SeeSaw posting once they get back to the classroom. Older students are expected to maintain a science journal and are assessed traditionally by common assessments created by the grade level teachers. Through the use of Google Forms, students are further assessed on explaining phenomena and using scientific vocabulary appropriate to the unit of study.

Silver Gate students are fortunate to live in a city with great opportunities to experience science in a real-life context. Students participate in guided tours at the Gemological Society, The Rock Quarry, Mission Trails Park, Torrey Pines State Reserve, The San Diego Zoo, Sea World, the Reuben H. Fleet Science Center, Wild Willow Farms, and more. Our first graders visit the Water Conservation Garden for a learning adventure about conserving and adapting our water supply. Partnering with the Port of San Diego and the Maritime Museum, our fourth graders board the historic 1914 Pilot Boat, sail the bay, assist with navigation and perform experiments on the bay's water quality. Students come home with a greater understanding of the role the bay plays in San Diego's scientific and economic environments.

1e. Social studies/history/civic learning and engagement

Social Studies is taught using Harcourt Reflections and many secondary sources to promote inquiry-based learning. Each grade level incorporates social studies and ELA standards of writing, listening, and speaking through hands-on experiences and projects. Grade level teams plan so the curriculum builds on previous knowledge. Kindergarteners learn about how life long ago compares to the present, and how to be an active citizen in their community. Students integrate map-reading skills as they learn about their city, state, and country and create posters that show our state's flag, flower, and animal. First grade extends this learning by participating in an Old Town Kids assembly where they reenact students of long ago. They learn about careers from parent presentations and make puppet models of their future career aspirations. They use Google Earth to inquire about and deepen their understanding of digital maps. Second graders learn about their government and place in the world including their continent. They compare and contrast the past and present through family trees and learn about economics by creating and selling a product at their own marketplace. Third graders learn about their local history and geography by making clay maps showing the geographical features of San Diego. They demonstrate their knowledge of American Indian tribes through various creative projects, including producing an annual Thanksgiving play, building models of American Indian dwellings, and making their own Kwakiutl masks. Fourth graders extend this learning of California and its people by taking advantage of living in a historically important city. They explore Old Town San Diego, experience an overnight reenactment on the Star of India, create 3D digital mission projects using an Autocad type software, utilize Education and the Environment Initiative materials, engage in Explorer & Gold Rush simulations, and understand perspectives by reading novels such as *The Island of the Blue Dolphins*.

Assessments in social studies take the form of oral presentations, hands-on projects, Google Forms, collaborative work and, in the fourth grade, students prepare and deliver speeches on the autobiography of a significant historical figure. These assessments, along with the many opportunities for exploring our region's rich cultural heritage, contribute to Silver Gate students' love of social studies and their understanding of the importance of being culturally informed individuals throughout their lives.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Art: In addition to art lessons and activities in their general education classrooms, the students receive specialized art lessons in the on-campus art studio. The students receive instruction from their passionate art teacher who creates a unique curriculum based on the California Visual Art Standards for each grade. The students learn to express themselves and create unique works of art using a wide variety of mediums, including paint, clay, chalk, oil pastels, fibers, printing, charcoals, collage, crayons, and inks. In the art studio, students also learn art history, techniques from the masters, and art vocabulary. Students receive four lessons per year in the art studio that take anywhere from one and a half to three hours from start to finish.

Gardening: Silver Gate has a long-standing volunteer-run and funded garden program that allows every class one-hour of instruction weekly. Lesson content builds upon itself from week-to-week and year-to-year based on seasonal plantings at the school's two garden sites. In recent years, the curriculum has been

formalized to include garden-based science, nature, and nutrition lessons that incorporate NGSS and common core cross-curriculum learning. A significant benefit of the garden is hands-on and interactive learning with seasonal plantings. In addition to the garden's academic material, goals include cooperation, trying new foods, eating seasonally, food marketing, environmental stewardship, water conservation, native plants, composting, recycling, and plant identification. The garden program has provided an environment where all five senses are engaged, allowing all types of learners to actively participate and excel.

Library: Our librarian promotes a well-rounded program that gives students access to a rich breadth of social and informational content, encouraging students to participate in the California Young Readers Medal and Battle of the Books. In addition to weekly library visits, the librarian holds short story and poetry writing contests for students and enhances library time by dressing up in holiday and cultural attire and educating the students about other countries, their cultures, and the meanings behind celebrations through stories, fun facts, and dance. Also, student library helpers volunteer during their recess to shelve books and gather materials for teachers.

Music: All fourth-grade students receive music once a week in either band or orchestra. A team of credentialed music teachers teach these hour-long lessons. At the end of the year concert, families and staff have the opportunity to appreciate students' progress and celebrate. Point Loma Cluster schools have a strong music program, and fourth-grade students can attend the local middle school once a week to receive extra lessons. Students who attend are placed in Advanced Music by middle school. Several Silver Gate students have progressed so quickly in their musical abilities, that they are selected to perform with the district-wide Debut Honor Band.

Physical Education: Our physical education teacher leads all students, grades TK-4, in high-quality, intentional instruction that equips them with the knowledge, skills, and disposition to plan, carryout, evaluate and adjust their own physical activity and responses across their lifespan. Students at Silver Gate Elementary participate in a minimum of 200 minutes of physical education every 10 school days, which are grounded in the California State Standards for Physical Education. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to increase health and performance and use psychological and sociological concepts and strategies to learn and perform.

Running Club: Students are also highly active outside of their physical education class. Before school, our students participate in Running Club, which the physical education teacher runs with the support of FSG. We have about 200 students running daily for 20 minutes before school! They run about 1,000 miles a month! During school, classroom teachers have their own versions of running clubs as well as offer dance or movement breaks. After school, students participate in a variety of afterschool activities including, soccer, golf, tennis, basketball, flag football, baseball, lacrosse, dance, cheer, yoga and karate.

STEAM: Beginning with transitional kindergarten in 2018, the district began transforming traditional elementary classrooms into "Tinker Spaces" and supporting teachers as they shifted their practices to support student-centered inquiry and 21st century skill development. Silver Gate is serving as a pilot location for this exciting new program. The STEAM Innovations Initiative is an integrated project-based curriculum that empowers students to actively apply their learning to create change in their community. Grounded in California NGSS, this initiative incorporates a cross-curricular approach using thematic essential questions. Teachers integrate every subject -- from reading and writing to engineering and art -- in an inquiry-based approach to guide students through content knowledge and critical thinking skills. Through teacher training, curriculum development, industry instructional tools (LEGO, Autodesk, NGSS) and ongoing coaching, teachers are transforming our system and creating a TK-12 trajectory worthy of our students and their diverse interests.

Students in TK through first grade explore thematic units by integrating literature, writing, engineering projects and artistic pieces in personally relevant ways. An example includes exploring the impact of trash on our environment by learning about recycling. They explore the trash produced at school during lunch, learning to sort that trash and recyclables, recording the data on how well Silver Gate recycles at lunch. Then they graph that data, followed by incorporating writing by producing authentic opinion pieces encouraging students to recycle. They continue this with engineering projects where they repurpose

recyclable material to make tools to pick up trash around campus. Using the design process, they model, build, test, and modify their designs, followed by final reflection pieces. The STEAM initiative is set to expand to the second and third grades during the 2020-2021 school year.

Speech Master: Speech Master is a student-led weekly program to develop confidence in public speaking for every fourth grader at Silver Gate. Each child is taught how to successfully respond to a spontaneous question, prepare a 2.5-5 minute speech using only an outline, critique the speech of a classmate in a constructive way, and develop the leadership skills needed to run the meetings. Over the course of the year, students will learn the fundamentals of public speaking including how to structure a speech to be compelling to an audience, eye contact, hand and body gestures, and changing the pitch, rate, and volume of their voice. Each student is required to give a variety of speeches such as informative, demonstrative, and persuasive. The program culminates with a Speech Master Finale with the top three students from each fourth grade class competing against each other in the auditorium full of their peers, parents, and the third grade classes who are there to preview the program they will be engaged in as fourth graders. The validity of this dynamic program goes way beyond public speaking; however, because the confidence that every child develops is transformative. This program has helped foster skills that often student's didn't know they possess. Evolving into a charismatic speaker does not depend solely on intellect, popularity, or athleticism allowing for other students to shine. It has been modified to include students with speech impediments and learning disabilities so that all of our students can benefit from the 21st century skill.

Technology: At Silver Gate Elementary, technology is an integral part of our curriculum. Our foundation, Friends of Silver Gate, funds a credentialed teacher as a technology assistant to work directly with second, third, and fourth graders once a week on many different aspects of technology. Our second and third graders work on learning how to type through typing.com as well as coding using the online program tynker.com. Our third graders also spend the second half of the year on Lego Robotics using the Lego We.Do 2.0 kits. These kits use a combination of engineering, science, and coding to create working robots the students can program. Our fourth-grade students begin the year working on Lego Robotics, but end the year learning 3D CAD design on tinkercad.com. This program is culminated by the students printing 3D designs of their own on our foundation funded 3D printers. Kindergarten and first-grade students learn basic coding through the use of Ozobots in our science lab. These bots are an amazing stepping stone into the more complex coding introduced in the higher grades. Within the self-contained classrooms, students regularly use their computers to access sites like STMath, the Google Suite tools, and much more. While the programs and enrichment tools we use are important, our technology program is based on the belief that technology is ever-changing, so our goal is to create life-long problem solvers who can meet those ever-changing demands.

3. Academic Supports:

3a. Students performing below grade level

Our students are at the center of our community focus, and each of their needs is at the heart of all the decisions we make. Every day our teachers confer individually with our students about their work and offer specific feedback and instruction to meet each child's needs. Teachers work closely with our educational specialist to support struggling students who might have to be brought up to a student study team meeting. Our general education teachers are all GATE certified and all work collaboratively with our educational specialists to support all special education students. At Silver Gate, we have an incredibly dedicated staff that works tirelessly to provide the best instruction for our students, regardless of their current ability level. When they find they have a student, for whom they have exhausted all Tier One interventions, they begin the process of a referral to the Student Study Team. Once requested, our counselor provides them with a referral packet to complete for the student in need of additional support. As part of the packet, teachers document all areas of concern, as well as all interventions they have implemented and the outcomes of those interventions, in addition to current instructional levels/data.

After the completed packet is submitted to the school counselor, the referral is shared with the team for review and a meeting date is scheduled. The team consists of the teacher, parent/guardian, administrator, school psychologist, educational specialist and the school counselor. Additional staff may be invited, such as

the speech and language pathologist or occupational therapist, if the student presents concerns in either of those areas.

The team meets to discuss the student's strengths, history, and current concerns in order to develop an appropriate plan of action for further support. Tier Two supports may be implemented if necessary. Examples include additional specific small group instruction, modified (i.e. chunking) assignments, or a behavioral plan if needed. Data is collected over 6-8 weeks, and the team may meet again to determine if additional interventions, such as an assessment or a 504 plan, may be required.

Using data to drive instruction, teachers at SGE support all students by carefully monitoring student progress. SGE test scores in both ELA and math exceeded our overall district average. The district's scores met or exceeded 57.1% in ELA and 48.5% in math. By comparison, SG scored 85% in ELA and 87% in math. This data validates the success of our programs.

3b. Students performing above grade level

Silver Gate serves its gifted students in its general education classrooms using an inclusive model. Silver Gate does not have a separate classroom setting or pull out schedule for gifted and talented students. Instead, Silver Gate proudly integrates students of all ability levels into each class on campus. Our staff sincerely believes that the teaching methods, not the exceptionality of the students, hold the key to effective gifted education. Silver Gate embraces a schoolwide enrichment model. Furthermore, we have ensured that every classroom teacher is GATE Certified. That is, every teacher has completed extensive professional development training ensuring a rigorous curriculum is utilized for all Silver Gate students. Teachers use frequent formal and informal assessments that help them provide extension, enrichment, acceleration, and complex curriculum for all students. Classroom environments are set up to promote cooperative learning among all students. The learning opportunities are designed to allow students to problem-solve, become independent and learn together, rather than exclude some students based on ability level.

3c. Special education

The Silver Gate Elementary School team that supports students with disabilities (SDW) includes educational specialists for students with mild to moderate disabilities, an educational specialist for students with moderate to severe disabilities, a school psychologist, a speech language pathologist, an occupational therapist, an adaptive physical education teacher, a mental health clinician, a behavior support specialist, a nurse, paraprofessionals, and the principal. The SWD subgroup's academic performance is carefully monitored and reported to teachers. Educational specialists engage in frequent communication and collaboration with classroom teachers to ensure that the work done in specialized academic instruction separate settings is integrated and aligned with grade-level standards. The education specialists develop data and progress monitoring logs for each student with individualized education plans (IEP) in order to support and monitor their progress on goals. Paraprofessionals work closely with the educational specialists and the classroom teacher to support students progress and performance in the general education classroom.

3d. ELLs, if a special program or intervention is offered

English Language Learners are strongly supported at Silver Gate. Teachers employ research-driven methods to assist students in their English-language acquisition, including the use of visuals, hands-on manipulatives, differentiated curriculum and instruction, supporting peer interactions, and language modeling. In addition, ELL students regularly receive one-on-one individual and small-group support from paraprofessionals in their regular classrooms. Those students who are identified by classroom teachers as needing extra support receive it from credentialed intervention-support teachers. These teachers meet with kindergarten through second-grade students in-class for one-on-one reading biweekly. ELL students and all students needing extra support in third and fourth grade meet weekly for small-group ELA and math instruction.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Gifted and Talented Education (GATE) San Diego Unified School District fosters two categories of GATE learners: Cluster and Seminar. In second grade, all students take the CogAT assessment for GATE identification. GATE Cluster students score between 121-134 on this test and GATE Seminar students score 135 and above on the district GATE Matrix. At Silver Gate, students are placed into classrooms based on their GATE designations. Classrooms are filled with twenty-five percent GATE identified students and the remainder of the students in the class must reflect the diversity of the school's population. At Silver Gate, students who are identified as Seminar are placed in various classrooms and not grouped in one Seminar designated classroom. Students who are identified as GATE Seminar have the option to leave Silver Gate and attend a school in the Point Loma Cluster with a Seminar program. However, most students elect to remain at Silver Gate for their elementary career. All 3rd and 4th Grade teachers at Silver Gate are GATE certified and understand the value of differentiated instruction, growth mindset and challenging all learners. General Education teachers at Silver Gate pride themselves in providing enriching and accessible instruction for all learners to ensure they are prepared for middle school.

Moderate Severe Program: Students with autism and/or intellectual disabilities are provided a more intensive instructional approach with interventions that include sensory materials, focus helpers, visual support and social skills components. Data is collected on each goal and that data informs us of increase and decrease in ability, which in turn allows us to modify the students individual program to work on the students strengths and deficits. Behavioral needs are met through positive behavior supports and interventions to help students maintain and develop positive strategies to work through emotions throughout the day. Life skills are interwoven into the students day. Materials and methods used in the moderate /severe program include Applied Behavior Analysis, Verbal Behavior, and Reading Milestones, Unique Learning System, News2You, and TouchMath.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Every Monday morning, students, staff, and parents start off the week by gathering on the playground for a schoolwide assembly. Students get recognized for their academic achievements or Running Club milestones. Led by a parent volunteer, students dance to a song and learn new moves each week for it. The schoolwide assembly always ends with everyone turning to someone and saying, “I’m glad you’re here!” Students get to celebrate Halloween with their costume on with a parade on site. Each grade level gets to walk around while waving at their fellow classmates who are gathered around them while listening to Halloween-themes music. Parents and younger siblings get to watch as well. Our school not only hosts a variety of school assemblies that focus on academics like water conservation, music, social studies, science but also hosts assemblies that encourage students to be good citizens. We host assemblies for Jump Rope for Heart and the American Heart Association, which empowers students to be empathetic citizens.

2. Engaging Families and Community:

Families play an important role in the culture and school climate at Silver Gate. Parent volunteers are welcomed in our classrooms on a weekly basis to work with students in small groups. Parent volunteers also run our weekly classroom garden lessons using lessons from a garden book published by a school parent. Parents also help monitor the daily morning Running Club where you can also spot younger siblings running the turf field alongside their older siblings. Families also get to enjoy our Harvest Festival in October, which turns our playground into a fun-filled setting with games, food, prizes, and a Haunted Hallway created by Silver Gate fathers. Local middle and high school students return to their alma mater to help man the booths and centers on this fun night for local families. Donations from local businesses help make this yearly event possible. Silver Gate also has Cookies with Santa, where students get to have their photo taken with Santa while enjoying cookies afterward. Third and fourth-grade students, who are part of the Unicycle Club at Silver Gate, participate in nearby Ocean Beach’s Holiday Parade each December. Several times a year, volunteer parents put on a Farmers Market that encourages families to donate home-grown goods to sell at school. Proceeds from these events benefit school activities. In January, our school organizes Gator Run, where students at each grade level run for fun to raise money for our school. Parent volunteers help track laps run by students and younger siblings can also be seen running or cheering on their older siblings. Students also have the opportunity to sign up for the Hungry Dog Dash, a 5K run and walk fundraiser for the neighborhood high school. To wrap up the school year, Silver Gate puts on Gator Olympics, a sports-filled day operated by parent volunteers and local military where students rotate through Olympic-themed stations.

3. Creating Professional Culture:

The staff at Silver Gate Elementary School embraces the concept of lifelong learning. Staff members participate in onsite professional development as well as development offered by San Diego Unified School District, San Diego County Office of Education, Special Education Conferences, and the Teachers College Reading and Writing Project at Columbia University. Professional development is driven by student and staff needs. Two years ago, we wanted to strengthen our phonics, reading, and writing programs. Silver Gate teachers wrote a letter to our foundation to help fund that development. Teachers then had the opportunity to attend weeklong writing and reading institutes at Columbia University, where the knowledge they gained is now applied in their classrooms. Teachers at each grade level have attended one or more of The Teacher’s College’s phonics, reading, or writing institutes, with some teachers gaining so much from the experience that they have elected to return two years in a row. This has created an academic climate where students build the literacy skills they learn in one grade and transfer that learning into the incoming grade. This provides continuity with literacy strategies. Every teacher at Silver Gate has also participated in multiple one-day training sessions with staff from a neighboring school, led by an educator from the Teachers College Reading and Writing Project. Primary teachers and upper-grade teachers learned alongside their grade-level peers how to best implement new literacy strategies with their students. The Teachers College Reading and Writing Project is based on the philosophy that students have a voice and are encouraged to discover and refine their own personal writing style as they create stories that matter from their own lives.

The model is based on goals derived from Common Core and aims to create students who are independent life-long readers and writers.

4. School Leadership:

Silver Gate Elementary has several leadership opportunities that are critical to the success of the school. The school has one administrator, the principal, but a distributed leadership model and decision-making model seeks input from a variety of stakeholders, instructional leadership team, staff, students, school site council, and parents. At Silver Gate, every staff member has the opportunity to take leadership roles by leading or being a part of a specific event on campus, partnering with our Foundation on all their fundraising events or Site Committees.

The leadership team consists of one teacher from each grade level, one resource teacher, the professional development teacher, and the principal. The decision-making body is responsible for addressing site-based instructional needs. They are responsible for disseminating the results of decision-making to their grade level teams and are the leaders in their professional learning communities.

Parents can take leadership roles by becoming a member of the Friends of Silver Gate Foundation. This group focuses on the overall atmosphere of the school through family events, campus enhancements, and support for school programs. Through this leadership body, we can provide some of our part-time staff dedicated to intervention and school-wide enrichment.

The school site council (SSC) is composed equally of parents and school staff. This leadership group oversees the Single School Plan for Student Achievement, School Safety Plan, school budget, and provides input into school policies and procedures. The SSC monitors the effectiveness of school plans by reviewing reports on student data and looks at proposed policies and practices in the best interests of students.

The success of Silver Gate is in its shared leadership and collaboration across all groups. Every stakeholder is committed to the success and well being of our students and their devotion is evident in the way our students respond. Silver Gate Elementary is a genuine community of ardent individuals who care about students and work hard to ensure they flourish in their time at Silver Gate and in their educations and lives beyond.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One factor of our school success is building and maintaining positive relationships. This commitment to building positive relationships is a schoolwide commitment that reaches and benefits all stakeholders.

At Silver Gate Elementary we understand that our patterns of interactions are critical to the overall culture of our school. We understand that adversity will come and challenges will present themselves during the school year but, having a foundation built on positive relationships allows us to grow from adversity and become a stronger team.

You will see this commitment to positive interactions throughout our school and it begins with our principal who has put a priority on making our staff and students feel respected, loved, valued, and safe. This priority has helped to cultivate a culture of positive energy throughout our school. Examples can be seen with the front office staff interacting positively with students and parents, and in our cafeteria where our cafeteria personnel always have positive attitudes and positive messages on our bulletin boards.

The positive culture can even be seen in the hallways where our custodian smiles and greets our students with high fives and fist bumps. Our teachers work hard to create that same positive environment daily in each and every classroom. We firmly believe to truly be an exemplary school, we must have a balanced combination of high quality teaching, high expectations and an intentional commitment to building positive relationships. Silver Gate provides a variety of supports to meet all students' needs, including the services offered by our school counselor. During the day and a half that our counselor is onsite, the counselor offers individual, small group, and whole classroom guidance. In collaboration with the teachers, the counselor accepts referrals and requests to meet with students with individual emotional support needs, as well as organizing small group counseling around social skills, self-regulation, and emotional management. Additionally, the counselor offers classroom guidance lessons around the themes of skills for learning, empathy/emotional management, as well as problem-solving.

The commitment Silver Gate Elementary has made to building positive relationships has given us a foundation on which we have built an exemplary school. We cannot emphasize enough the importance of our students, staff, and families feeling respected, loved, valued and safe.