

2013-14

# SINGLE PLAN FOR STUDENT ACHIEVEMENT



## North Shoreview Montessori Elementary School

San Mateo-Foster City District

The District Governing Board  
approved this revision of the School  
Plan on: 1/17/2014

CDS Code:

41690396044978

Principal:

Phyllis Harrison, Principal

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North Shoreview Montessori Elementary 2013-14  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>Other</b>			
<b>1. Promote Academic Achievement Across the Montessori Curriculum</b>			
a. Increased educational opportunity through reduced student:teacher ratio	8/30/2013	6/30/2014	\$32,950
b. Identify Students and Provide Targeted Interventions	8/30/2013	6/30/2014	\$17,284
c. Utilize Classroom Aides and Student Teachers for Differentiated Instruction	8/30/2013	6/30/2014	\$72,459
d. Facilitate Parent Involvement and Knowledge	8/30/2013	6/30/2014	\$3,250
e. Extended Learning Time	8/30/2013	6/30/2014	\$23,052
f. Teach Computer Skills	8/30/2013	6/30/2014	\$33,289
<b>English Language Development</b>			
<b>2. Improve Student Performance in Language Arts</b>			
a. Alignment of Instruction with Common Core Standards	8/30/2013	6/30/2014	\$0
b. Develop Intervention Plans	8/30/2013	6/30/2014	\$0
c. Staff Development and Professional Collaboration	8/30/2013	6/30/2014	\$5,000
d. Provide Literacy Opportunities for Students	8/30/2013	6/30/2014	\$1,000
<b>3. Improvement of English Proficiency by EL Students</b>			
a. Extended-day Kindergarten for Beginning EL students	8/30/2013	6/30/2014	\$0
b. Homework Assistance and Reading Opportunities	8/30/2013	6/30/2014	\$0
c. Staff Development and Professional Collaboration	8/30/2013	6/30/2014	\$5,000
e. Improve academic English with DynEd small group and individual instruction	8/30/2013	6/30/2014	\$19,820
f. Parent Education for English Language Development.	6/30/2013	8/30/2014	\$750
<b>Mathematics</b>			
<b>4. Increase Student Proficiency in Math</b>			
a. Alignment of Mathematics Instruction with Common Core Standards	8/30/2013	6/30/2014	\$0
b. Staff Development and Professional Collaboration	8/30/2013	6/30/2014	\$5,000
c. Teach Academic Mathematics Vocabulary	8/30/2013	6/30/2014	\$0
<b>School Climate</b>			
<b>5. Socially Responsible Citizens</b>			
a. Education for Peace	8/30/2013	6/30/2014	\$0

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b. Kimochis and Community Circles	8/30/2013	6/30/2014	\$2,000
c. Promote Ecology	8/30/2013	6/30/2014	\$0
d. Extend Montessori Message into the Wider Community	8/30/2013	6/30/2014	\$0
e. Provide Social Responsibility Curriculum	8/30/2013	6/30/2014	\$0
f. Provide Counseling Support by Youth Service Bureau intern	8/30/2013	6/30/2014	\$1,500
<b>6. Campus Safety and Security</b>			
a. Notification of Parents on Safety and Security Measures	8/30/2013	6/30/2014	\$0
b. Education of Students about Safety	8/30/2013	6/30/2014	\$0
c. Daily Safety Measures Followed	8/30/2013	6/30/2014	\$0
d. Physical Campus	8/30/2013	6/30/2014	\$0
e. Emergency / Disaster Preparedness	8/30/2013	6/30/2014	\$2,000
<b>Professional Development</b>			
<b>7. Professional Learning Communities</b>			
a. Increase Knowledge of Professional Learning Communities	8/30/2013	6/30/2014	\$0
b. Write Norms for Work in Professional Learning Communities	8/30/2013	6/30/2014	\$0
c. Write SMART Goals	8/30/2013	6/30/2014	\$0
d. Determine Shift	8/30/2013	6/30/2014	\$0
e. Examine Student Work	8/30/2013	6/30/2014	\$0
<b>Total Annual Expenditures for Current Site Plan: \$224,354.00</b>			

## Goals

### LEA Goal:

Goal 2E: Parent and Community Participation:SMFCSD will promote the involvement of parents and community members in the education of English learners.

### Goal Area : Other

#### School Goal : 1. Promote Academic Achievement Across the Montessori Curriculum

North Shoreview Montessori School will promote academic achievement for all students across all disciplines of the Montessori curriculum. Our mission is to help all of our children develop an ongoing enthusiasm for learning, respect for living things, appreciation for all cultures, and the self-discipline and independence to become cooperative, articulate, lifelong problem-solvers.

We take inspiration from Dr. Maria Montessori's imperative that "from the moment the child enters the classroom, each step in his [her] education is seen as a progressive building block, ultimately forming the whole person, in the emergence from childhood to adult. All focus is on the needs of the child."

In practice, this begins by assessing the needs of each individual student and preparing a learning environment for the student to achieve his or her full potential.

#### What data did you use to form this goal (findings from data analysis)?

Small group and individual lessons are important features of the Montessori curriculum. Based on previous years' experiences, NSM teachers affirmed that the use of aide time, PE time, and computer lab time were effective ways to deliver differentiated instruction to their classes.

#### How does this goal align to your Local Educational Agency Plan goals?

The Local Educational Agency's Strategic Plan advocates differentiation to best meet the individual needs of the students.

#### What did the analysis of the data reveal that led you to this goal?

Increased class sizes have made it more difficult to individualize instruction; the actions taken in response to that goal leverage available resources to effectively reduce class sizes for portions of the instructional day.

#### Which stakeholders were involved in analyzing data and developing this goal?

Teachers, Principal, classroom aides, parents

#### Who are the focus students?

All students in the Montessori classes.

#### What is the expected growth?

The school will increase the number of students scoring proficient/advanced in Language Arts, Mathematics, and Science.

#### What data will be collected to measure student achievement?

Teachers' narrative observations and data from Curriculum Associates, the Kindergarten Observation Survey, and other District summative assessments will be collected.

#### What process will you use to monitor and evaluate the data?

Teachers will be working with small groups or individuals and the assessments will show improvement in student achievement.

## North Shoreview Montessori Elementary 2013-14 Single Plan For Student Achievement Report

Actions to improve achievement to exit program improvement (if applicable).

### Strategy:

North Shoreview will promote academic achievement across the Montessori curriculum by: reducing the student/teacher ratio with the use of a physical education teacher and computer lab teacher; utilizing classroom aides, student teachers and community volunteers; identifying students and providing targeted interventions; facilitating parent involvement and knowledge; providing extended day and homework assistance.

### Action Title: a. Increased educational opportunity through reduced student:teacher ratio

#### Means of Achievement: Increased educational opportunity

**Action Type :** Form A: Planned Improvements in Student Performance.

#### Tasks :

North Shoreview will hire a full time physical education aide for grades kindergarten through fifth grade who will conduct lessons for half of a class at a time. This will reduce the student/teacher ratio so teachers will be able to provide targeted, differentiated instruction to the remaining students. (Computer lab time will also be used to reduce student/teacher ratio for the first through fifth grade teachers; see action 1f below.)

#### Measures :

Increased student achievement on DRA2 assessments, Curriculum Associates, DIBELS Next, and District language arts and mathematics assessments

#### People Assigned :

Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Salary and Benefits for Physical Education Aide	\$32,950

**Action Title: b. Identify Students and Provide Targeted Interventions**

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Teachers will identify students who will need Tier I, Tier II, and Tier III interventions and determine the type of support that will be needed: small group targeted instruction in the classroom, extra assistance from RtI2 aide and / or classroom aide, peer tutors, assistance from student teachers, daily targeted instruction from a credential teacher in a small group setting ( in addition to the instruction received from the classroom teacher), computer programs designed for remediation, extended day instruction, homework assistance, and parent education.

**Measures :**

Alternate Ranking Sheets, student work, Pre-SST (Student Study Team) and RtI (Response to Intervention) meeting notes, notes from Professional Learning Communities meetings, teacher's records of student progress, parent conference notes, attendance records

**People Assigned :**

Teachers, Principal, Parents

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Salary for Reading Specialist	\$5,000
School and Library Improvement Block Grant	Salary and Benefits for Aide	\$12,284

**Action Title: c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction**

**Means of Achievement: Increased educational opportunity**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Classroom aides, student teachers, and volunteers from the College of San Mateo, and the Jewish Coalition for Literacy will be assigned to work with identified students and/or small groups to improve academic performance. The aides, student teachers and volunteers will review lessons and provide targeted assistance, while also allowing teachers more time to deliver differentiated instruction.

**Measures :**

Teacher feedback, increased student achievement, daily schedules

**People Assigned :**

Classroom aides, classroom teachers, principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Salary & Benefits for Classroom Aide	\$13,586
PTA	Salary & Benefits for Classroom Aide	\$48,090
School and Library Improvement Block Grant	Salary and Benefits for Aide	\$10,783

**Action Title: d. Facilitate Parent Involvement and Knowledge**

**Means of Achievement: Involvement of staff, parents and community**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

We will continue to provide training to our parents so they will be more effective in assisting their children at home. Teachers will hold parent/teacher conferences where they will share assessment results and define goals for the students. We will also provide involvement opportunities for parents through class volunteering and PTA functions, such as Math enrichment, Science Nights and the Science Fair. We will encourage parent participation in our Open House and Back to School Nights, ELAC Meetings, and Principal's Coffees. Through one of our Jewish Coalition for Literacy volunteers, we will offer English classes to our Second Language parents. All parent communication will be provided in both English and Spanish, and translation will be provided at all parent education events. To encourage participation at these workshops, we are accepting hours attended toward families' thirty-hour volunteer commitment.

**Measures :**

Agendas for PTA and ELAC Presentations, Agendas for parent education meetings

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Educational Speakers for Parents	\$2,500
Economic Impact Aid (EIA) LEP	Translators for Parent Education	\$750

**Action Title: e. Extended Learning Time**

**Means of Achievement: Extended learning time**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

For Tier II we will continue to provide math interventions during the school day and homework assistance after the school day. Our ASES (After School Education and Safety) program will offer additional support for qualifying students. In order to serve more children who need homework assistance and who do not qualify for the ASES program, we will offer an after-school Academic Center to serve identified students in grades 6-8 (starting in early September) and 1-5 (starting in early November). We will extend the day for our struggling kindergartners.

**Measures :**

Academic Center, Math Club, and ASES attendance sheets

**People Assigned :**

Teachers, ASES teachers and aides, computer lab instructor (for math club), Academic Center aides, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
County Homework Center	Salary & Benefits for Computer Lab Aide	\$14,983
School and Library Improvement Block Grant	After School Tutoring/Homework Teachers and Aide	\$8,069

Action Title: f. Teach Computer Skills

**Means of Achievement: Increased educational opportunity**

Action Type : Form A: Planned Improvements in Student Performance.

**Tasks :**

North Shoreview will hire a computer lab technician to teach computer skills so students will be able to use computers and access information which will support their academic learning. They will be provided experiences to assist them in meeting the technology standards for their grade level and in developing the skills to take the new Smarter Balance assessments of the Common Core Standards. Since each class will send half of their students to the lab at a time, classroom teachers will have a reduced number of students and, therefore, will be able to provide targeted differentiated instruction to the remaining students.

**Measures :**

Computer Lab Schedule, students ability to use computers to locate and present information pertinent to their learning

**People Assigned :**

Computer Lab Technician, Principal, Classroom Teachers

Start Date : 8/30/2013

Completion Date : 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Salary & Benefits for Computer Lab Aide	\$33,289

**LEA Goal:**

Goal 1A: Proficiency in Reading/Language Arts: All student groups (African American, Asian, English Learners, students with disabilities, socioeconomically disadvantaged, Hispanic/Latino and Pacific Islander, Two or more races student subgroups) will increase to attain proficiency or better in Reading/Language Arts.

Goal Area : English Language Development

School Goal : 2. Improve Student Performance in Language Arts

Our goal is to continue to increase the academic performance of all students to proficiency or better on the Language Arts/ Reading assessments. We will monitor our subgroups growth based on Curriculum Associates.

**What data did you use to form this goal (findings from data analysis)?**

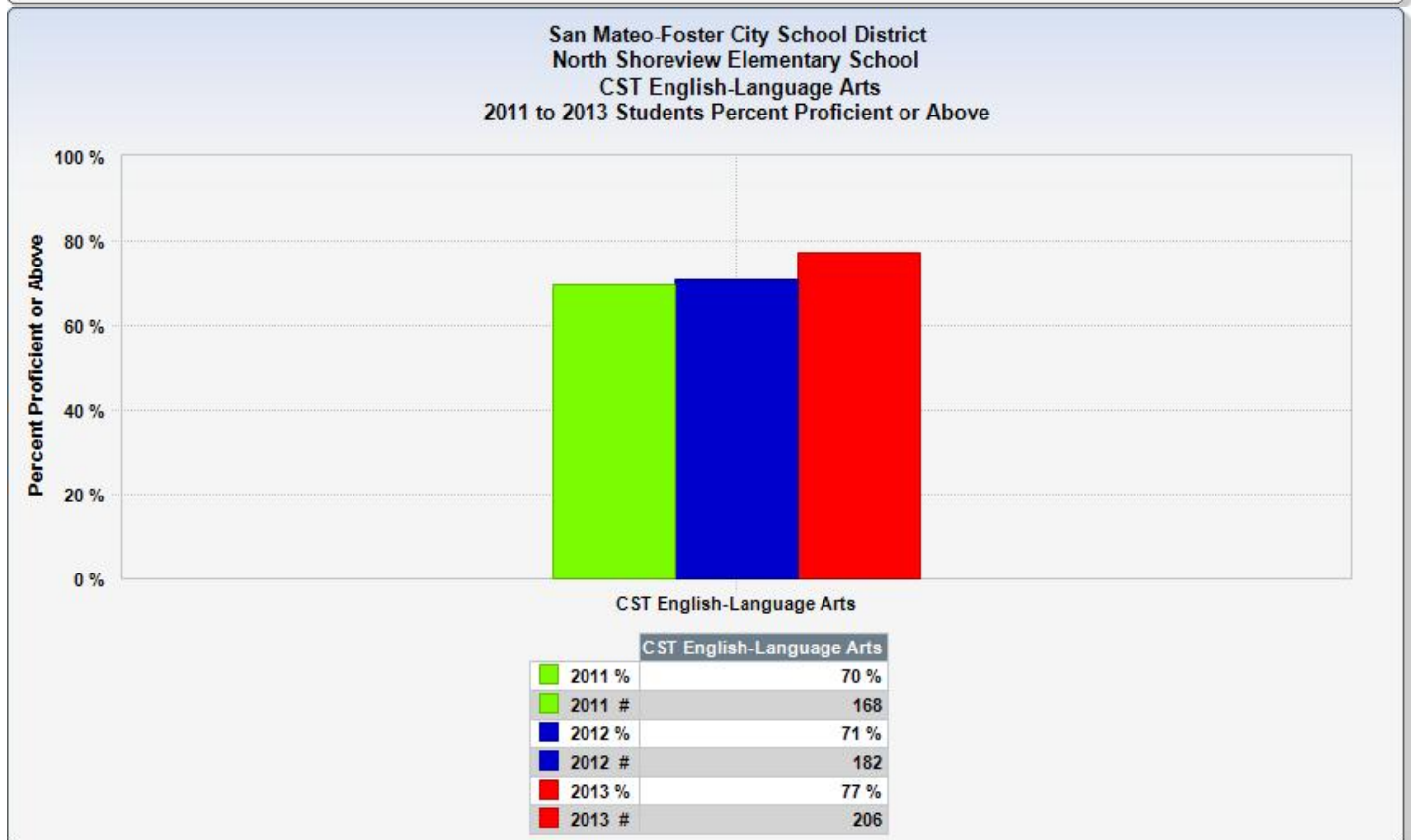
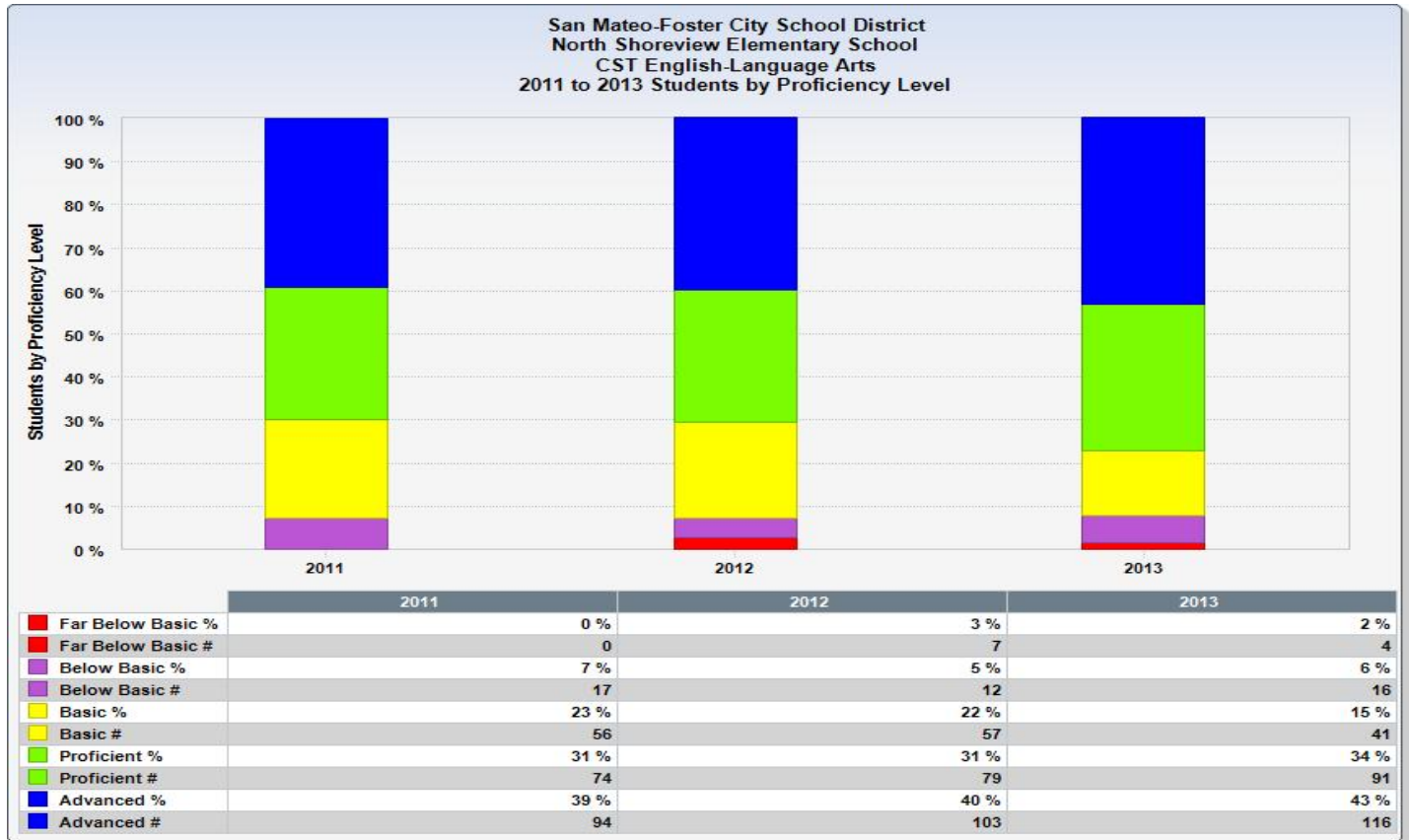
We used data from the California Standards Test (CST), Curriculum Associates, DIBELS Next, District assessments, DRA2 and the CELDT scores.

**How does this goal align to your Local Educational Agency Plan goals?**

The District's goal is for all student groups to increase in order to retain proficiency or better in Reading / Language Arts . This would include students in all the various subgroups including socio-economically disadvantaged, African Americans, Asian, Filipino, Hispanic or Latino, two or more races and Pacific Islanders.



North Shoreview Montessori Elementary 2013-14  
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## North Shoreview Montessori Elementary 2013-14 Single Plan For Student Achievement Report

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### What did the analysis of the data reveal that led you to this goal?

In 2012-2013 seventy-six percent of our students school wide scored proficient and/or advanced in Language Arts on the California Standards Test (CST). Our goal for 2013-2014 is that all student groups will increase in order to retain proficiency or better in Reading / Language Arts.

### Which stakeholders were involved in analyzing data and developing this goal?

Principal, Teachers, School Council members, ELAC parents

### Who are the focus students?

All kindergarten through eighth grade students.

### What is the expected growth?

For grades third through eighth, our target is for all student groups to increase in order to retain proficiency or better in Reading / Language Arts. Our target for our K-1 students is to increase the number of students meeting the grade level standard in Reading /Language Arts on the end of the year DRA2 levels, and sight word criteria. For our subgroups, our third through eighth grade will also increase the number of students scoring proficient or better.

### What data will be collected to measure student achievement?

Disaggregated California Standards Test, DRA2 assessments, DIBELS Next, District wiring scores, Curriculum Associates

### What process will you use to monitor and evaluate the data?

We will monitor and analyze the California Standards Test results, DRA2 assessments, DIBELS Next, Kindergarten assessments, standard based report cards, CELDT scores

### Actions to improve achievement to exit program improvement (if applicable).

#### Strategy:

North Shoreview will study and begin implementing the new Common Core Language Arts standards. We will align our instruction with these new standards. Teachers will receive professional development on the Common Core Standards, Response to Intervention (RtI2), GLAD strategies, Cognitive and Linguistic Engagement and Professional Learning Communities. When students are not progressing at grade level standard, we will provide appropriate interventions. Literacy opportunities for the students and their families will occur throughout the year.

Action Title: a. Alignment of Instruction with Common Core Standards

**Means of Achievement: Alignment of instruction with content standards**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

All teachers will analyze the California Standards Test (CST) assessment data, Curriculum Associates, the DRA2 assessments, and DIBELS Next for this year to determine the progress and the areas of need for each student. For our English Learners, we will examine their overall CELDT scores as well as the scores for the four subtests for the current year and the previous year. We will align and differentiate the instruction in the classroom to meet the needs of the students in these subgroups. Teachers will use the Common Core Standards for Language Arts to plan instruction and for their work in their Professional Learning Communities.

**Measures :**

Student work, CST scores, District assessments, Curriculum Associates

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: b. Develop Intervention Plans

**Means of Achievement: Auxiliary services for students and parents**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Teachers will need to develop and provide Tier I interventions during the school day: small group and/or individual targeted instruction in the classroom, extra assistance from classroom aide to support instruction, one on one tutoring with Jewish Coalition tutor, peer tutors, student teachers, extended school day, use of GLAD strategies, use of Cognitive and Linguistic Engagement techniques and computer programs designed for remediation.

**Measures :**

List of Jewish Coalition tutors and their students, Computer Lab Attendance Log, List of students attending extended school day program, Teachers use of GLAD and Cognitive and Linguistic Engagement techniques and strategies.

**People Assigned :**

Teacher, Principal, Computer Lab Aide, Classroom Aides, Student Teacher

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: c. Staff Development and Professional Collaboration

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Teachers will increase their expertise through sharing best practices at grade level meetings, during Professional Learning Community (PLC) meetings, and district in-services. Focus will be on integrating GLAD strategies and Cognitive and Linguistic Engagement techniques into the Montessori classroom, training new staff on RtI, Professional Learning Communities and standards based reporting. Training on Common Core Standards, the Smarter Balance assessments and incorporating the new technology will also be provided. Staff will research computer programs that could be used for remediation.

**Measures :**

Walkthroughs, agendas of staff meetings, grade level meeting notes, minutes from Professional Learning Community meetings

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Staff Development	\$5,000

Action Title: d. Provide Literacy Opportunities for Students

**Means of Achievement: Increased educational opportunity**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Continue to provide a multitude of opportunities for students to read and to learn that reading is important and fun: Buddy Reading, Book Fairs, book give-aways, Jewish Coalition for Literacy volunteers, assigned reading as part of homework packets, encouraged use of public and school libraries, weekly class visits to school library, leveled reading library, class field trips to public library, author's visits throughout the year, PALS literacy program for targeted third graders and classroom aides.

**Measures :**

Walkthroughs, sign-in sheets for volunteers, schedule of classroom aides

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Literacy/Author Visit Expenses	\$1,000

**LEA Goal:**

Goal 2A: AMAO 1 -Annual Progress Learning English: the percentage of English learners learning English will continue to increase in order to continue to achieve state defined growth expectations as measured by CELDT.

Goal Area : English Language Development  
School Goal : 3. Improvement of English Proficiency by EL Students

North Shoreview Montessori will increase English acquisition for our Second Language Learners. By teaching academic vocabulary, we will increase the knowledge and skills English Learners will need to successfully work in the various subject areas.

**What data did you use to form this goal (findings from data analysis)?**

CELDT data, California Standards Assessment data, assessments which correlate with DynEd

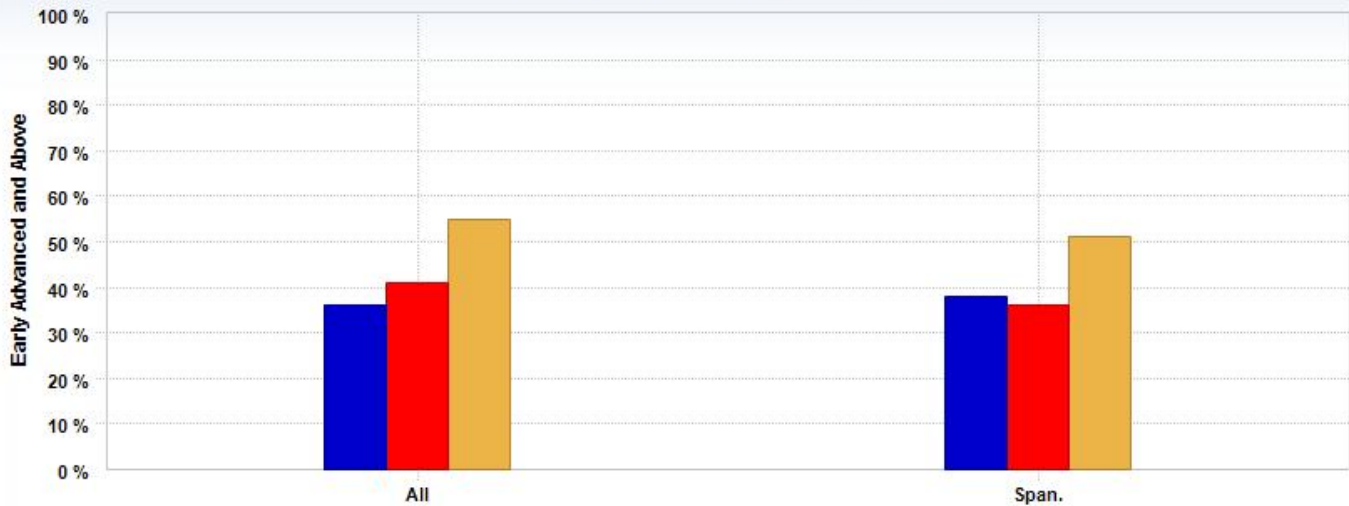
North Shoreview Montessori Elementary 2013-14  
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North Shoreview Elementary School  
CELDT – Annual Assessment by Primary Language  
2012 Percent of Students at Each Overall Proficiency Level



	All	Span.
Beginning %		
Beginning #		
Early Intermediate %	8 %	9 %
Early Intermediate #	5	5
Intermediate %	37 %	39 %
Intermediate #	23	21
Early Advanced %	44 %	44 %
Early Advanced #	27	24
Advanced %	11 %	7 %
Advanced #	7	4

North Shoreview Elementary School  
California English Language Development Test (CELDT)  
2010 to 2012 Early Advanced and Above



	All	Span.
2010 %	36 %	38 %
2010 #	25	22
2011 %	41 %	36 %
2011 #	30	23
2012 %	55 %	51 %
2012 #	34	28

How does this goal align to your Local Educational Agency Plan goals?

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In the Local Educational Agency's Strategic Plan there is a goal to increase the number of students scoring proficient / advanced for all our subgroups. English Learners is one of these groups .

### What did the analysis of the data reveal that led you to this goal?

On the CELDT assessment given annually, some students were not making the years growth and a number of students remained at the "intermediate" level for several years. Many students who were testing basic or below were also English Learners.

### Which stakeholders were involved in analyzing data and developing this goal?

Teachers, Principal, School Site , ELAC Committee

### Who are the focus students?

All English Learners who have not reached the advanced CELDT level.

### What is the expected growth?

All English Learners will make one years worth of growth on the CELDT test in overall performance. An improvement of ten points on the API and meeting proficiency or better growth based on Curriculum Associates.

### What data will be collected to measure student achievement?

CELDT, California Standards Assessment, Curriculum Associates, District and Teacher Assessments.

### What process will you use to monitor and evaluate the data?

We will monitor progress and participation rates in intervention programs. The principal and teachers will analyze data and monitor progress on the CELDT test, Curriculum Associates, and District and Teacher Assessments to ensure that targeted students receive the proper interventions based on their academic needs.

### Actions to improve achievement to exit program improvement (if applicable).

#### Strategy:

North Shoreview will extend the day for our kindergarten English Learners, provide reading opportunities and homework assistance for our first through eighth graders, ensure staff development and professional collaboration for our teachers and staff, improve student's academic language through DynEd, a computer program for English Learners, and offer parent education to the parents.

#### Action Title: a. Extended-day Kindergarten for Beginning EL students

#### Means of Achievement: Increased educational opportunity

**Action Type :** Form A: Planned Improvements in Student Performance.

#### Tasks :

For our kindergarten students scoring beginning on the CELDT test, we will offer an extended day of kindergarten four days a week for a portion of the academic year, with an emphasis on English language development.

#### Measures :

CELDT, District and Teacher Assessments

#### People Assigned :

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: b. Homework Assistance and Reading Opportunities

**Means of Achievement: Extended learning time**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

North Shoreview will provide language arts homework assistance in our ASES (After School Education and Safety) program and the Academic Center for students in our subgroups. We will use volunteers from the community, Buddy Readers and middle schoolers to read to students who may not be read to on a regular basis. With the funds available through a county grant, we will provide additional homework assistance for groups of students in grades first through eighth.

**Measures :**

CELDT and language assessment results.

**People Assigned :**

Principal, Teachers, ASES staff.

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: c. Staff Development and Professional Collaboration

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Teachers will share their expertise through sharing best practices at both grade level meetings, during Professional Learning Community meetings, and district in-services. Focus will be on integrating GLAD strategies and cognitive and linguistic engagement techniques into the Montessori classroom.

**Measures :**

Walkthroughs, grade level meeting notes

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Staff Development	\$5,000



Action Title: e. Improve academic English with DynEd small group and individual instruction

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

English Learners will use the DynEd software program to help improve their academic English. Instruction on DynEd will include 30 minute sessions three or four times per week in small groups with a Para Educator trained to facilitate the DynEd program, plus up to 2.5 hours per week of individual work in the classroom.

**Measures :**

DynEd dashboard progress reports, CELDT test results

**People Assigned :**

Principal, Teachers, DynEd instructor, classroom aides

**Start Date :** 8/30/2013                      **Completion Date :** 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA) LEP	Para Educator for DynEd Instruction	\$19,820

Action Title: f. Parent Education for English Language Development.

**Means of Achievement: Auxiliary services for students and parents**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

During ELAC meetings, Principal's Coffees, and parent workshops, we will continue to provide training on how parents can best work with their students. On Wednesdays, through a Jewish Coalition for Literacy volunteer, we will conduct English lessons for our Second Language parents with the goal of helping parents learn to read to and with their students in English. Parents will be given credit toward their 30 hour commitment to the school for attending parent education. Translation will be available for all events.

**Measures :**

Agendas for Principal's Coffees, ELAC Meetings and Parent Education Workshops

**People Assigned :**

Teachers, Principal

**Start Date :** 6/30/2013                      **Completion Date :** 8/30/2014

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA) LEP	Translation for Parent Education	\$750

**LEA Goal:**

Goal 1B: Proficiency in Mathematics: All student groups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic/Latino and Pacific Islander, Two or more races student subgroups) will increase to attain proficiency or better in Mathematics.

Goal Area : Mathematics

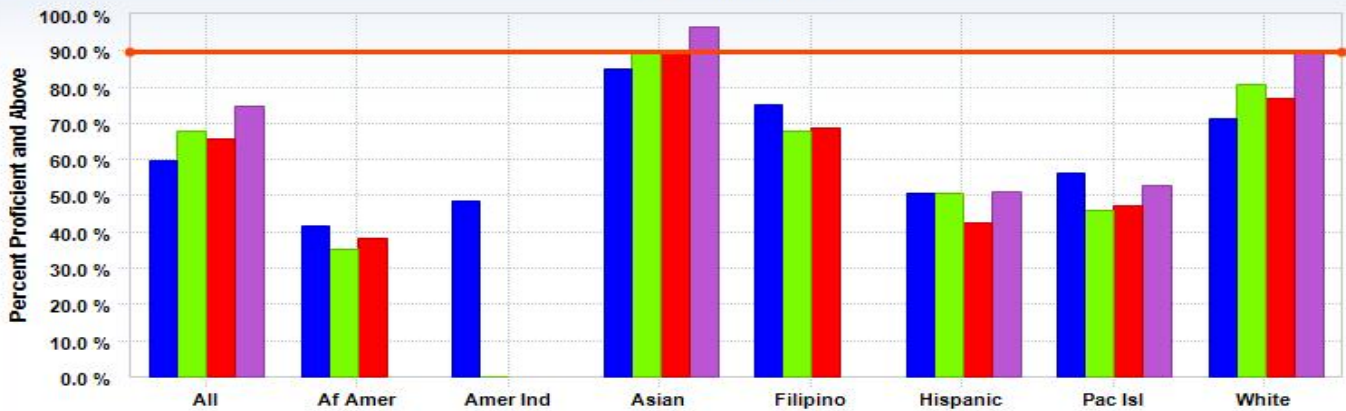
School Goal : 4. Increase Student Proficiency in Math

Our goal is to continue to increase the academic performance of all students by moving more students into the proficient or better designation. For our subgroups, we will also continue to meet our growth targets and move more students into the proficient /advanced levels.

**What data did you use to form this goal (findings from data analysis)?**

The 2012-2013 mathematics portion of the California Standards Test (CST) was analyzed.

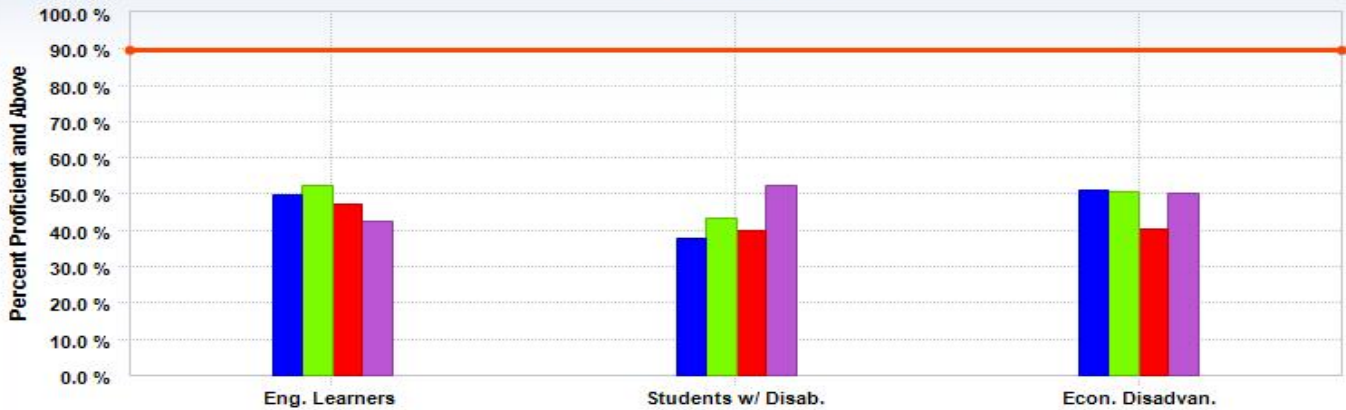
North Shoreview Elementary School Comparisons  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2013 Mathematics



2013 AYP Percent Proficient Target 89.5 %

	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
California %	59.8 %	41.6 %	48.4 %	85.1 %	75.0 %	50.6 %	56.3 %	71.3 %
California #	2,198,102	95,726	11,356	273,873	69,359	979,847	11,121	673,129
San Mateo County %	67.7 %	35.2 %	0.0 %	89.3 %	67.8 %	50.6 %	46.0 %	80.6 %
San Mateo County #	37,184	242		6,144	2,790	10,389	345	13,374
San Mateo-Foster City Elementa District %	65.8 %	38.1 %		89.8 %	68.8 %	42.3 %	47.2 %	76.8 %
San Mateo-Foster City Elementa District #	5,417	59		1,600	243	1,176	120	1,859
North Shoreview Elementary School %	74.5 %			96.4 %		51.2 %	52.9 %	89.3 %
North Shoreview Elementary School #	204			27		43	9	92

North Shoreview Elementary School Comparisons  
Percent Proficient - Annual Measurable Objectives (AMOs)  
2013 Mathematics



2013 AYP Percent Proficient Target 89.5 %

	Eng. Learners	Students w/ Disab.	Econ. Disadvan.
California %	49.6 %	37.9 %	51.0 %
California #	604,563	167,239	1,208,385
San Mateo County %	52.2 %	43.3 %	50.7 %
San Mateo County #	9,994	2,612	11,836
San Mateo-Foster City Elementa District %	47.4 %	39.8 %	40.5 %
San Mateo-Foster City Elementa District #	1,287	312	1,194
North Shoreview Elementary School %	42.4 %	52.2 %	50.0 %
North Shoreview Elementary School #	25	12	46

How does this goal align to your Local Educational Agency Plan goals?

## North Shoreview Montessori Elementary 2013-14 Single Plan For Student Achievement Report

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The Local Educational Agency has the same goal as our school: continue moving students into the proficient/advanced levels.

### What did the analysis of the data reveal that led you to this goal?

In 2012-2013 75% of our students were proficient or advanced on the mathematics portion of the California Standards Test. For 2013-2014 we need to meet our growth target for each grade level and for each subgroup. We will need to continue to increase the number of students scoring proficient or advanced.

### Which stakeholders were involved in analyzing data and developing this goal?

Principal, teachers, School Site Council members, ELAC parents

### Who are the focus students?

All kindergarten through eighth grade students.

### What is the expected growth?

Our goal is to increase the number of students school wide scoring at proficient or better on the mathematics section of Curriculum Associates. For our K-1 students we will expect an increase in the number of students who pass the District math assessments. For our subgroups in grades third through eighth grades, we will increase the number proficient or better on the mathematics section of Curriculum Associates.

### What data will be collected to measure student achievement?

Curriculum Associates mathematics section, kindergarten math assessment, formative math assessments developed by teachers and district mathematics assessments

### What process will you use to monitor and evaluate the data?

Curriculum Associates mathematics section, standards based student report cards, Professional Learning Community meetings and notes

### Actions to improve achievement to exit program improvement (if applicable).

#### Strategy:

North Shoreview will begin aligning and implementing the new Common Core Standards in Mathematics with the Montessori mathematics curriculum. Staff development will be provided for the teachers on both the Common Core standards and Montessori mathematics.

Action Title: a. Alignment of Mathematics Instruction with Common Core Standards

**Means of Achievement: Alignment of instruction with content standards**

Action Type : Form A: Planned Improvements in Student Performance.

**Tasks :**

Teachers will analyze the mathematics assessment data from the California Standards Test (CST), District Math assessments, Curriculum Associates and teacher developed mathematics assessments to determine the progress and areas of need for each student. They will then use the Common Core Mathematics standards to plan instruction. They will review the new standards during Site and Professional Development Days. At grade level meeting, teachers will share best practices.

**Measures :**

Alternate Ranking Sheets, CST data, Curriculum Associates data, teacher developed assessments, District mathematics assessments

**People Assigned :**

Teachers, Principal

Start Date : 8/30/2013

Completion Date : 6/30/2014

Action Title: b. Staff Development and Professional Collaboration

**Means of Achievement: Staff development and professional collaboration**

Action Type : Form A: Planned Improvements in Student Performance.

**Tasks :**

Provide staff development to increase teachers' expertise in calibrating the Common Core standards and the Montessori Math curriculum, which supports these standards. Staff development activities that will be offered to the teachers include: - Professional Development on Montessori Mathematics - Professional Development on Core Mathematics Standards - Cognitive and Linguistic Engagement - Grade level meetings/trainings - Demonstrations and best practices presented by staff - New technology training: interactive white boards and document cameras

**Measures :**

Teacher feedback, reflections, grade level meeting notes, agenda and attendance records

**People Assigned :**

Teachers, Principal

Start Date : 8/30/2013

Completion Date : 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Trainers and/or Substitutes for Montessori Professional Development	\$5,000

Action Title: c. Teach Academic Mathematics Vocabulary

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

In 2013-2014 we will reinforce the academic language needed by our students in order to be successful in the area of mathematics. We will examine best teaching practices during our grade level meetings. We will examine GLAD strategies and Cognitive and Linguistic Engagement techniques learned from Kate Kinsella and Tonya Ward Singer and modify our instruction to be sure our English Learners receive this academic language. Individual and classroom math notebooks kept by the students will be developed and used.

**Measures :**

Student work, observations, Curriculum Associates, District math assessments, grade level and staff development and/or professional learning records

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

**LEA Goal:**

Goal 5: Through the utilization of individual site based programs, District students will feel physically, emotionally, socially, and academically safe at school.

Goal Area : School Climate

School Goal : 5. Socially Responsible Citizens

All students will be provided with youth development opportunities that support academic achievement and social/emotional well-being.

**What data did you use to form this goal (findings from data analysis)?**

We used the number of office referrals and reported difficulties on the playground to determine this goal.

**How does this goal align to your Local Educational Agency Plan goals?**

This goal is aligned with the goals of our District, and the site's goals of raising student achievement for all students by providing an emotionally and physically safe environment .

**What did the analysis of the data reveal that led you to this goal?**

When talking to students referred to the office or who were having difficulty on the playground, it became apparent that they do not have the communication skills necessary to express their feelings in a way that advocates for their needs and at the same time won't escalate the problems.

**Which stakeholders were involved in analyzing data and developing this goal?**

Teachers, Principal

**Who are the focus students?**

All Kindergarten through eighth grade students.

## North Shoreview Montessori Elementary 2013-14 Single Plan For Student Achievement Report

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### What is the expected growth?

Students will participate in Community Circles within their classrooms, be able to "talk out" their problems with each other or seek a Peace Maker.

### What data will be collected to measure student achievement?

Same as above.

### What process will you use to monitor and evaluate the data?

Successful Community Circles; fewer office referrals; peaceful, cooperative playground and classrooms

### Actions to improve achievement to exit program improvement (if applicable).

#### Strategy:

North Shoreview will implement Montessori's Education for Peace curriculum which includes daily Community Circles. Every Friday an all school assembly will begin the day with peace, friendship and conservation being the main themes. Kimochis which is a social-emotional program will be implemented throughout the school and all stake holders including parents will be trained to use it. In our Community Helpers group ecology will be emphasized. Our middle school students will be required to provide community service both in our school and outside the school in the community. A Youth Services intern will provide counseling to students who need this type of service.

#### Action Title: a. Education for Peace

#### Means of Achievement: Improvement of instruction strategies and materials

**Action Type :** Form A: Planned Improvements in Student Performance.

#### Tasks :

Continue to implement Montessori's Education for Peace curriculum to foster social responsibility including: a non-competitive environment, self motivated students, Peace Makers, conflict resolution, use of peace area in classrooms, and Friday Morning Gatherings. We will provide opportunities for students to become involved in their school and community: North Shoreview Community Helpers, Peace Makers, community service projects, student buddy program. Students will develop skills in decision making, critical thinking, communication, collaboration, peaceful resolution of conflict, and leadership.

#### Measures :

Friday Morning Gatherings agenda, observation of student interactions, list of community service projects

#### People Assigned :

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: b. Kimochis and Community Circles

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Community Circles will be a part of the daily agenda in each classroom. Through these circles students will learn to take responsibility for themselves and identify ways to improve their relationships with other members of the school and community. The Kimochis' social-emotional curriculum will be used to teach these skills. Middle school students will introduce the Kimochi Keys to Communication and the games and social-emotional lessons during Friday Morning Gathering. Teachers will implement the Kimochis lesson for the week in their classrooms so all students have the opportunity to practice the skills. The fifth graders will use these communication skills as they perform their duties as Peace Makers.

Measures :

Walkthroughs, posted classroom agendas and schedules

People Assigned :

Teachers, Principal, Students

Start Date : 8/30/2013

Completion Date : 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Kimochis Trainers	\$1,000
Local Donation	Kimochis Curriculum & Materials	\$1,000

Action Title: c. Promote Ecology

Means of Achievement: Improvement of instruction strategies and materials

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

Promote an ecological view of life on earth, and help students assume a responsible role in our global society. Continue the Recycling Committee in 2013-2014, practice daily conservation habits, and participate in PTA Greens and Ground Days. In April celebrate Earth Day with an emphasis on ecology. We will use Coyote Point for ecology themed field trips. Continue working toward becoming one of the first school's in the county to receive recognition as a certified Green School. Daily students will sort their waste into recycle, compost and garbage containers as part of their learning to become a responsible steward of our earth.

Measures :

List of Ecology Projects, Sign in Sheets for PTA Work Days for Families, List of Recycling Committee Projects, List of Students Participating in Earth Day activities

People Assigned :

Teachers, Principal

Start Date : 8/30/2013

Completion Date : 6/30/2014



Action Title: d. Extend Montessori Message into the Wider Community

**Means of Achievement: Involvement of staff, parents and community**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Build community in 2013-2014 through working and caring for others. Sixth, seventh and eighth graders will provide community service through various Service Learning projects on campus and in the community. Each grade level will spend one day together participating in a community service activity. Additionally, with teacher guidance and approval, individual students will also select volunteer activities, completing at least 10 hours of service per trimester, on campus or with organizations such as the Humane Society, Samaritan House, Shelter Network, Coyote Point Museum, and the Boys and Girls Club.

**Measures :**

List of Students Participating in Buddy Reading, Community and World Relief Projects

**People Assigned :**

Teachers, Principal and Parents

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: e. Provide Social Responsibility Curriculum

**Means of Achievement: Alignment of instruction with content standards**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Fourth through eighth grade students will receive instruction in a science-based curricula focused on alcohol, tobacco and other drug and violence prevention. Students, teachers and parents will be provided information and prevention techniques on bullying and gangs. Sixth grade students will participate in the GREAT (Gang Resistance Education and Training) program taught by the San Mateo Police Department. One of our teachers and some of our parents will serve on the District's Wellness Committee.

**Measures :**

Reduction of office referrals for bullying and physical injuries.

**People Assigned :**

Teachers, Principal

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: f. Provide Counseling Support by Youth Service Bureau intern

**Means of Achievement: Increased educational opportunity**

Action Type : Form A: Planned Improvements in Student Performance.

**Tasks :**

In order to provide counseling and group social skills training to students who need these services so they will be able to concentrate on their academic goals, we will provide a Youth Servicer Bureau intern. The intern will work with students nominated by their teacher one day a week.

**Measures :**

Referral forms, list of students receiving assistance

**People Assigned :**

Principal, teachers

Start Date : 8/30/2013

Completion Date : 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Youth Service Bureau intern	\$1,500

**LEA Goal:**

Goal 4: The SMFCSD will ensure school safety at all school sites and all other district locations.

Goal Area : School Climate

School Goal : 6. Campus Safety and Security

North Shoreview will implement measures to assure that the campus is safe and secure for all of the students.

**What data did you use to form this goal (findings from data analysis)?**

We are constantly working to improve the safety and security of our campus. Nationally and in some of our District schools incidents have occurred which remind all of us of the importance of examining our procedures periodically.

**How does this goal align to your Local Educational Agency Plan goals?**

The District is also examining their procedures and have asked all the schools to do likewise.

**What did the analysis of the data reveal that led you to this goal?**

All of our schools including North Shoreview can improve our safety and security measures.

**Which stakeholders were involved in analyzing data and developing this goal?**

District Office Personnel, Principal, Teachers, Administrative Assistant

**Who are the focus students?**

All students on the North Shoreview campus.

**What is the expected growth?**

The North Shoreview campus will be more secure and safe.

**What data will be collected to measure student achievement?**

## North Shoreview Montessori Elementary 2013-14

### Single Plan For Student Achievement Report

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During a walkthrough of the campus, it will be observed that: gates are locked except the one leading to the office; staff, District employees, and all adults are wearing identification badges; visitors are signed in at the office; camera feed is monitored by staff on screen in office, adults are stopped if they are not wearing identification and escorted to the office for verification of their identity and the determination of their purpose on campus, adults using adult bathrooms only; instructions available in the substitute folder on school's safety procedures; two students at a time walking together when outside of classroom, copies of letter to parents and maintenance records available.

#### What process will you use to monitor and evaluate the data?

Walkthroughs and daily observations

#### Actions to improve achievement to exit program improvement (if applicable).

#### Strategy:

Yearly parents, staff and students will be reminded of the safety and security procedures. Education of all stake holders will be provided annually. Safety measures will be followed daily and new fencing and security cameras which will be installed and monitored will assist in keeping the campus safe. Each substitute will receive a copy of the safety procedures and will be expected to follow them.

#### Action Title: a. Notification of Parents on Safety and Security Measures

**Means of Achievement: Involvement of staff, parents and community**

**Action Type :** Form A: Planned Improvements in Student Performance.

#### Tasks :

A letter will be sent to parents before and after school begins to explain safety procedures and to enlist the parent's contribution and participation. Parent training around the topic of stranger danger will also be provided.

#### Measures :

Copy of letters

#### People Assigned :

Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: b. Education of Students about Safety

**Means of Achievement: Alignment of instruction with content standards**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

The principal will lead an assembly and teachers will follow up in their classrooms on student safety measures at the beginning of the year and whenever, necessary during the year. The San Mateo Police Department will be invited to conduct a Stranger Danger assembly for the various age groups.

**Measures :**

Calendar with Safety Assemblies designated

**People Assigned :**

Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: c. Daily Safety Measures Followed

**Means of Achievement: Alignment of instruction with content standards**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

The following procedures will be implemented: -Identification badges will be required of all adults on campus -Sign in and verification of identity for individuals visiting the campus will be required -Vigilance by both adults and students for unidentified individuals on the campus -New fencing, alarms and security cameras utilized -Buddy system when students are outside the classroom -Inside each substitute teacher's folder procedures used by school for campus safety

**Measures :**

Observation

**People Assigned :**

Principal, Teachers, Community Volunteers, Parents

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: d. Physical Campus

**Means of Achievement: Monitoring program implementation and results**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

To ensure our physical campus is safe and secure, North Shoreview will: -Post a sign outside the student bathrooms indicating that these bathrooms are not for adult use -Close the campus for outside use until all North Shoreview students have been dismissed: Annex students, Academic Center students, students participating in sports program and practices -Immediate reporting to maintenance of potential problems with regard to safety: broken or missing locks for gates, repairs needed on fences and gates, outside lighting issues and security cameras.

Measures :

Sign posted, campus locked until all students gone, maintenance reports

People Assigned :

Principal, Custodian, Teachers, Parents

Start Date : 8/30/2013

Completion Date : 6/30/2014

Action Title: e. Emergency / Disaster Preparedness

**Means of Achievement: Alignment of instruction with content standards**

Action Type : Form A: Planned Improvements in Student Performance.

Tasks :

In order to be prepared for an emergency or disaster, North Shoreview will hold monthly fire drills and earthquake and lock down drills will be held three or four times a year. Recommendations of the Fire Marshal will be followed and an inventory of our emergency and first aid supplies will be made. At the beginning of the school year, each classroom's red emergency backpack will be updated and snacks and water will be replenished. In November the afternoon of the Professional Development Day will be devoted to emergency planning and also starting in November monthly meetings on safety will be held. A letter to parents describing the school's safety procedures will be sent.

Measures :

Emergency Plan, log of drills, list of emergency supplies, contents of red emergency bags, letter to parents on safety and emergency procedures

People Assigned :

Principal, teachers, classified staff and parents

Start Date : 8/30/2013

Completion Date : 6/30/2014

Funding Resources	Related Expenditures	Estimated Cost
PTA	Emergency Supplies and First Aid Materials	\$2,000

LEA Goal:

Goal 3: Highly Qualified Teachers: It is the goal of the San Mateo-Foster City School District to have all District teachers designated as "highly qualified". We also ensure that our under-served student populations and those at our Title I schools are taught by highly qualified teachers as well.

Goal Area : Professional Development

School Goal : 7. Professional Learning Communities

North Shoreview will use Professional Learning Communities (PLC) in order to enhance the skills and knowledge of teachers and subsequently, increase the learning of our students. Teachers will participate in at least six PLC cycles of inquiry. The area of focus for the 2013-2014 will be English Language Arts.

**What data did you use to form this goal (findings from data analysis)?**

Research on effective schools indicates that teacher collaboration around student learning is a powerful strategy for improving student achievement.

**How does this goal align to your Local Educational Agency Plan goals?**

The Strategic Plan for the San Mateo Foster City School District emphasizes the importance of collaboration and communication which are two essential ingredients in the Professional Learning Communities.

**What did the analysis of the data reveal that led you to this goal?**

Analysis indicated that successful schools have teachers collaborate about student learning, assessment and performance.

**Which stakeholders were involved in analyzing data and developing this goal?**

District level personnel, principal, teacher leaders

**Who are the focus students?**

All students are the focus of the Professional Learning Communities.

**What is the expected growth?**

North Shoreview will increase the learning of all students and increase the number of students scoring proficient / advanced.

**What data will be collected to measure student achievement?**

Data from formative tests developed by the Professional Learning Communities, District assessments, Summative assessments such as Curriculum Associates

**What process will you use to monitor and evaluate the data?**

Data derived from tests will be examined in the Professional Learning Communities, as a staff during Professional Development Days, and monthly during site professional development days and by grade levels.

**Actions to improve achievement to exit program improvement (if applicable).**

**Strategy:**

During the school year, the North Shoreview teachers will meet regularly in Professional Learning Communities and will write at least six SMART goals, They will assess their students, examine data derived from these assessments, and develop next steps for enrichment, re-teaching or continued practice.

**Action Title: a. Increase Knowledge of Professional Learning Communities**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

North Shoreview's teacher leaders and principal will attend all Assessment for Learning sessions so we can increase our knowledge of Professional Learning Communities (PLC's) cycles of inquiry. We will share information learned about PLC's, Common Core standards and the new assessments with the staff. We will plan regular meetings and training for the staff.

**Measures :**

Attendance for trainings and workshops, agendas for site professional development days, notes from PLC meetings conducted

**People Assigned :**

PLC Teacher Leader, Assessment for Learning Teacher Leaders in Mathematics and Language Arts, Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

**Action Title: b. Write Norms for Work in Professional Learning Communities**

**Means of Achievement: Staff development and professional collaboration**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

For the 2013 - 2014 school year, North Shoreview will develop new norms for their work as a staff and each grade level will write norms for their work together. We will agree to hold each person accountable for abiding by our agreed upon norms.

**Measures :**

List of norms developed by the staff and another list for each of the grade levels

**People Assigned :**

PLC Teacher Leader, Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: c. Write SMART Goals

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

As a District it was determined that the area of the Common Core standards schools would emphasize was Language Arts. The North Shoreview staff will collect data using formative tests developed by their Professional Learning Communities (PLC's), District assessments, and summative assessments such as Curriculum Associates in language arts. With the information derived from these assessments, we will write, assess, and implement at least six SMART goals. A determination of the acceptable proficiency level will be established. Enrichment, extra practice and / or remediation will be implemented.

**Measures :**

SMART goal for school and goals for each grade level. (SMART = specific, measurable, achievable, resourced, and time-framed.)

**People Assigned :**

PLC Teacher Leader, Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

Action Title: d. Determine Shift

**Means of Achievement: Alignment of instruction with content standards**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

North Shoreview has studied the English Language Arts big shifts and the instructional implications of these. We decided to concentrate on the first shift which incorporates fifty percent more non-fiction/informational material into the curriculum. We will need to begin by evaluating our literacy materials to determine which materials best support the new standards. We particularly want to look at the 6 c's of collaboration, communication, creativity, critical thinking, citizenship and community and how these are incorporated in the standards and how they can subsequently be embedded in a teacher's daily lessons. Aligning the Montessori curriculum, instruction and assessments with the new standards will continue all year.

**Measures :**

List of materials acquired, lessons for teaching the Common Core standards

**People Assigned :**

PLC Teacher Leader, Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014



Action Title: e. Examine Student Work

**Means of Achievement: Improvement of instruction strategies and materials**

**Action Type :** Form A: Planned Improvements in Student Performance.

**Tasks :**

Teachers guided by the PLC teacher leader and principal will study students' work for the Common Core Standards and will determine the students who understand the standards covered by the SMART goals, the ones who did not understand and the students who would benefit from more practice. They will decide which were the successful strategies and who will work with these various groups. After a predetermined time, the teachers will retest the students who needed the re-teaching.

**Measures :**

Student work, chart indicating successful strategies used and needs of the students, chart of students who mastered the standards, ones who need more practice and those who had not mastered the standards

**People Assigned :**

PLC Teacher Leader, Principal, Teachers

**Start Date :** 8/30/2013

**Completion Date :** 6/30/2014

**Funding Programs Included in this Plan**

Each state and federal categorical program in which the school participates.

**Total Site Plan Budget :** \$244,407

**Total Annual Expenditures for Current School Plan:** (\$224,354)

**Balance:** \$20,053

Funding Resource Code	Funding Source	Allocation / Expenditure
	<b>PTA</b>	<b>\$130,829</b>
	Action: a. Increased educational opportunity through reduced student:teacher ratio	(\$32,950)
	Action: b. Kimochis and Community Circles	(\$1,000)
	Action: c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction	(\$48,090)
	Action: d. Facilitate Parent Involvement and Knowledge	(\$2,500)
	Action: d. Provide Literacy Opportunities for Students	(\$1,000)
	Action: e. Emergency / Disaster Preparedness	(\$2,000)
	Action: f. Provide Counseling Support by Youth Service Bureau intern	(\$1,500)
	Action: f. Teach Computer Skills	(\$33,289)
	<b>Balance:</b>	<b>\$8,500</b>
	<b>Local Donation</b>	<b>\$40,000</b>
	Action: b. Kimochis and Community Circles	(\$1,000)

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	Action: b. Staff Development and Professional Collaboration	(\$5,000)
	Action: c. Staff Development and Professional Collaboration	(\$10,000)
	Action: c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction	(\$13,586)
	<b>Balance:</b>	<b>\$10,414</b>
	<b>Economic Impact Aid (EIA) LEP</b>	<b>\$19,922</b>
	Action: d. Facilitate Parent Involvement and Knowledge	(\$750)
	Action: e. Improve academic English with DynEd small group and individual instruction	(\$19,820)
	Action: f. Parent Education for English Language Development.	(\$750)
	<b>Balance:</b>	<b>(\$1,398)</b>
	<b>County Homework Center</b>	<b>\$14,983</b>
	Action: e. Extended Learning Time	(\$14,983)
	<b>Balance:</b>	<b>\$0</b>
<b>7395</b>	<b>School and Library Improvement Block Grant</b>	<b>\$38,673</b>
	Action: b. Identify Students and Provide Targeted Interventions	(\$17,284)
	Action: c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction	(\$10,783)
	Action: e. Extended Learning Time	(\$8,069)
	<b>Balance:</b>	<b>\$2,537</b>

## North Shoreview Montessori Elementary 2013-14 Single Plan For Student Achievement Report

### School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Phyllis Harrison	Principal	312-7588	12/9/2013
Julie Atkinson	Other School Staff	312-7588	12/9/2013
Rachel Robin	Classroom Teacher	312-7588	12/9/2013
Colleen Killelea	Classroom Teacher	312-7588	12/9/2013
Susan Condon	Parent or Community Member	212-7218	12/9/2012
Mark Henderson	Parent or Community Member	212-2743	12/9/2013
Shalini Rohatgi	Parent or Community Member	571-6813	12/9/2013
Jorge Beltranena	Parent or Community Member	579-4741	12/9/2013
Helen Sellers	Parent or Community Member	348-6898	12/9/2013
Sara Northwood	Classroom Teacher	585 704-4790	12/9/2013

### Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	5	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.

English Learner Advisory Committee

\_\_\_\_\_ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

12/9/2013

Attested:

Phyllis Harrison, Principal

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Mark Henderson

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Analysis of Current Educational Practice

### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA):

Teachers use the assessments in the following manner: 1) Analyze errors from the California Standards Test, STAR Writing Test, and Curriculum Associates to determine what lessons need to be taught. 2) Plan instruction at the appropriate levels using District assessments: DRA2 assessments, DIBELS Next, Curriculum Associates data and Direct Writing assessments. 3) Identify the far below basic, below basic, basic, proficient, and advanced levels for instructional needs. 4) Refer children to different programs such as Gifted and Talented Education (GATE), RSP, and ASES. 5) Study CELDT data to validate and help with grouping for ELL instruction. Supplement ELL teaching with the computer program DynEd. 6) Provide opportunities for students to work at their own level, allowing students to work beyond the grade level standards when appropriate. 7) Use student portfolios to articulate from one grade to the next grade, beginning at the kindergarten level. 8) Complete Alternate Ranking forms three times a year in language arts and mathematics

### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

### 3. Status of meeting requirements for highly qualified staff (ESEA):

All teachers meet the requirement of being highly qualified.

### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has not participated in AB75 training on the adopted instructional materials. When it is required, we will ensure training with a new Language Arts adoption after the implementation of the Common Core standards.

### 5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

All of our teachers hold a California teaching credential. All permanent status teachers have received training on the SBE-adopted instructional materials. New teachers receive on-going professional development through the district provided Induction program. When it is required, we will ensure training with a new Language Arts adoption after the implementation of the Common Core standards.

### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

The staff will continue to be engaged in several staff development endeavors: 1) Attend Montessori training 2) Implement the Montessori Scope and Sequence for English Language Arts that addresses each standard 3) Participate in district workshops 4) Hold grade level meetings/Professional Learning Community meetings monthly to discuss issues of assessment, and strategies to meet student needs using Montessori methods 5) Participate in Writer's Workshop with subsequent peer coaching 6) Receive training in technology -Data Director, interactive white boards, document cameras 7) Participate in ongoing site development with emphasis on Professional Learning Communities (PLC), Cognitive and Linguistic engagement, GLAD strategies, RtI and standards based reporting. 8) Participate in training to better serve the needs of our English Language Learners

### 7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

N/A

### 8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

### 9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The Montessori curriculum provides a hands-on approach for student learning. All students respond to excellent modeling and conferences with time to practice and apply new skills and knowledge. Montessori encourages students to do their own research, analyze what they have found, and come to their own conclusions. The goal is to lead students to think for themselves and become actively engaged in the learning process. The program also stresses the development of the whole child. Trained Montessori teachers present our program.

The staff integrates the Montessori curriculum with the Common Core standards. Along with the Montessori program, we use the Foss and CPO programs for science, Houghton Mifflin and Holt for reading, Everyday Math and Holt for mathematics, Harcourt Brace and Glencoe for social studies, Carousel of Ideas and High Point for English Language Development (ELD) instruction and other supplemental programs as needed.

Music, art, and dance are interwoven into the various curricular areas, thus enriching and expanding our students' experiences and knowledge. History, geography, mathematics, reading and writing are integral parts of these programs. The teachers plan and work together to ensure an integrated, standards-based curriculum is presented to our students.

### 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

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Teachers adhere to the recommended instructional minutes for reading/language arts and mathematics. The Montessori curriculum integrates all subjects. Some of the limitations of the current program to enable under performing students to meet standards include: 1) Absenteeism. 2) Not enough time to do all that is required by the Federal, State and District. 3) Larger class size 4) Lack of adequate aide time. 5) Baseline on assessments continue to move up and inhibits students from meeting grade level standards. 6) Parents who do not meet mandatory volunteer hour requirements and cannot support their child's education 7) Entering kindergarten students who possess very limited language skills in their primary language as well as English 8) Students entering kindergarten with no preschool experience

### 11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

### 12. Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Along with the Montessori materials we use the following for kindergarten through fifth grade: Houghton Mifflin for reading, Harcourt Brace and MARS materials for mathematics, Foss for science, Harcourt Brace for social studies, Carousel of Ideas for ELD instruction, and Zaner-Bloser for handwriting. For our sixth and eighth grade classes, we use the following: Holt for reading and language arts, Holt for mathematics, CPO for science, Glencoe for social studies High Point for ELD instruction, and Zaner-Bloser for handwriting.

### 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

### 14. Services provided by the regular program that enable underperforming students to meet standards (ESEA):

The following services are provided by the regular program to enable under-performing students to meet standard: 1) Differentiated instruction 2) Small group instruction with visuals and hands-on Montessori materials 3) Preview, Practice and Review 4) Jewish Coalition volunteers to work one-on-one with students in kindergarten through third grade on literacy 5) Response to Intervention (RtI) to identify students and provide interventions 6) Buddy reading and peer tutoring throughout the grades 7) ELD instruction and/or SDAIE strategies for ELL students 8) Use of GLAD and cognitive and linguistic engagement strategies when presenting lessons 9) One classroom aide who rotates into classrooms to assist students and re-inforce lessons conducted by teacher 10) Physical Education program and Computer Lab which allows time daily for small group targeted instruction 11) Computer programs used for remediation and enrichment: Reading Naturally and Fast ForWord (12) Student teachers and community volunteers to work with individual and small groups who need repetition of material presented by teacher

### 15. Research-based educational practices to raise student achievement at this school (ESEA):

Montessori practices Small group instruction Differentiated instruction Standards based instruction Use of adopted curriculum GLAD strategies Cognitive and Linguistic Engagement strategies Peacemakers Kimochi Keys to Communication

Staff Professional Development

### 16. Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Family, school, district and community resources available to assist students include: 1) District Counseling Service 2) Jewish Coalition for Literacy 3) School Psychologist 4) RSP Teacher and RSP aide 5) Speech Therapist 6) Parent/ Teacher Association (PTA) 7) School Site Council 8) Boys and Girls Club 9) Computer Lab 10) Music for Minors 11) Art in Action 12) Math Night, Science Night, and Science Fair 13) On-going Parent/ Teacher Conferences 14) Student Teachers from San Francisco State University 15) Educational Assemblies 16) Parent Education Meetings 17) School and City Libraries 18) Parent and community volunteers 19) Conflict Resolution (Peace Makers) 20) English Learners Advisory Committee (ELAC) meetings 21) Literacy Activities with author visits throughout year 22) Assemblies and concerts as well as individual classroom field trips 23) Lunch time/Wednesday afternoon options such as Dance and Drama Clubs, Glee Clubs, Art classes, Mad Scientist and Steel Drum instruction 24) Classroom aide 25) Grants written by teachers 26) After School Education and Safety Grant (ASES) 27) Broadway By the Bay 28) College of San Mateo volunteers

### 17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

### 18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Resource Specialist Program (RSP) services are provided for identified students. These students have specific instructional plans that are developed for each student based on individualized assessments and identified learning disabilities. Students receive daily individual and/or small group instruction for language arts and/or math based on their Individual Educational Plan (IEP). The resource specialist and RSP aide service students in both "pull-out" and "push-in" settings to provide support for mainstream curriculum and to remediate necessary skills. Special emphasis is given to differentiate and target instruction based on students' learning modalities, language development and work/study skills.

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Speech and Language Therapy support is provided for those students who qualify for services. This includes students who have difficulty articulating speech sounds, as well as those who experience difficulty using language to learn and to express themselves effectively. Support is given twice a week in a small group setting, which is designed to address those areas of need identified on each student's Individualized Education Plan (IEP). Language support is based on classroom curriculum and focused on fundamental skills that are necessary for academic success. Classroom aides give one-on-one and/or small group assistance to students in kindergarten through the eighth grades who need this help. Three student teachers who are in our classrooms three mornings a week assist students as well as twenty Jewish Coalition volunteers and two College of San Mateo student volunteers.

North Shoreview has hired a full time physical education instructor. K-5th grade teachers send half of their class for P.E. while the other half receives targeted, small group/ individualized instruction from the classroom teacher.

A computer specialist has also been hired to facilitate computer training. Teachers in grades first through fifth send half of his/her class to the Computer Lab while they work with individuals and/or small groups. The computer specialist introduces students to computer programs which students can use for remediation, practice and/or enrichment.

We are using categorical funds to provide homework assistance to students after school three days a week and to provide parent education classes for parents of our targeted students. Through these parent education classes we hope to strengthen the parents' ability to help their children and to emphasize the importance of this assistance to their child's overall success in school. One day a week an English class is held for mothers of our English Learners. These mothers are learning to read English so they can assist their children with their homework.

#### 19.Fiscal support (EPC):