

**2012-13
SINGLE PLAN FOR STUDENT ACHIEVEMENT**



**North Shoreview Elementary School
San Mateo-Foster City Elementary District**

The District Governing Board
approved this revision of the School
Plan on: **1/17/2013**

Principal:
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North Shoreview Elementary 2012-13
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
Other			
1. Promote Academic Achievement Across the Montessori Curriculum			
a. Increased educational opportunity through reduced student:teacher ratio	8/30/2012	6/30/2013	\$29,451
b. Identify Students and Provide Targeted Interventions	8/30/2012	6/30/2013	\$6,161
c. Utilize Classroom Aides and Student Teachers for Differentiated Instruction	8/30/2012	6/30/2013	\$52,031
d. Facilitate Parent Involvement and Knowledge	8/30/2012	6/30/2013	\$3,500
e. Extended Learning Time	8/30/2012	6/30/2013	\$22,131
f. Teach Computer Skills	8/30/2012	6/30/2013	\$14,983
English Language Development			
2. Improve Student Performance in Language Arts			
a. Alignment of Instruction with Content Standards	8/30/2012	6/30/2013	\$0
b. Develop Intervention Plans	8/30/2012	6/30/2013	\$0
c. Staff Development and Professional Collaboration	8/30/2012	6/30/2013	\$1,000
d. Provide Literacy Opportunities for Students	8/30/2012	6/30/2013	\$1,000
3. Improvement of English Proficiency by EL Students			
a. Full-day Kindergarten for Beginning EL students	8/30/2012	6/30/2013	\$0
b. Homework Assistance and Reading Opportunities	8/30/2012	6/30/2013	\$0
c. Staff Development and Professional Collaboration	8/30/2012	6/30/2013	\$0
d. Release Time for Planning and Collaboration	6/30/2012	8/30/2013	\$1,000
e. Improve academic English with DynEd small group and individual instruction	8/30/2012	6/30/2013	\$23,730
f. Parent Education for English Language Development.	6/30/2012	8/30/2013	\$200
Mathematics			
4. Increase Student Proficiency in Math			
a. Alignment of Mathematics Instruction with Content Standards	8/30/2012	6/30/2013	\$0
b. Staff Development and Professional Collaboration	8/30/2012	6/30/2013	\$1,500
c. Teach Academic Mathematics Vocabulary	8/30/2012	6/30/2013	\$0

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School Climate			
5. Socially Responsible Citizens			
a. Education for Peace	8/30/2012	6/30/2013	\$0
b. Kimochis and Community Circles	8/30/2012	6/30/2013	\$2,000
c. Promote Ecology	8/30/2012	6/30/2013	\$0
d. Extend Montessori Message into the Wider Community	8/30/2012	6/30/2013	\$0
e. Provide Social Responsibility Curriculum	8/30/2012	6/30/2013	\$0
f. Provide Counseling Support by Youth Service Bureau intern	8/30/2012	6/30/2013	\$1,500
6. Campus Safety and Security			
a. Notification of Parents on Safety and Security Measures	8/30/2012	6/30/2013	\$0
b. Education of Students about Safety	8/30/2012	6/30/2013	\$0
c. Daily Safety Measures Followed	8/30/2012	6/30/2013	\$0
d. Physical Campus	8/30/2012	6/30/2013	\$0
Professional Development			
7. Professional Learning Communities			
a. Increase Knowledge of Professional Learning Communities	8/30/2012	6/30/2013	\$0
b. Write Norms for Work in Professional Learning Communities	8/30/2012	6/30/2013	\$0
c. Write SMART Goals	8/30/2012	6/30/2013	\$0
d. Determine Essential Standards	8/30/2012	6/30/2013	\$0
e. Examine Student Work	8/30/2012	6/30/2013	\$0
Total Annual Expenditures for Current Site Plan: \$160,187.00			

Goals

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Other

Goal Title : 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. Instruction will seek to maximize each student's growth by meeting each student where s/he is and helping the student to progress. In practice, it involves differentiating learning experiences in response to students' varying needs. 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."

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 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, Science and History.

What data will be collected to measure student achievement?

Teachers' narrative observations and data from Curriculum Associates, the California Standards Test, 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.

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

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

Means of Achievement: Increased educational opportunity

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, District language arts assessments, and increased number of students scoring proficient or advanced on the language arts portion of the California Standards Test

People Assigned :

Principal, Teachers

Start Date : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
PTA	Salary and Benefits for P.E. Aide	\$29,451

Action Title: b. Identify Students and Provide Targeted Interventions

Means of Achievement: Improvement of instruction strategies and materials

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 classroom aide, peer tutors, assistance from student teachers, 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 Rtl (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 : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA) LEP	Salary and Benefits for Aide	\$6,161

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

Means of Achievement: Increased educational opportunity

Tasks :

Classroom aides, student teachers, and College of San Mateo volunteers 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 : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Salary and Benefits for Aides	\$15,000
PTA	Salary and Benefits for Aide	\$15,432
School and Library Improvement Block Grant	Salary and Benefits for Aide	\$6,017
Economic Impact Aid (EIA) LEP	Salary & Benefits for Aide	\$15,582

Action Title: d. Facilitate Parent Involvement and Knowledge

Means of Achievement: Involvement of staff, parents and community

Tasks :

We will continue to provide training to our parents so they will be more effective in assisting their children at home. We will distribute a dictionary/glossary for students' parents with words frequently used in homework directions. 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. All parent communication will 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 : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
PTA	Speakers for Parent Education	\$2,500
Economic Impact Aid (EIA) LEP	Translators for Parent Education	\$1,000

Action Title: e. Extended Learning Time

Means of Achievement: Extended learning time

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 Homework Center to serve identified students in grades 6-8 (starting in early September) and 1-5 (starting in late October).

Measures :

Homework Center, Math Club, and ASES attendance sheets

People Assigned :

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

Start Date : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
County Homework Center	After School Tutoring/Homework Aide	\$11,078
School and Library Improvement Block Grant	After School Tutoring/Homework Teachers and Aide	\$9,053
Economic Impact Aid (EIA) LEP	After School Tutoring/Homework Teachers and Aide	\$2,000

Action Title: f. Teach Computer Skills

Means of Achievement: Increased educational opportunity

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 also be provided experiences to assist them in meeting the technology standards for their grade level. 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 : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
PTA	Salary & Benefits for Computer Lab Aide	\$11,125
PTA	Lunchtime aide to allow access to computer lab and library	\$3,858

Goal Area : English Language Development

Goal Title : 2. Improve Student Performance in Language Arts

Our goal is to continue increase the academic performance of all students. The state-mandated target for our school is to increase, by 17 percentage points schoolwide, the number of students scoring at the proficient and advanced levels on the Language Arts section of the CST. Expected growth targets for subgroups are detailed below.

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

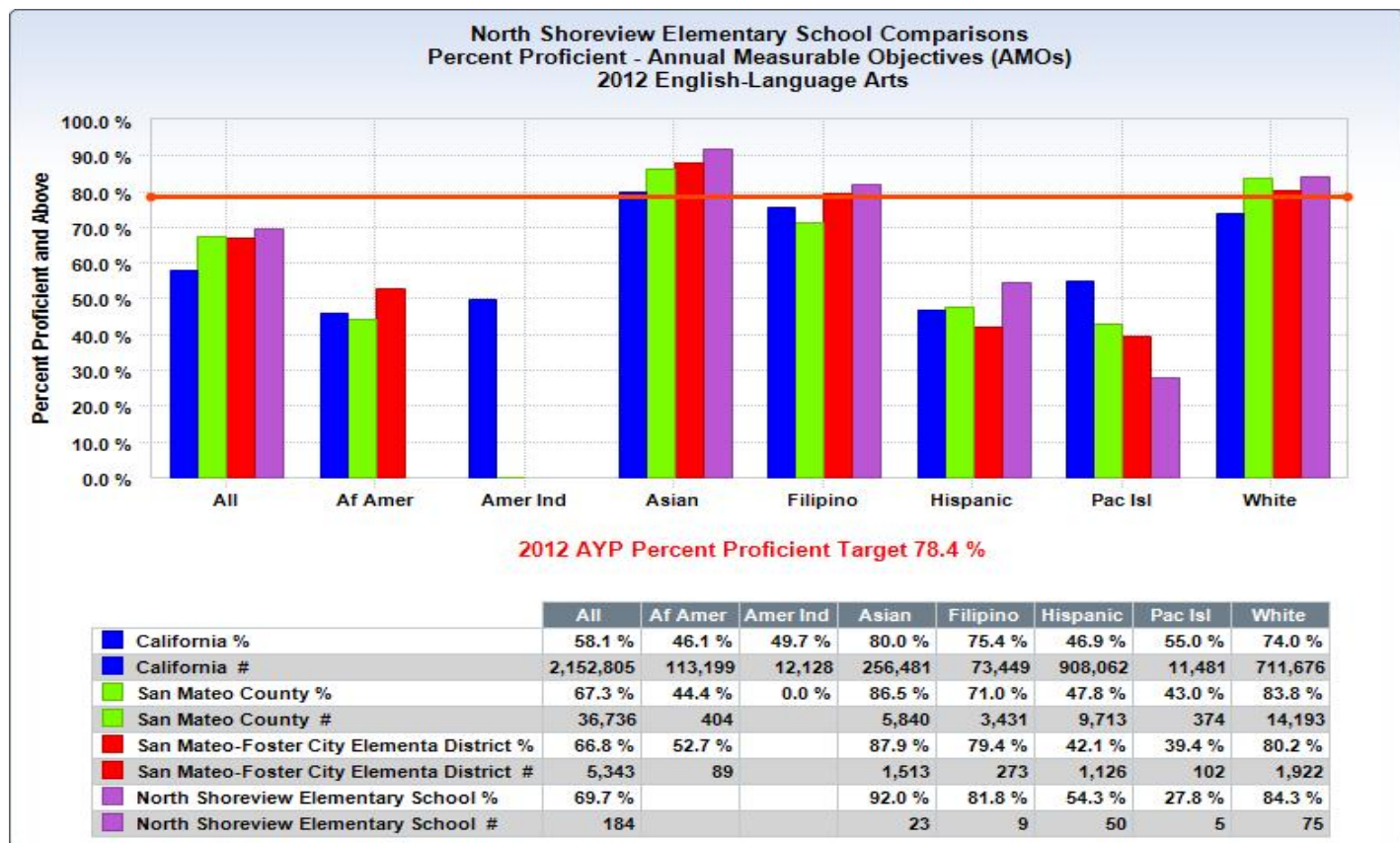
We used data from the California Standards Test (CST), Curriculum Associates, DIBELS Next, District assessments, DRA2 and the CELDT scores.

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

The District's goal is to have 89% of our students proficient and/or advanced also.

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

In 2011-2012 seventy-two percent of our students school wide scored proficient and/or advanced in Language Arts on the California Standards Test (CST). To reach the AYP goal for 2012-2013, we would need to increase the number of students scoring proficient and/or advanced by seventeen percentage points.



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?

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For grades second through eighth, our target is to increase, by seventeen percentage points schoolwide, the number of students scoring at the proficient and advanced levels on the Language Arts section of the CST.

Our target for our K-1 students is to increase the number of students meeting the end of the year DRA2 levels, district writing and sight word criteria by seventeen percentage points.

For our subgroups, our second through eighth grade:

- 1) Socio Economically Disadvantaged will increase their performance on the ELA portion of the CST by fifth-one points;
- 2) English Learners will increase by fifty-two points;
- 3) Students with Disabilities by fifty-three points;
- 4) Thirty-five percent of our Hispanic and sixty percent of our Pacific Islander students will score proficient or advanced.

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, District writing prompts, Kindergarten assessments, standard based report cards, CELDT scores

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

Action Title: a. Alignment of Instruction with Content Standards

Means of Achievement: Alignment of instruction with content standards

Tasks :

All teachers will analyze the California Standards Test (CST) assessment data, Curriculum Associates, the DRA2 assessments, DIBELS Next and District writing assessments 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 California Standards for Language Arts to plan instruction.

Measures :

Student work, CST scores, District assessments, Curriculum Associates

People Assigned :

Teachers, Principal

Start Date : 8/30/2012

Completion Date : 6/30/2013

Action Title: b. Develop Intervention Plans

Means of Achievement: Auxiliary services for students and parents

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 Cognitive and Linguistic Engagement techniques and strategies.

People Assigned :

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

Start Date : 8/30/2012

Completion Date : 6/30/2013

Action Title: c. Staff Development and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

Teachers will increase their expertise through sharing best practices at both 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 staff on Rtl, Professional Learning Communities and standards based reporting. Training on 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 : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Staff Development	\$1,000

Action Title: d. Provide Literacy Opportunities for Students

Means of Achievement: Increased educational opportunity

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 : 8/30/2012

Completion Date : 6/30/2013

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

Goal Area : English Language Development

Goal Title : 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.

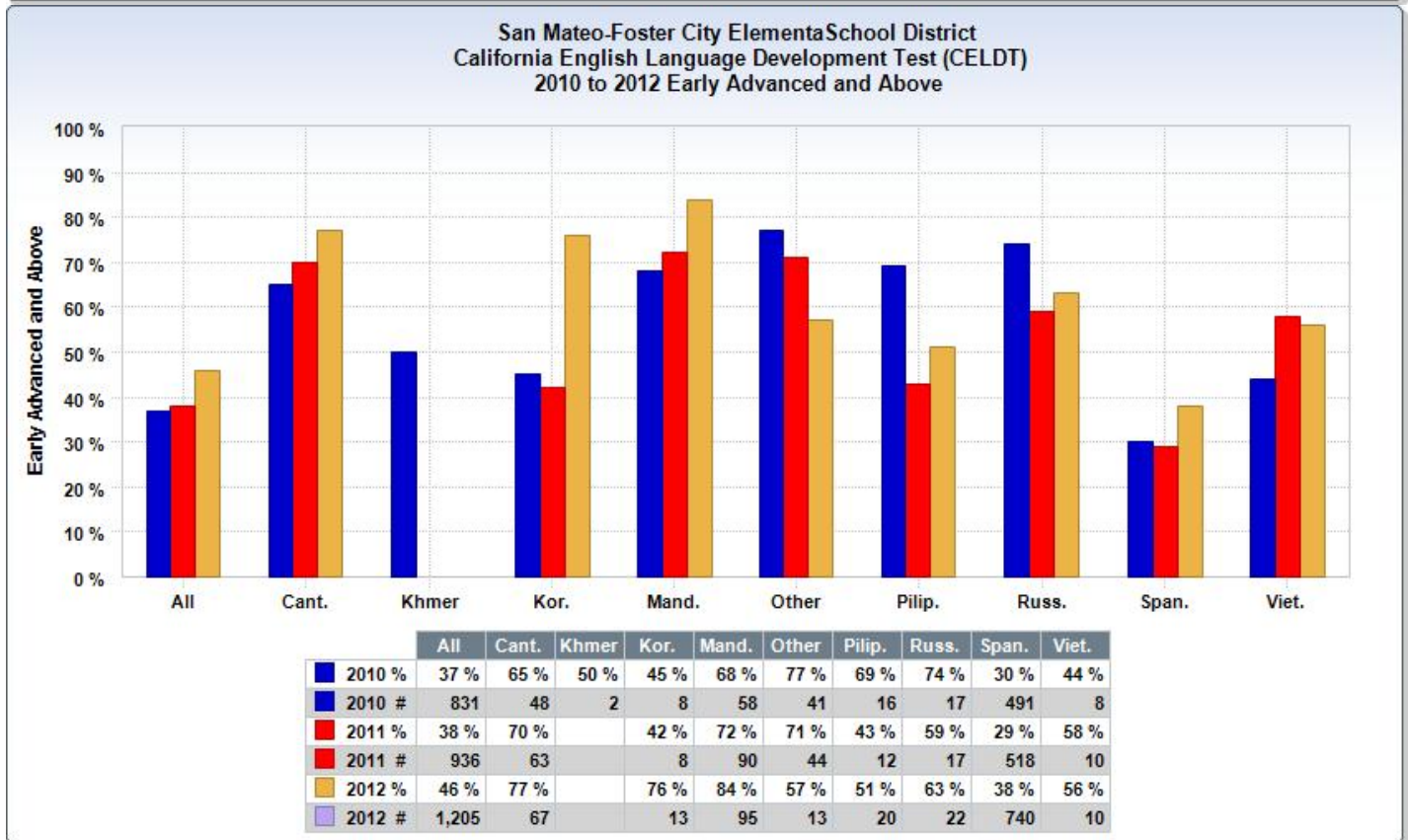
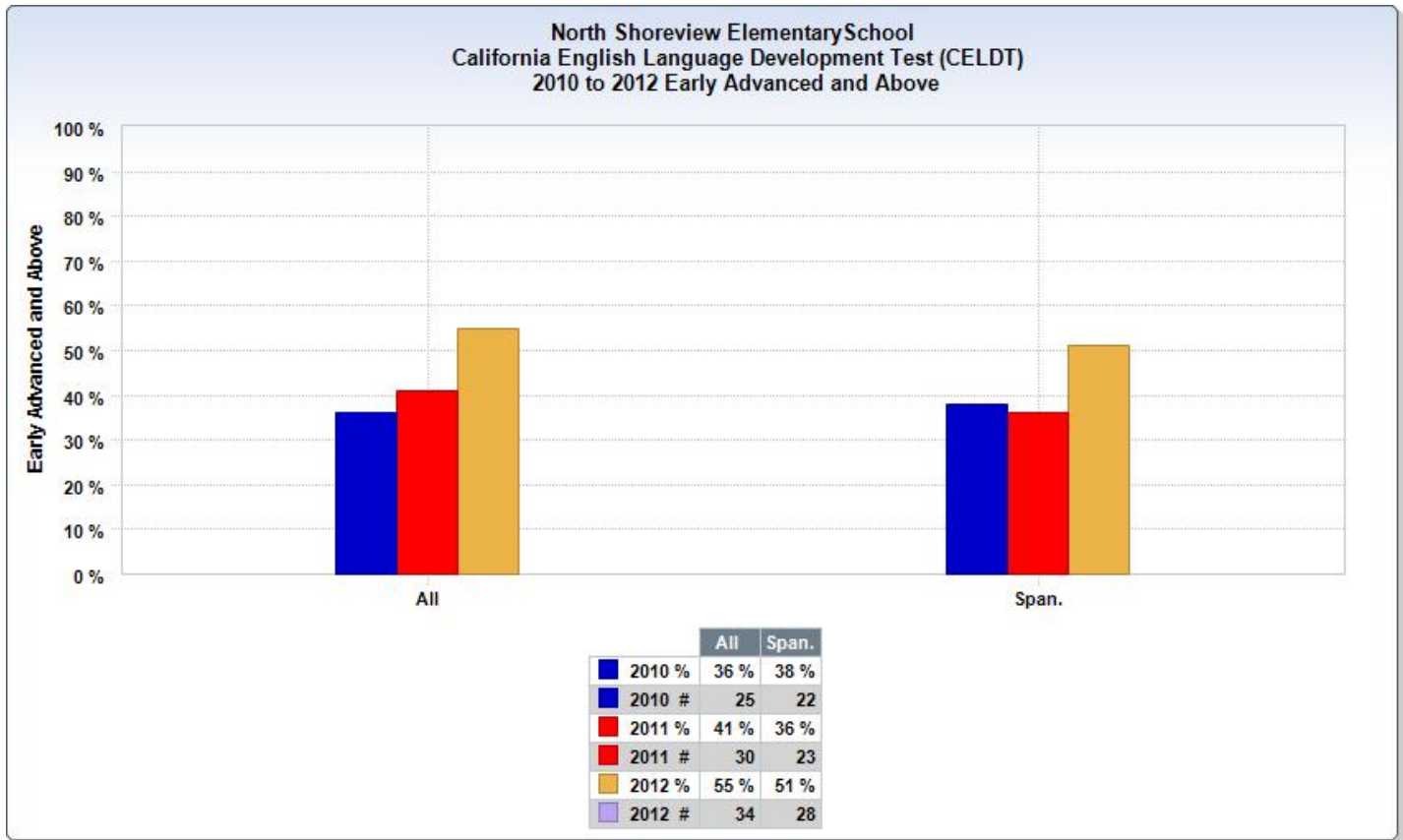
What data did you use to form this goal (findings from data analysis)?

CELDT data, California Standards Assessment data

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

In the Local Educational Agency Plan there is also a English Learners goal.

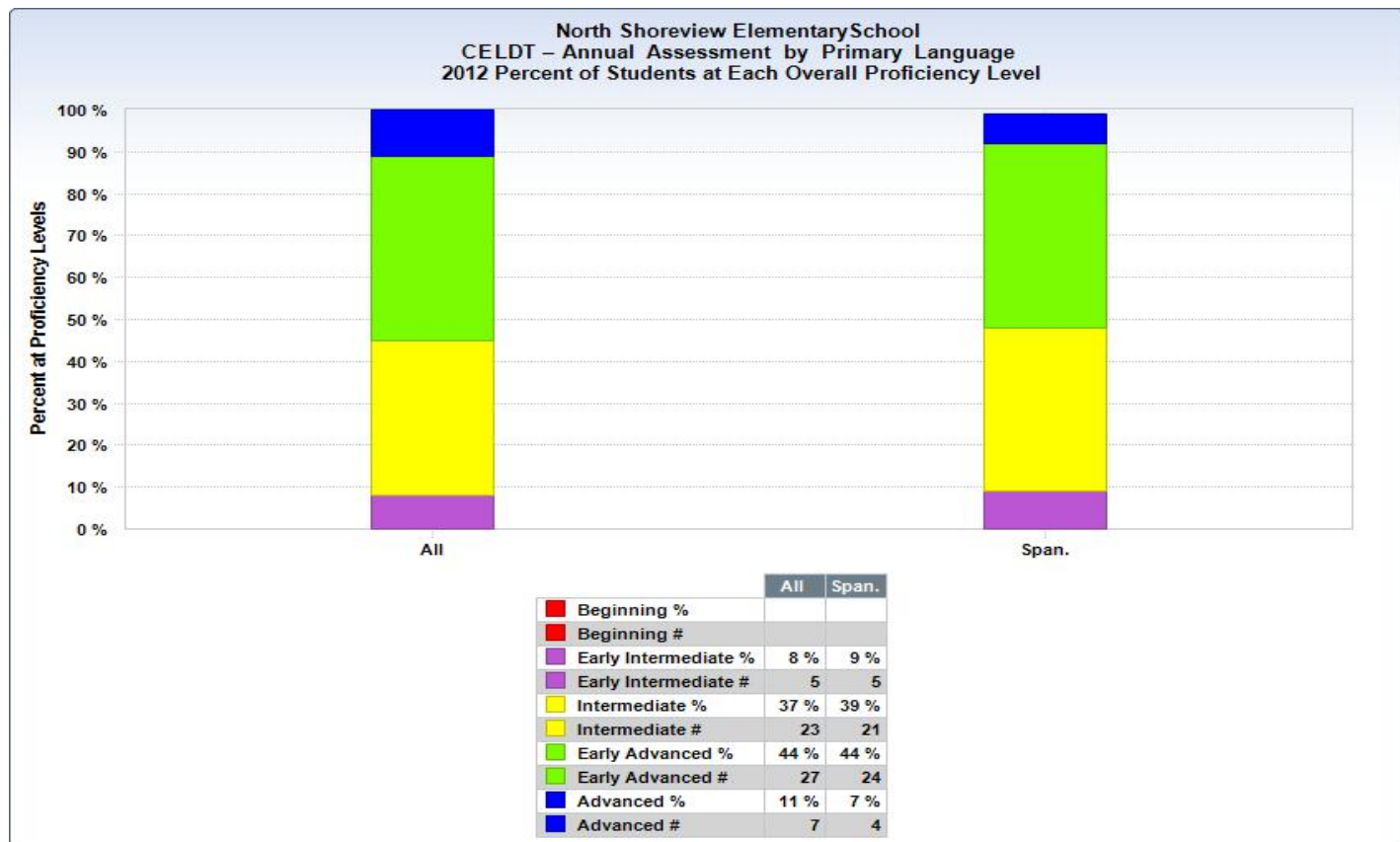
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What did the analysis of the data reveal that led you to this goal?

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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 Council

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 all subgroup proficiency targets on the AYP for 2012-2013.

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 STAR test, 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).

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

Means of Achievement: Increased educational opportunity

Tasks :

For our kindergarten students scoring beginning on the CELDT test, we will offer a full 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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: b. Homework Assistance and Reading Opportunities

Means of Achievement: Extended learning time

Tasks :

North Shoreview will provide language arts homework assistance in our ASES (After School Education and Safety) program 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. If funds become available to provide additional homework assistance, we will develop groups to serve students in grades first through fifth.

Measures :

CELDT and language assessment results.

People Assigned :

Principal, Teachers, ASES staff.

Start Date : 8/30/2012

Completion Date : 6/30/2013

Action Title: c. Staff Development and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: d. Release Time for Planning and Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

NSM will provide release time for teachers and staff to collaborate and incorporate best instructional strategies and how to implement them in their classes. Teacher will have time to determine intervention groups and monitor their students' progress in these groups.

Measures :

Agendas of meetings, principal's attendance and participation in the meetings

People Assigned :

Teachers, Principal

Start Date : 6/30/2012

Completion Date : 8/30/2013

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Salary for Substitutes to Release Teachers	\$1,000

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

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

English Learners will use the DynEd software program to help improve their academic English. Instruction on DynEd will include 30 minutes per week in small groups with the computer lab instructor, plus up to 2.5 hours per week of individual work in the classroom, coached by a classroom aide or middle school student.

Measures :

DynEd dashboard progress reports, CELDT test results

People Assigned :

Principal, Teachers, Computer Lab instructor, classroom aides

Start Date : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA) LEP	Headphones with microphones to support DynEd software	\$900
Economic Impact Aid (EIA) LEP	DynEd software license	\$2,000
School and Library Improvement Block Grant	Computer lab instructor, 2.5 hours/day	\$15,043
School and Library Improvement Block Grant	Classroom aide for DynEd coaching, January-May	\$5,787

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

Means of Achievement: Auxiliary services for students and parents

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. We will give parents a glossary of terms used in homework assignments in both Spanish and 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 : 6/30/2012

Completion Date : 8/30/2013

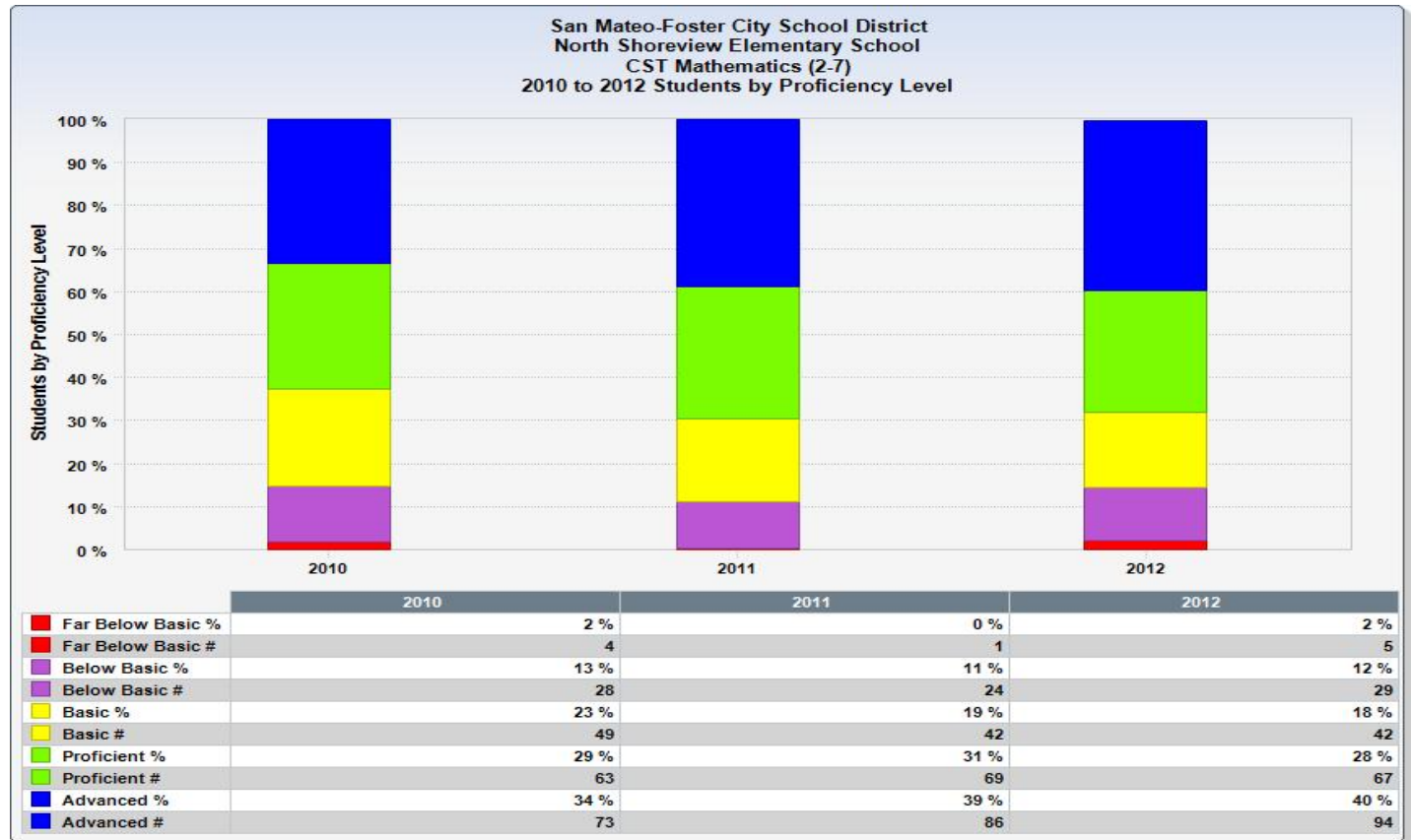
Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid (EIA) LEP	Translation for Parent Education	\$200

Goal Area : Mathematics
Goal Title : 4. Increase Student Proficiency in Math

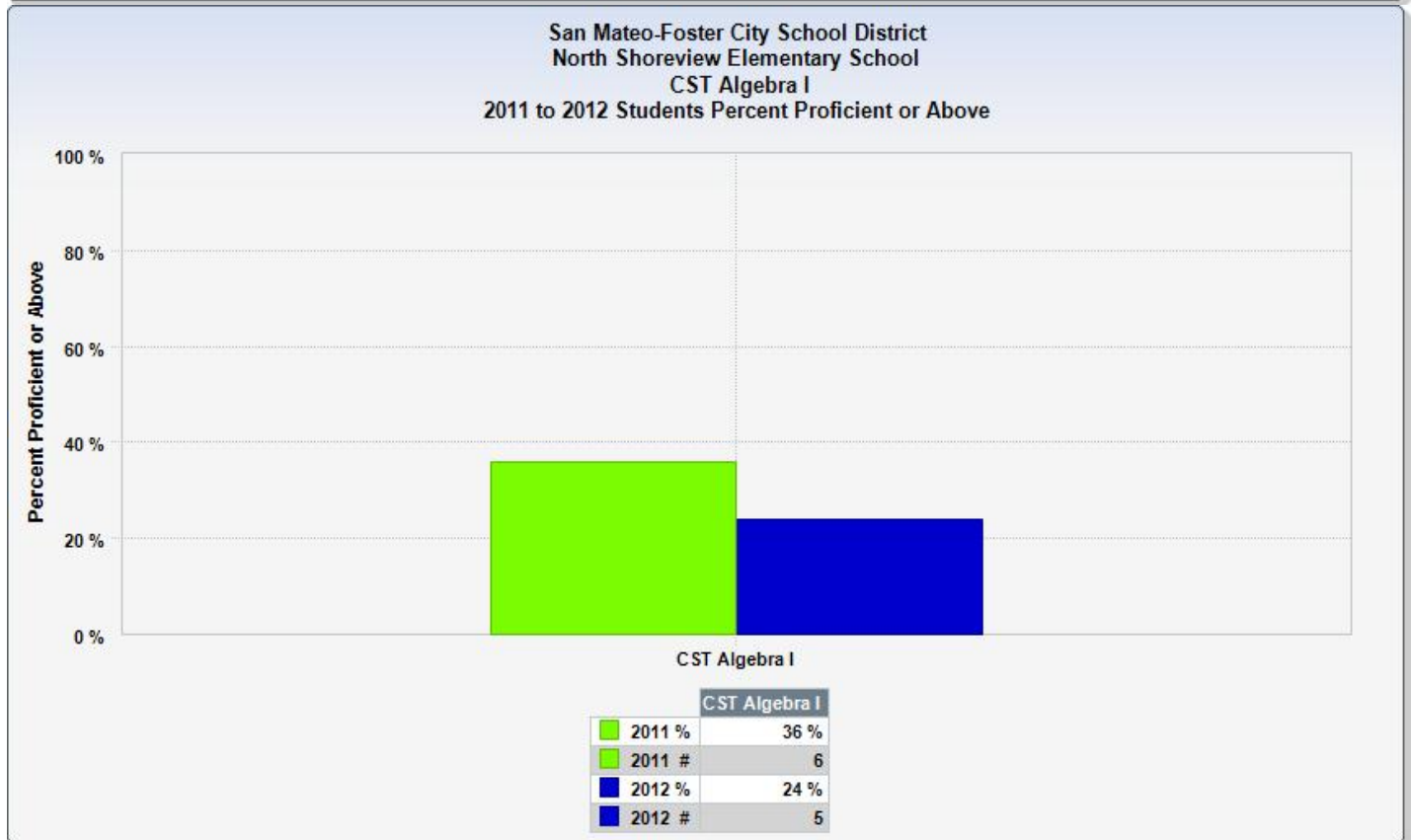
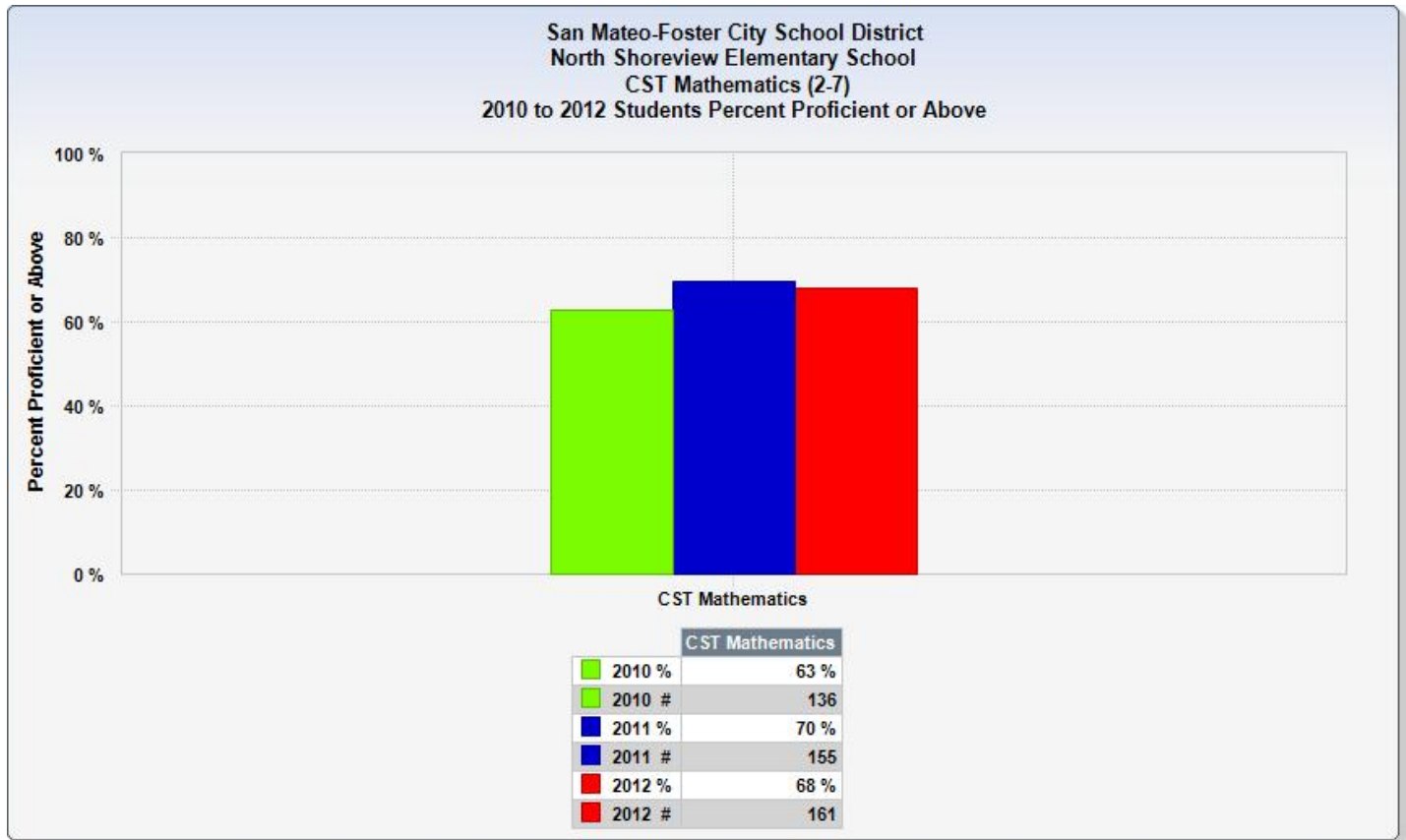
Our goal is to continue increase the academic performance of all students. To meet the state-mandated target, an increase of 19 percentage points in students scoring proficient or advanced on the mathematics section of the CST will be required. Expected growth targets for subgroups are detailed below.

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

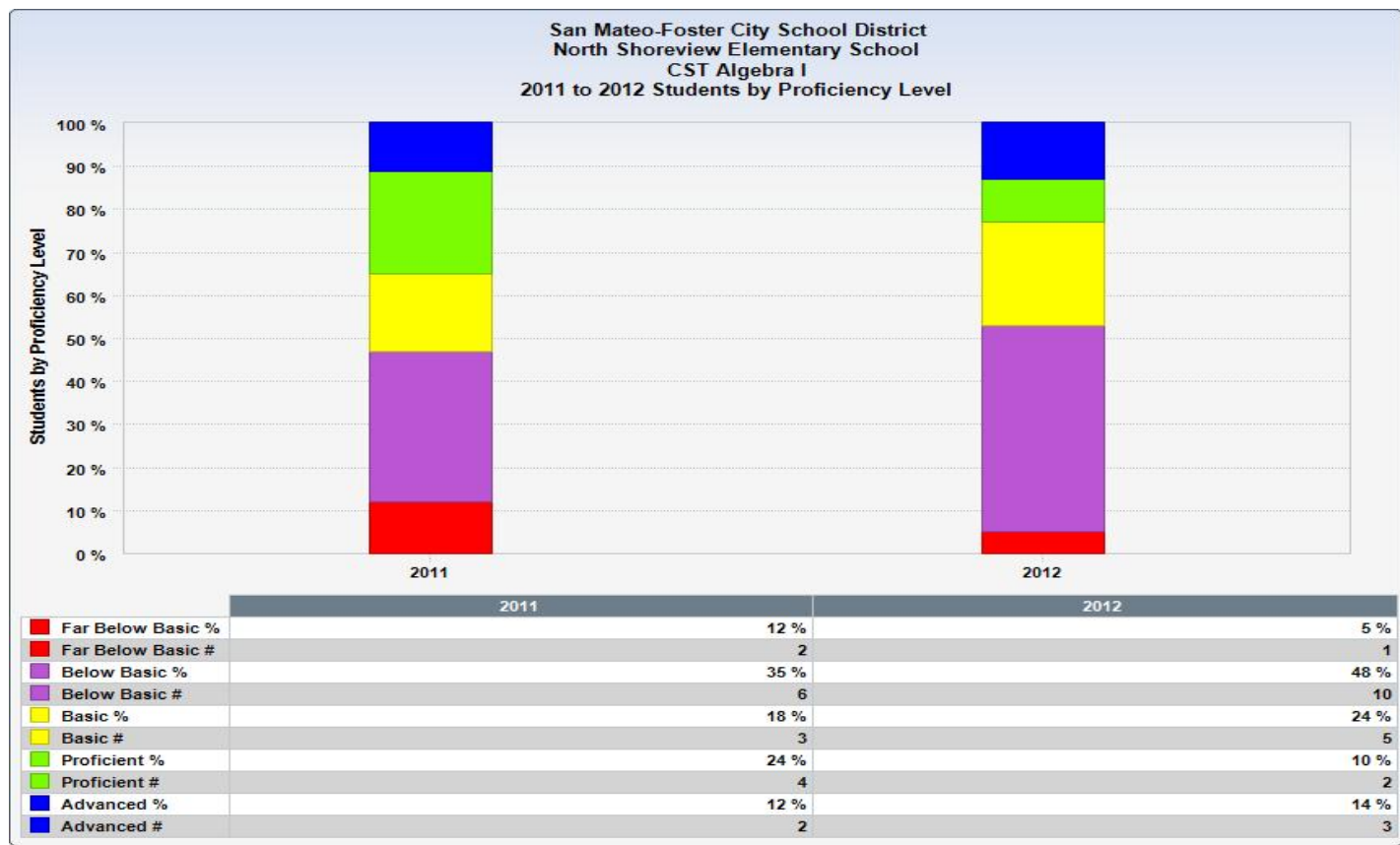
The 2011-2012 mathematics portion of the California Standards Test (CST) was analyzed.



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

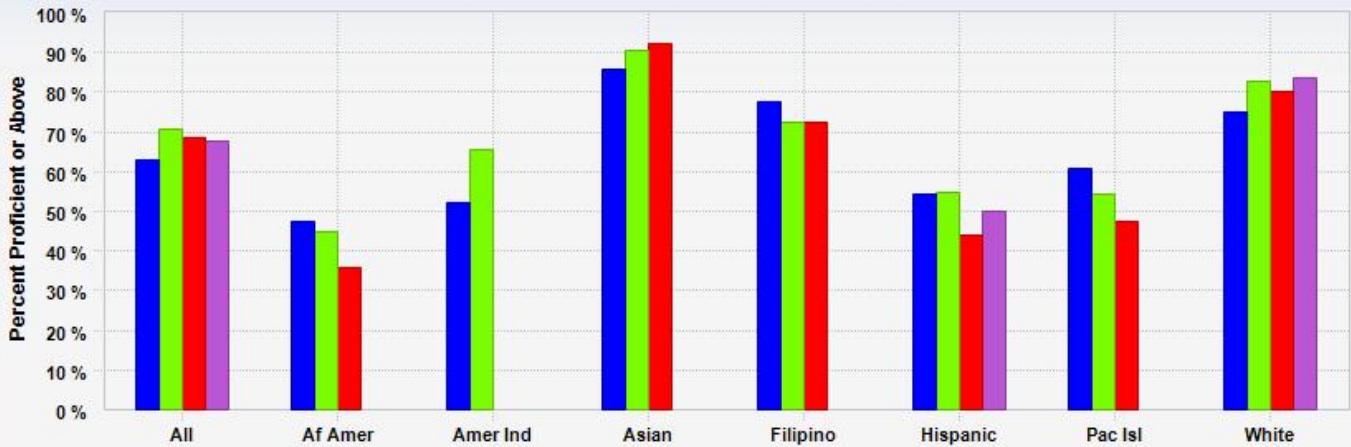
The Local Educational Agency has the same goal as our school: 90% of students will be proficient and/or advanced.

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

In 2011-2012 71% of our students were proficient or advanced on the mathematics portion of the California Standards Test. For 2012-2013 90% need to be proficient or advanced. Thus we need to increase by 19 points the number of students proficient or advanced.

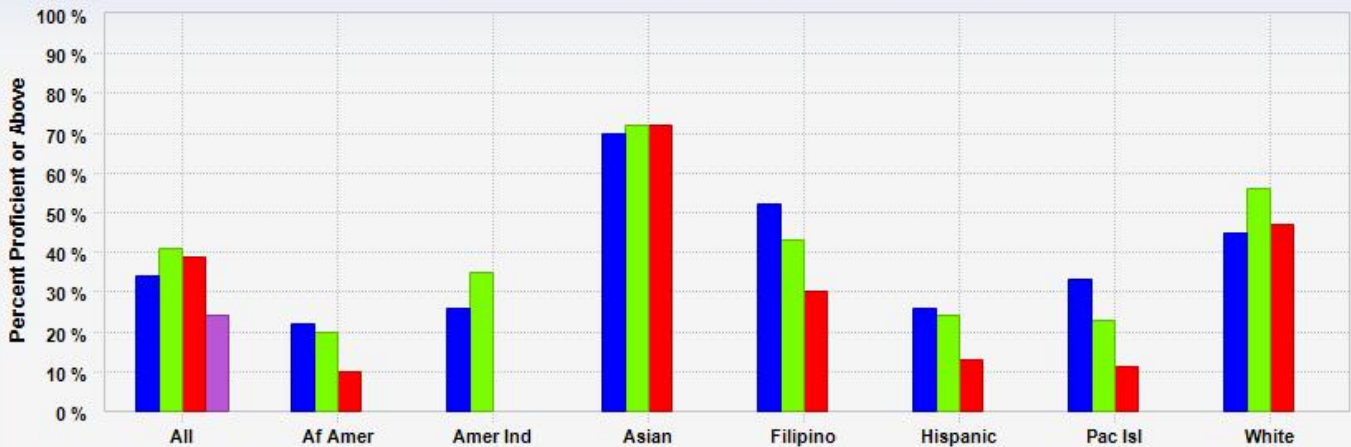
For our subgroups we will need to increase by the percentages listed under "expected growth".

North Shoreview Elementary School Comparisons
CST Mathematics (2-7)
2012 Students Percent Proficient or Above by Subgroups



	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
State of California %	63%	48%	52%	86%	78%	54%	61%	75%
State of California #	1,637,262	78,433	8,420	196,162	52,474	744,804	8,864	500,825
San Mateo County %	71%	45%	66%	90%	72%	55%	54%	83%
San Mateo County #	28,612	438	33	4,682	2,758	8,220	544	10,586
San Mateo-Foster City District %	68%	36%		92%	73%	44%	47%	80%
San Mateo-Foster City District #	4,610	47		1,394	220	958	104	1,611
North Shoreview Elementary School %	68%					50%		84%
North Shoreview Elementary School #	161					36		57

North Shoreview Elementary School Comparisons
CST Algebra I
2012 Students Percent Proficient or Above by Subgroups



	All	Af Amer	Amer Ind	Asian	Filipino	Hispanic	Pac Isl	White
State of California %	34%	22%	26%	70%	52%	26%	33%	45%
State of California #	241,862	11,031	1,352	34,432	9,705	101,587	1,454	79,816
San Mateo County %	41%	20%	35%	72%	43%	24%	23%	56%
San Mateo County #	4,405	67	7	794	475	1,047	75	1,602
San Mateo-Foster City District %	39%	10%		72%	30%	13%	11%	47%
San Mateo-Foster City District #	374	2		153	14	38	3	150
North Shoreview Elementary School %	24%							
North Shoreview Elementary School #	5							

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

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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 advanced on the mathematics section of the CST by nineteen percentage points.

For our K-1 students we will expect an increase in the number of students who pass the District math assessments by nineteen percentage points.

For our subgroups, we will increase by the following:

- 1) Socio Economically Disadvantaged will increase their performance on the Mathematics portion of the CST by fifty-three percentage points;
- 2) English Learners will increase by fifty-three points;
- 3) Students with Disabilities by fifty-eight points;
- 4) Pacific Islander students will increase by forty points;
- 5) Hispanic students will increase by forty-two points.

What data will be collected to measure student achievement?

California Standards Test in Mathematics, 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?

California Standards Test in Mathematics, 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).

Action Title: a. Alignment of Mathematics Instruction with Content Standards

Means of Achievement: Alignment of instruction with content standards

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 California Mathematics standards to plan instruction. They will review the standards tested on the CST and review the most essential standards to be taught using the CST Blueprint during their Professional Learning Community meetings and Professional Development Days.

Measures :

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

People Assigned :

Teachers, Principal

Start Date : 8/30/2012

Completion Date : 6/30/2013

Action Title: b. Staff Development and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks :

Provide staff development to increase teachers' expertise in calibrating the State 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
- Professional Learning Communities

Measures :

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

People Assigned :

Teachers, Principal

Start Date : 8/30/2012

Completion Date : 6/30/2013

Funding Resources	Related Expenditures	Estimated Cost
Local Donation	Trainers for Montessori Professional Development	\$1,500

Action Title: c. Teach Academic Mathematics Vocabulary

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

In 2012-2013 we will reinforce the academic language needed by an English Learner in order to be successful in the area of mathematics. We will examine best teaching practices in our Professional Learning Communities. 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, CST, Curriculum Associates, District math assessments for kindergarten, grade level and Professional Learning Communities (PLC) records

People Assigned :

Teachers, Principal

Start Date : 8/30/2012

Completion Date : 6/30/2013

Goal Area : School Climate

Goal Title : 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 mandated goals of our District, LEAP, and site goals to raise student achievement for all students.

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 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.

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

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

Action Title: a. Education for Peace

Means of Achievement: Improvement of instruction strategies and materials

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, 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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: b. Kimochis and Community Circles

Means of Achievement: Improvement of instruction strategies and materials

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 : 8/30/2012

Completion Date : 6/30/2013

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

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 2012-2013, 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.

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 : 8/30/2012

Completion Date : 6/30/2013

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

Means of Achievement: Involvement of staff, parents and community

Tasks :

Build community in 2012-2013 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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: e. Provide Social Responsibility Curriculum

Means of Achievement: Alignment of instruction with content standards

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. Seventh and eighth grade students will attend the movie "Bully" and will discuss the lessons derived from this film.

Measures :

Reduction of office referrals for bullying and physical injuries.

People Assigned :

Teachers, Principal

Start Date : 8/30/2012

Completion Date : 6/30/2013

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

Means of Achievement: Increased educational opportunity

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 : 8/30/2012

Completion Date : 6/30/2013

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

Goal Area : School Climate

Goal Title : 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. Three of our District schools had an incident which reminded 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?

During a walkthrough of the campus, it will be observed that: gates are locked except the two leading to the office; staff, District employees, and all adults are wearing identification badges; visitors are signed in at the 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).

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

Means of Achievement: Involvement of staff, parents and community

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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: b. Education of Students about Safety

Means of Achievement: Alignment of instruction with content standards

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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: c. Daily Safety Measures Followed

Means of Achievement: Alignment of instruction with content standards

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
- 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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: d. Physical Campus

Means of Achievement: Monitoring program implementation and results

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, student 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

Measures :

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

People Assigned :

Principal, Custodian, Teachers, Parents

Start Date : 8/30/2012

Completion Date : 6/30/2013

Goal Area : Professional Development

Goal Title : 7. Professional Learning Communities

North Shoreview will form Professional Learning Communities in order to enhance the skills and knowledge of teachers and subsequently, increase the learning of our students.

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?

Our Local Educational Agency Plan indicates that the San Mateo Foster City Schools will participate in 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 leader

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 number of students scoring proficient / advanced on the California Standards Test.

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 and the California Standards Test

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).

Action Title: a. Increase Knowledge of Professional Learning Communities

Means of Achievement: Staff development and professional collaboration

Tasks :

North Shoreview's teacher leader and principal will read and study the book Learning By Doing and any additional articles or materials on Professional Learning Communities (PLC's). They will attend all trainings and workshops on PLC's and will share information learned with the staff.

Measures :

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

People Assigned :

PLC Teacher Leader, Principal, Teachers

Start Date : 8/30/2012

Completion Date : 6/30/2013

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

Means of Achievement: Staff development and professional collaboration

Tasks :

North Shoreview will develop 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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: c. Write SMART Goals

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

The North Shoreview staff determined that the area of emphasis this year will be mathematics. After the staff studied the data on student achievement in mathematics for their grade level, they determined a strand on which we would need to concentrate. As a school we will write a SMART goal and later each grade level will also write SMART goals.

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 : 8/30/2012

Completion Date : 6/30/2013

Action Title: d. Determine Essential Standards

Means of Achievement: Alignment of instruction with content standards

Tasks :

After learning the characteristics of an Essential Standard, teachers guided by the PLC teacher leader and principal will identify the essential standards (from across the California State Standards and Common Core Standards) in mathematics on which they will develop curriculum and assessments. Taking one of those essential standards, the teachers at each grade level will determine the following: the background knowledge students will need, the steps necessary to teach the standard, the assessment that will be administered, the degree of proficiency each student must demonstrate, and the dates for testing and evaluation of the student work.

Measures :

List of essential standards, lessons for teaching these essential standards

People Assigned :

PLC Teacher Leader, Principal, Teachers

Start Date : 8/30/2012

Completion Date : 6/30/2013

Action Title: e. Examine Student Work

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Teachers guided by the PLC teacher leader and principal will study the student work for the Essential Standards and will determine the students who understand the standard, 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, they 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 standard, ones who need more practice and those who had not mastered the standard

People Assigned :

PLC Teacher Leader, Principal, Teachers

Start Date : 8/30/2012

Completion Date : 6/30/2013

North Shoreview Elementary 2012-13 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

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

Total Site Plan Budget : **\$175,676**

Total Annual Expenditures for Current School Plan: **\$160,187**

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
	PTA	\$73,432	\$65,866	\$7,566
	a. Increased educational opportunity through reduced student:teacher ratio		\$29,451	
	b. Kimochis and Community Circles		\$1,000	
	c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction		\$15,432	
	d. Facilitate Parent Involvement and Knowledge		\$2,500	
	d. Provide Literacy Opportunities for Students		\$1,000	
	f. Provide Counseling Support by Youth Service Bureau intern		\$1,500	
	f. Teach Computer Skills		\$14,983	
	Local Donation	\$20,000	\$18,500	\$1,500
	b. Kimochis and Community Circles		\$1,000	
	b. Staff Development and Professional Collaboration		\$1,500	
	c. Staff Development and Professional Collaboration		\$1,000	
	c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction		\$15,000	
	Economic Impact Aid (EIA) LEP	\$33,700	\$27,843	\$5,857
	b. Identify Students and Provide Targeted Interventions		\$6,161	
	c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction		\$15,582	
	d. Facilitate Parent Involvement and Knowledge		\$1,000	
	e. Extended Learning Time		\$2,000	
	e. Improve academic English with DynEd small group and individual instruction		\$2,900	
	f. Parent Education for English Language Development.		\$200	
	County Homework Center	\$11,078	\$11,078	\$0
	e. Extended Learning Time		\$11,078	

North Shoreview Elementary 2012-13
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7395	School and Library Improvement Block Grant	\$37,466	\$36,900	\$566
	c.Utilize Classroom Aides and Student Teachers for Differentiated Instruction		\$6,017	
	d. Release Time for Planning and Collaboration		\$1,000	
	e. Extended Learning Time		\$9,053	
	e. Improve academic English with DynEd small group and individual instruction		\$20,830	
Total amount of categorical funds allocated to this school:		\$175,676	\$160,187	\$15,489

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	12/10/2012
Julie Atkinson	Other School Staff	312-7588	12/10/2012
Tara Valentine	Classroom Teacher	312-7588	12/10/2012
Rachel Robin	Classroom Teacher	312-7588	12/10/2012
Scott Hilton	Classroom Teacher	312-7588	12/10/2012
Susan Condon	Parent or Community Member	212-7218	12/10/2012
Mark Henderson	Parent or Community Member	212-2743	12/10/2012
Shalini Rohatgi	Parent or Community Member	571-6813	12/10/2012
Jorge Beltranena	Parent or Community Member	579-4741	12/10/2012
Helen Sellers	Parent or Community Member	348-6898	12/10/2012

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 recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

	Approval Date
1. School Site Council Members	
2. Plan Review Due Date:	12/10/2012
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.	
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan English Learner Advisory Committee	12/6/2012
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.	
7. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
8. Public Notice Due Date:	12/13/2012
9. District Governing Board Annual Review Due Date:	1/17/2013
10. This School Plan was adopted by the School Site Council at a public meeting on:	12/10/2012
11. Attested by School Principal:	12/10/2012
12. Attested by School Site Council Chairperson:	12/10/2012

Phyllis Harrison

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):

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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):

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

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 Mathematics 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 state 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
Kimoichi Keys to Communication
Staff Professional Development

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

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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.

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.

One classroom aide gives one-on-one and/or small group assistance to students in grades first and first/second who need this help. Three student teachers who are in our classrooms three mornings a week for the entire year assist students as well as twenty Jewish Coalition volunteers and one College of San Mateo student volunteer.

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. Again teachers in grades first through eight 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 will use 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.

19. Fiscal support (EPC):