

2019-20 School Plan for Student Achievement

Parkside and North Shoreview
Montessori Schools

November 14, 2019

Goals for this Time

Shared understanding of

- 19-20 SPSA process & key features;
- SPSAs of 2 Elementary Schools & 2 Middle Schools, by focusing on one key strategy & actions

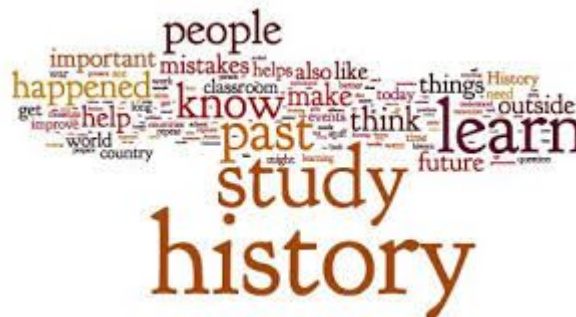
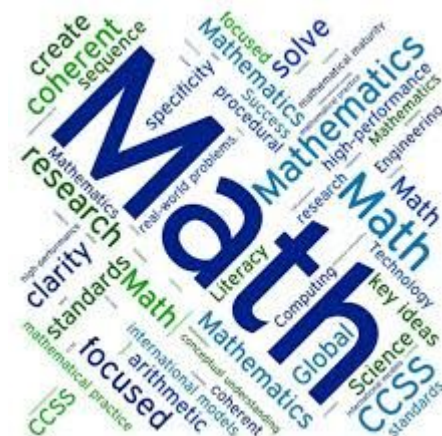
Recommend these SPSAs for Board approval

19-20 SPSA Overview

SPSA: The School Plan for Student Achievement



Single Plan for Student Achievement



Align with the District's Local Control Accountability Plan ...



Steps to the SPSAs (February to Now)

Collaborative Inquiry & Planning



1. How are we doing? *(Literacy, Math, Wellness, Family Engagement)*

Understand Our Data

2. Why are we performing this way?

Brainstorm “Causes”

3. What do we continue doing?

Do differently? Start or stop doing?

Identify & plan SPSA Strategies/Actions/Budget

SPSA Goals aligned to LCAP Goal Areas

Academic Achievement

Language & Literacy/Mathematics



Wellness



Family Engagement

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

STATE

Measurable Outcomes

Baseline/Actual Outcome

- 17-18 for Summative Indicators (e.g., SBAC)
- 18-19 for Leading Indicators (Galileo, RI, F&P)

Expected Outcome

- 18-19 targets for Summative Indicators (e.g., SBAC)
- 19-20 targets for Leading Indicators (Galileo, RI, F&P)

SBAC ALL Students Status	10.1 points above	10 points above proficient
SBAC ALL Students Growth	13.4 point rise	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-24.9	0 points above proficient
SBAC SED Students Growth	15.3	15 points rise in average distance from proficient
SBAC EL Students Growth	14.7	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient

SPSA Indicators & Targets aligned to LCAP Indicators & Targets

The logo for San Mateo-Fairfield County School District (SMFCSD) is a brown, jagged, starburst-like shape with the text "SMFCSD" in white, bold, sans-serif capital letters centered within it.

SMFCSD

Galileo All Students Status	35%	65% of students meet or exceed grade level expectations
Galileo All Students Growth	39%	80% of students make Expected Growth
Galileo "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth
Elementary: F&P All Students Status	49% Met Grade Level Benchmark	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	47% Met Expected Growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Determine baseline in 2019-2020	80% of students make Expected Growth

SPSA Strategies aligned to LCAP Strategies

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group lessons and designated ELD lessons four times a week to leveled English Learner groups

Strategy

Teachers provide high rigor/high engagement tasks at a variety of depth of knowledge to ensure rigor and providing continuous communication about the expectation to students using I can content language objectives

Strategy

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social emotional relationships with students and adults.

A Strategy: What we want Teachers/Staff to do with students/families to support students and accelerate their learning

SPSA Actions (the implementation details)

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	30 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
		1000-1999: Certificated Personnel Salaries District Title I	118,696.00
Principal & Language and Literacy TOSA observations and feedback and monitoring of teachers	No additional cost to site		0

Actions: What Leaders/Teachers/ Staff do
to ensure the implemented strategy is high quality in all “spaces”

SPSA Budget aligned to LCAP Budget

Teachers will engage in on going PD in staff meetings.	No additional cost to site.		0
Teacher will engage in grade level collaboration in teams -	Extra time and/or subs. No additional costs to site.	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	0
Language & Literacy TOSAs to work on coaching teachers and working with students	3.0 Language & Literacy ToSA	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	251,619.00
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SPSAs

Parkside Montessori





Parkside SPSA Next Steps

- Board approval of Current SPSA, with focus on instruction & support strategies
- Add “Montessori Design” goal, per recent Board decision

The 5 Core Components of Montessori

1. Properly Credentialed Teachers
2. Multi-Age Classrooms
3. Use of Montessori Materials
4. Child-Directed Work
5. Uninterrupted Work Cycle

Parkside's High-Leverage SPSA Strategy:

Engage in Design Work to build out a high quality Pre-K to 8th grade public Montessori



We will work with Teachers to strengthen our Pre-K to 5 program.

Launch an Instructional Design Team

- Self review of the school's current Montessori practices.
- Develop an action plan

Design Team will consult with the National Center for Montessori in the Public Sector to engage in a school review and feedback process

Essential Elements on Montessori Practice in the Public Sector

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1. Montessori Adults				
	EXEMPLARY	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
The school employs teachers that have specialist Montessori qualifications for the age group they teach, in addition to appropriate state early childhood, elementary or secondary school teaching qualifications.	<ul style="list-style-type: none"> All teachers are fully trained at the appropriate level and hold a state teaching license. Auxiliary staff (special education, PE) are Montessori trained or oriented. Montessori principles are evident in the action of all adults; key actions include: speaking softly, clearly, and respectfully to children and adults, refraining from offering unnecessary help, inviting, as opposed to commanding, student engagement in meaningful work. 	<ul style="list-style-type: none"> 90% of all teachers are fully trained at the appropriate level, with the remainder in the process of earning a Montessori credential from an accredited Montessori training center. Auxiliary staff have been oriented in Montessori theory and practice Montessori principles are evident in many, but not all actions of adults. 	<ul style="list-style-type: none"> 85% of all teachers are fully trained at the appropriate level, with the remainder in the process of earning a Montessori credential from an accredited Montessori training center. Montessori principles are evident in the actions of some adults. 	<ul style="list-style-type: none"> Less than 85% of all teachers are fully trained at the appropriate level. Absence of robust knowledge of Montessori theory and practice is evident in the actions of adults; key actions include: interrupting students who are concentrating, using a loud, intrusive voice, attempting to control rather than model respectful behavior.
The school provides one paraprofessional/assistant for each classroom along with Montessori orientation for that role	<ul style="list-style-type: none"> All classrooms are staffed with an assistant who has completed a Montessori Assistant's course. The school provides an Orientation workshop for all assistants All assistants play an integral role in the culture of the classroom, providing support in the care of the environment, modeling positive behavior, assisting the teacher when students need redirection, and other duties as assigned by the teacher. 	<ul style="list-style-type: none"> 90% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course. The school provides an Orientation workshop for all assistants Many assistants play an integral role in the culture of the classroom 	<ul style="list-style-type: none"> 75% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course. Some assistants play an integral role in the culture of the classroom. 	<ul style="list-style-type: none"> Less than 75% of all classrooms are staffed with an assistant who has completed a Montessori Assistant's course Assistants, when they are present, are disengaged from the work of the room or function solely as disciplinarians.
The school has a pipeline for recruiting, training, hiring, and retaining high quality Montessori teachers	<ul style="list-style-type: none"> The school sponsors between two and four teachers for Montessori training annually The School provides a robust Assistant's/Fundamentals Course annually. The school has a strong relationship with a Montessori training center 	<ul style="list-style-type: none"> The school's budget supports sponsorship for Montessori training for at least one new teacher a year The school offers orientation and professional development specifically designed to support classroom assistants 	<ul style="list-style-type: none"> The school's operating budget does not support annual sponsorships, but efforts are made to raise funds for the specific purpose of supporting the talent pipeline 	<ul style="list-style-type: none"> The school has no systems in place to ensure a reliable pipeline of high quality Montessori teachers

Parkside's High-Leverage SPSA Strategy:

Engage in Design Work to build out a high quality Pre-K to 8th grade public Montessori

Work with Families to develop the vision for Parkside's middle school program.

Launch Design Team

- Identify key research questions for our expansion
- Visit high performing Montessori K-8 schools in the Bay Area
- Work with our entire community to draft and approve the vision for our middle school.

Hold Family engagements, led by a core design team

- Whole school
- Grade level



Parkside's High-Leverage SPSA Strategy:

Engage in Design Work to build out a high quality Pre-K to 8th grade public Montessori

What Central Resources will we request to support this strategy?

- Long-term commitment to Montessori coaching to support strengthening the Pre K-5 program and help launch the middle years program.
- Financial support for teacher stipends and parent engagement
- Financial support for a partnership with the National Center for Montessori in the Public Sector



Parkside's High-Leverage SPSA Strategy:

Engage in Design Work to build out a high quality Pre-K to 8th grade public Montessori

How we are Measuring our Impact of this Design Work:

- Grow from ~ 245 students to close to 500 students over the next seven years.
- Go from 11 Montessori trained teachers to almost 20 during that time period. We currently have 4/11 teachers trained.

The single most important thing we must do is develop strategic plan to ensure that we have a strong pipeline to have a highly qualified and trained Montessori teacher in every classroom.

School Year	Enrollment Total if we expand to K-8	Number of Trained Teacher Needed by Year if we Expand to K-8
19-20	245	11.00
Projected 20-21	290	11.42
Projected 21-22	340	13.33
Projected 22-23	391	15.22
Projected 23-24	440	17.03
Projected 24-25	459	17.73
Projected 25-26	483	18.62
Projected 26-27	498	19.18

North Shoreview Montessori

North Shoreview's High-Leverage SPSA Strategy:

A focus on Tier 1 Mathematics Instruction

How we are working with Teachers/Staff to implement this strategy:

Teacher teams will **assess** our **Montessori Math practices** with a lens of **CA Content Standards** and student data.

Staff will engage in **professional learning** on Math Talks, MARS Tasks and the effective use of Montessori materials in **Tuesday staff meetings** and **grade level team inquiry meetings**.



North
Shoreview
Montessori



North Shoreview's High-Leverage SPSA Strategy:

A focus on Tier 1 Mathematics Instruction

How the Strategy Impacts Students/Families:

We will see an **increase in student engagement and achievement** in mathematics.

Students will engage in **rigorous and differentiated** learning experiences.



North Shoreview's High-Leverage SPSA Strategy:

A focus on Tier 1 Mathematics Instruction

What Site & Central Resources are we using to support this strategy?

The **District Math TOSA** will support the planning and presentation of professional learning during Tuesday Staff Meetings and in grade level team inquiry meetings, focusing on student work, standards-based instruction, reflection, and collaboration in a Montessori model.



North Shoreview's High-Leverage SPSA Strategy:

A focus on Tier 1 Mathematics Instruction

How we are Measuring our Impact:

We will use **multiple measures** of assessment:

- MARS tasks
- Galileo
- CAASPP
- Teacher feedback
- Instructional walkthroughs



Recommendation for Approval

Questions?