

School Year: 2020-21



North
Shoreview
Montessori

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Shoreview Montessori School	41690396044978	February 2, 2021	February 4, 2021

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following groups convened to review and update the SPSA:
December 8, 2020 - staff meeting and parent meeting
February 2 2021 - SSC meeting

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Dashboard Strengths

All students overall performed well above proficiency and met district target.
All students over all and most key student groups improved 9 or more points from 16 - 17 to 17 - 18
(SED students +19.5 points, EL students +23.5 points, SwD +13.9 points)
Grades 3, 5, and 8 scored at least 10 points above proficiency
SWD had a 16.8 rise

F&P (K - 5)

T1: The percent of students who met grade level expectations (82%) exceeds the district target (70%)

Reading Inventory (6 - 8)

Our baseline data scores are above the districtwide scores
We scored well above the 65% status target in 6th and 8th grades

Challenges

Dashboard

We had an overall decrease by 6.3 points.
SED students scored 23.5 points below proficiency
EL students scored 10.7 points below proficiency
We did not meet SED status target and SwD growth target

Reading Inventory

We did not meet the status target in 7th grade (Target 65%; 7th grade 63%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	49.9 points above	10 points above proficient
SBAC ALL Students Growth	6.3 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-23.5 points below	0 points above proficient
SBAC SED Students Growth	-7.2 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-10.7 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	16.8 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	49.1 points above	10 points above proficient
SBAC 5th Grade Students Status	79.7 points above	10 points above proficient
SBAC 8th Grade Students Status	59.8 points above	10 points above proficient
Elementary: F&P All Students Status	82% met standard	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	80% met growth	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	NA	80% of students make Expected Growth
Middle: RI All Students Status		65% of students meet Grade Level Benchmark
Middle: RI All Students Growth		80% of students make Expected Growth
Middle: RI "Sub-group" Growth		80% of students make Expected Growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Staff will be provided with materials to strengthen the brick and mortar program as well as Distance Learning.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Continue to implement quality ongoing PD to support high-quality Tier 1 instruction, by providing instructional coaching, lesson studies, modeling in classrooms, and/or collaborative planning time that builds on site-based PD from 2019-20 school-year.	Literacy Specialist .5 FTE	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	71,774
Purchase instructional materials that will enrich the Distance Learning & Hybrid experience.	Instructional Materials	4000-4999: Books And Supplies Site LCFF Supplemental C	22,104
Participate in Montessori network	Montessori dues	5000-5999: Services And Other Operating Expenditures Magnet	1,034
Construct a field of responsive literacy strategies from which the staff can create a set of whole-school practices (ie Instructional read-alouds, books clubs, student talk/engagement)	No additional cost to the site.		
Meet with grade level teams to review data and make instructional plans for distance learning & hybrid	Staff professional learning and planning	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental C	3,000

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in Math as measured by CAASPP and local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Strengths

Dashboard

All students overall performed well above proficiency

Grades 3 and 8 scored at least 34 points above proficiency

Core

Status for all students and key grade levels were well above proficiency

Challenges

Dashboard

We did not meet our status targets for SED (-57.7)

We did not meet our growth targets in any area (Overall -4.4, SED -13, EL -14.4, SwD -34.5)

Grade 5 did not meet the status target

Core

Academic growth data was well below average

Status for SED was below proficient

Rise for all key student groups was negative

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none">• 18-19 Summative Indicators (eg SBAC)• 19-20 for Leading Indicators (RI, F&P)	Expected Outcome <ul style="list-style-type: none">• 19-20 targets for Summative Indicators (eg SBAC)• 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	14.7 points above	10 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Growth	-9.9 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-62.2 points below	0 points above proficient
SBAC SED Students Growth	-4.5 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-31.4 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	7.2 point rise	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	45.3 points above	10 points above proficient
SBAC 5th Grade Students Status	13.8 points above	10 points above proficient
SBAC 8th Grade Students Status	31.1points above	10 points above proficient

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Teachers will teach high-quality Montessori math lessons as the base instruction, supplementing as needed to ensure instruction is aligned to the California Mathematics Standards, in order to provide a robust and rigorous Tier 1 Instruction that prioritizes real-world application and fosters student independence.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Quality ongoing professional development to support high-quality Tier 1 instruction by providing aligned K-8 professional development and collaborative planning during any combination of staff meetings, during the day (substitutes provided and/or field day) and Wednesdays. Follow-up may include instructional	Cost listed in Goal 1		
---	-----------------------	--	--

coaching, lesson study, modeling in classrooms, peer observations, and/or collaborative planning.			
Professional development for paraeducators on key math strategies and/or Montessori jobs	Cost listed in Goal 1		
See Goal 1 for materials for brick and mortar and Distance Learning.	Cost Listed in Goal 1		

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Identified Need

Based on the California Healthy Kids Survey, 81% of the 5th grade students feel connected to the school and 57% of the 7th grade students feel connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey, grade 5 and grade 7	Students feeling connected to school...	Increase percentage

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

Staff members will provide a variety of supports to increase the wellness and sense of community for staff and students.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

Establish Community Social Contract, related to health & safety for COVID 19	No additional cost to the site		
Establish staff agreements around behavior expectations for distance learning and hybrid. "The NSM Agreementt"	No additional cost to the site.		

Implement morning circles in each classroom	No additional cost to the site.		
Ongoing training for staff around trauma-informed classrooms, mindfulness, working with students with special behavioral needs, and/or restorative practices	Cost listed in Goal 1		
Provide play equipment and other resources for safe & healthy recess	Play equipment	None Specified Other	

Strategy & Supporting Actions 2

Strategy

Implement 2nd Steps Social Emotional Learning (SEL) curriculum, through lens of Montessori pedagogy. The curricula will align to Montessori philosophy and support the social/emotional skills that undergird a robust and rigorous Tier 1 academic instruction, prioritizing real-world application and fostering student independence.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students

Purchase 2nd Step SEL curricula that could be used in the brick and mortar classroom and through Distance Learning	Purchase K - 8 SEL curriculum	4000-4999: Books And Supplies Site Lottery	5,000
--	-------------------------------	---	-------

Strategy & Supporting Actions 3

Strategy

The art therapist intern and additional counseling services will provide Tier 2 and Tier 3 social/emotional support through art therapy individual and group sessions to referred students.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

Students needing Tiers 2, 3 social/emotional support

Art therapist on campus 2 days/week	Art therapist--Measure V	1000-1999: Certificated Personnel Salaries Other	30,000
Counselor on campus 0.5 FTE	Counselor--Measure V	1000-1999: Certificated Personnel Salaries Other	60,000.00

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Identified Need

According to the California Healthy Kids Survey that was completed by parents. 85% of students The following was the response to the question regarding the school allows input and welcomes parents' contributions.

School allows input and welcomes parents' contributions.

Strongly agree 45%

Agree 49%

Disagree 2%

Strongly disagree 0

Don't know/NA 4%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey School Allows input and welcomes parents' contributions	Strongly agree 45 Agree 49 Disagree 2 Strongly disagree 0 Don't know/NA 4	Our expected outcome is to improve our parents' feelings of being connected to school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy & Supporting Actions 1

Strategy

School community will look for opportunities to foster school connectedness through virtual and in-person strategies.

Students to be Served by this Strategy

(Identify either All Students or one or more specific student groups)

All students.

Parent education meetings to communicate about distance learning and hybrid when we return.	Teachers/staff timecarded for preparation and hosting events.	None Specified Site LCFF Supplemental C	3,000
---	---	--	-------

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Rosemary Wood, Ed.D.	Principal
Amy Esposto	Parent or Community Member
Esmond Chia	Parent or Community Member
Liv Dahdah	Parent or Community Member
Jeffrey Regan	Parent or Community Member
Valerie Barnes	Classroom Teacher
Melissa Martin	Classroom Teacher
Cindy Freshour	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.



The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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.	

This SPSA 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.

This SPSA was adopted by the SSC at a public meeting on 2/2/21.

Attested:

	Principal, Rosemary Wood on 2/2/21
	SSC Chairperson, Esmond Chia on 2/2/21