

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Glenshire Elementary
Address	10990 Dorchester Drive Truckee, CA 96161
County-District-School (CDS) Code	27-6113062
Principal	Rachael Kuttel
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	October 24, 2023
Local Board Approval Date	November 15, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 3
- Educational Partner Involvement 3
- School and Student Performance Data 5
 - Student Enrollment..... 5
- Goals, Strategies, & Proposed Expenditures..... 7
 - Goal 1 7
 - Goal 2 10
 - Goal 3 12
 - Goal 4 16
- Annual Review and Update 19
 - Goal 1 19
 - Goal 2 22
 - Goal 3 24
 - Goal 4 26
- School Site Council Membership 28
- Recommendations and Assurances 29

School Vision and Mission

Glenshire Elementary School serves Transitional-K through 5th grades. Glenshire offers comprehensive programs in music, PE, science, art, English language arts, mathematics and counseling. We supplement core studies with hands on learning explorations and have many enrichment opportunities for our students. These opportunities include Spanish, photography, guitar, theater, technology and more. At Glenshire Elementary our vision is "our students love to read and they read to achieve."

School Profile

At Glenshire Elementary, in partnership with our families and community, students will experience a balanced education addressing the needs of each individual child. For all children to succeed, we believe it is necessary to integrate social, emotional, and physical development with a strong academic curriculum, within a safe, secure and peaceful environment.

Students:

Students at Glenshire Elementary practice the tenets of being kind, safe, responsible and respectful. They engage in meaningful learning opportunities and make contributions to their classrooms, school and community. Students are challenged and motivated by high expectations resulting in high quality work. They have opportunities to work individually and cooperatively in safe and respectful environments that foster a love for learning.

Staff:

The staff at Glenshire Elementary is a community of lifelong learners. They collaborate together in Professional Learning Communities (PLCs) in order to reach their full potential with students. As a result they are committed to developing a habit of curiosity, inquiry and reflection that impacts students and adults alike. Dedication to the PLC model translates to student support and school wide success in all areas. The staff use Plan-Do-Study-Act (PDSA) Cycles and identify focus students to monitor during the cycles. Also, Teachers at Glenshire are consistently recognized and honored by their peers as outstanding leaders and educators. They are experts in differentiating instruction to meet the needs of their diverse classroom communities. Together with families and students, Glenshire teachers and staff create a safe and nurturing child-centered environment where children can flourish and meet their greatest potential.

Our School:

Glenshire Elementary is a modern facility with a solar design boasting a library, gym, cafeteria, wellness center and a performance stage. The school's unique location on a 25 acre greenbelt provides a beautiful outdoor classroom for field study and snowshoe adventures.

Educational Partner 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 Glenshire Elementary School Site Council (SSC) has met to review and become familiar with our new DTS format for our SPSA in general, and the following dates and descriptions outline our collaborative consultation with our SPSA: September 13, 2023: Principal and Assistant Principal presented a working draft of revised 2022-2023 SPSA goals to the Glenshire Elementary Instructional team, which consists of all certificated teachers including, grade-level classroom teacher TK through fifth grade, special education teachers and staff, enrichment teachers, counselor, principal, and assistant principal. Feedback was received on the goals stating that the goals were attainable and rigorous. PLCs work with PDSA cycles to support goals.

September 26, 2023: SSC reviewed the 2023-2024 SPSA goals to determine if they needed to be revised due to end of year Data from 2022-2023.

SSC Feedback:

October 3, 2023: Principal presented a working draft of 2023-2024 SPSA goals to the Glenshire Elementary English Language Advisory Committee (ELAC), which includes parents of English Language Learners, our ELD Coordinator, assistant principal, and community liaison. This presentation emphasized our work with English Learners. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included celebration of student results, and that the goals are appropriate, attainable, and rigorous. ELAC approved the draft goals with number of students to be reclassified in Goal 1a.

ELAC Feedback:

- * Parents agree with the goal of reclassifying three students in our ELD program by the Spring 2024
- * Parents agree with the goals set to bring our school back to our percent of students meeting and exceeding standard in ELA and Math on the CAASPP
- * Parents and team members enjoyed learning about our predominant strategies and specifically practicing the Enhanced Pair Share strategy.

October 3, 2023: SSC reviewed the working draft of 2023-2024 SPSA. The principal shared the feedback offered by ELAC and the school Instructional Leadership Team and highlighted revisions made.

October 24, 2023: Principal presented the final draft of the 2023-2024 SPSA to SSC for final approval. The team agreed that the goals are appropriate, attainable and rigorous. The plan was signed by the SSC.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	%	%	0%		0	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	10.5%	9.52%	13%	53	46	65
Pacific Islander	%	%	0%		0	0
White	83.4%	84.06%	79.4%	421	406	397
Multiple/No Response	4.8%	4.55%	5%	24	22	25
	Total Enrollment			505	483	500

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	79	86	101
Grade 1	81	74	68
Grade 2	78	81	83
Grade3	86	75	81
Grade 4	79	90	76
Grade 5	102	77	91
Total Enrollment	505	483	500

Conclusions based on this data:

1. Glenshire Elementary School enrollment decreased due to Covid 19 and families choosing other options for schooling. However, 2022-2023 Enrollment Data shows an increase of 17 students.
2. Hispanic sub group grew to 13% which is an increase of 3 percentage points from the last three years, which had previously maintained at 10%.
3. Overall, cohorts tend to maintain a similar number of students, year over year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	15	14	19	3.0%	2.9%	3.8%
Fluent English Proficient (FEP)	15	11	12	3.0%	2.3%	2.4%
Reclassified Fluent English Proficient (RFEP)	1			6.7%		

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By the end of the 2023-2024 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 5% points as measured by CAASPP: SBAC ELA to 72% meeting or exceeding standard.

Site Goal 1A (Target Student Group: SED):

By the end of the 2023-2024 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the SED student group by 4 students out of the 12 4th and 5th grade SED students who did not meet or exceed standards as measured by CAASPP: SBAC ELA Spring 2023.

Site Goal 1B (Target Student Group: EL):

On the spring 2024 ELPAC, all Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.

3 of the 17 Glenshire Elementary School English Language Learners will be reclassified by Spring of 2024.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals are the 2022-2023 ELA CAASPP results and the Renaissance Learning Forecast tool predictions for the 2023-2024 school year.

*Star Assessments are statistically linked to the SBAC assessments for ELA and Math and are highly accurate predictors of students' performance. The prediction tool uses a trend line from multiple STAR assessments taken from the school year to predict the growth rate for a student and if they are projected to meet or exceed standard on this year's SBAC assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	Overall 2023 ELA CAASPP Results All: 67% Hispanic: 56% White: 67% EL: 17%* RFEP: 87% SED: 0% SWD: 30% STAR Predicting Tool for the 23-24 CAASPP:	School enters Expected Outcome by June 2024 ALL: 72% Hispanic: 61% White: 72% EL: 22%* RFEP: 92%* SED: * SWD: 35%

Metric/Indicator	Baseline	Expected Outcome
	All: 76% meet or exceeds	
English Learners	<p>63%, 5 of 8 English Language Learners that participated in spring 2023 ELPAC testing showed growth in at least one testing domain.</p> <p>3 of the 18 English Language Learners were reclassified in Spring 2023.</p>	<p>All 17 English Language Learners to show growth in minimum of one of the testing domains (listening, speaking, reading and writing)</p> <p>3 of the 17 English Language Learners will be reclassified in the Spring of 2024.</p>

Planned Strategies/Activities

Strategy/Activity 1

Continue universal screening using the STAR and STAR Early Literacy. And new for 2022-2023, implement the DIBELS assessment for diagnostic and progress monitoring as outlined by the district assessment calendar.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to provide professional development for all teachers in the science of reading using the LETRS training.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023-2024 school year ,staff will have completed Volume 2 of LETRS.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue using the SIPPS program for students in intervention who are identified as below benchmark for phonics and phonemic awareness skills, Read Naturally Live for students identified as below benchmark for oral reading fluency and

comprehension skills, and the Leveled Literacy Intervention program for students identified as below benchmark in comprehension skills.

Students to be Served by this Strategy/Activity

SED, RFEP, Hispanic and White

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue Glenshire Elementary After School Homework Club daily tutoring program after school for EL and SED students, per ELAC input.

Students to be Served by this Strategy/Activity

EL and SED

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

School administrators and school staff.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Teachers choose at least one focus student from each of their class rosters who is in one or more of the following categories: nearly met standard for ELA on SBAC ELA and local assessments, is an English Language Learner, and/or is designated as SED to progress monitor for effective instruction as part of their PDSA cycles and progress monitoring in the PLCs.

Students to be Served by this Strategy/Activity

SED/Hispanic/EL

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2023-2024 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 4% points as measured by CAASPP: SBAC Math.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2023 Math CAASPP results and the Renaissance Learning Forecast tool predictions for the 2023-2024 school year.

*Star Assessments are statistically linked to the SBAC assessments for ELA and Math and are highly accurate predictors of students' performance. The prediction tool uses a trend line from multiple STAR assessments taken from the school year to predict the growth rate for a students and if they are projected to meet or exceed standard on this year's SBAC assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	OVERALL 2023 Math CAASPP Results ALL: 64% Hispanic: 53% White: 64% EL: 0%* (out of 6 students) RFEP: 75%* (out of 6 student) SED: 0%* (no students fit this category) SWD: 28% *data suppressed student group =< 10 students STAR Predicting Tool projected for 23-24: All: 64%	2024 Math CAASPP Expected Outcomes ALL: 68% Hispanic: 57% White: 68% EL: * RFEP: 79% SED: * SWD: 32%

Planned Strategies/Activities

Strategy/Activity 1

Continue universal screening and progress monitoring using the STAR Math and STAR Early Literacy (the mathematical questions at the end of the assessment) as outlined by the district assessment calendar.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Commit to our academic discourse predominant strategies to support students explaining their understanding of math.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand the use of differentiated skill building applications to scaffold math instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023- 2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative Culture

Goal Statement

By the end of the 2023-2024 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by decreasing chronic absenteeism to less than 3% and maintaining a suspension rate of <3%..

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

The basis for this goal is the 2022-2023 Chronic Absenteeism and suspension data as well as our Caring Connections and DESSA data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate for 2022-2023 ALL: .19% (<3%) Hispanic: 0% (<3%) White: .21% (<3%) EL: 0% (<3%) RFEP:0% (<3%) SED: 0% (<3%) SWD: 0% (<3%)	2023-2024 Suspension Rate Outcomes: ALL: <3% Hispanic: <3% White: <3% EL: <3% RFEP: <3% SED: <3% SWD: <3%
Chronic Absenteeism	Chronic Absenteeism for 2022-2023 ALL: 8% Hispanic: 23% White: 6% EL: 24% (Ever EL = 22%) SED: 27% SWD: 12% (not calculated in CALPADS)	2023-2024 Chronic Absenteeism Outcomes: ALL: <3% Hispanic: <3% White: <3% EL: <3% SED: <3% SWD: <3%

Planned Strategies/Activities

Strategy/Activity 1

Continue implementing the safe, caring adult survey at the beginning of the year and end of the year.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to administer the DESSA as a social emotional screener to identify at risk students and provide support as needed.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Re-instating monthly perfect attendance celebrations where students earn prizes and are publicly recognized for attending each day in each the month of school.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Positive Behavior Support practices including explicitly explaining and reminding school expectations and procedures in each classroom beginning and middle of the year, and upholding students following these expectations using school-wide Eagle Tickets to recognize positive behavior at a rate of 5 to 1.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Continue the use of restorative practices for completing discipline process with admin, staff and students.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Increasing certainty at the start of the school day where all students begin their day in their homeroom classroom every single day.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Rearranging the lunch schedule and lunch seating for a calm environment where older students are paired with younger students ex: 5th grade with 1st grade, students are arranged in class families. Older students role model the values and expectations of the lunchroom and school for the younger students. Student leaders facilitate the lunch line for the younger students to make a faster lunch line transition.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Using Attention to Attendance (A2A) to systematically send truancy and excessive absence letters.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of the 2023-2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Social Emotional Support

Goal Statement

By the end of the 2023-2024 school year, the number of students in the “needs instruction” category will have decreased from 20 students to 5 students as measured by the Devereux Student Strengths Assessment (DESSA)-mini and DESSA social emotional screener.

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

DESSA Screener results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	DESSA Baseline Data (Fall 2023) Percent of all students in following areas: Strength: 29% Typical: 67% Need: 4% (20 students)	Decrease number of students in the "needs instruction" area as assess by DESSA EOY in the Spring of 2024 from 4% (20 students) to 1% (5 students) of the total population.

Planned Strategies/Activities

Strategy/Activity 1

Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture (through DESSA), Second Step, and the Nurtured Heart Approach.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2023- 2024 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue and refine professional development for systematic implementation of the Nurtured Heart Approach 3 times per year at staff collaborations.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2023-2024

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue and refine professional development on restorative practices and circles.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of 2023-2024

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Opportunity for staff-wide book study of "Help for Billy" by Heather Forbes and staff development around Classroom 180 Strategies to support trauma informed teaching school wide.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of 2023-2024

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC ELA to 75% meeting or exceeding standard

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the SED student group by 3% points as measured by CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: EL):

On the spring 2023 ELPAC, all Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.

Five of the Glenshire Elementary School English Language Learners will be reclassified by Spring of 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	School enters Expected Outcome by June 2023 ALL: 75% Hispanic: 63% White: 76% EL: * RFEP: * SED: 58% SWD: 38%	2023 CAASPP Results All: 67% Hispanic: 56% White: 67% EL: 17%* RFEP: 87% SED: 0% SWD: 30%
English Learners	All students to show growth in minimum of one of the testing domains (listening, speaking, reading and writing) Five English Language Learners will be reclassified in the Spring of 2023.	63%, 5 of 8 English Language Learners that participated in spring 2023 ELPAC testing showed growth in at least one testing domain. 2 English Language Learners were reclassified in Spring 2023.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Continue universal screening using the STAR and STAR Early Literacy. And new for 2022-2023, implement the DIBELS assessment for diagnostic	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and progress monitoring as outlined by the district assessment calendar.			
2. Continue to provide professional development for all teachers in the science of reading using the LETRS training.	Partially implemented		
3. Continue using the SIPPS program for students in intervention who are identified as below benchmark for phonics and phonemic awareness skills, Read Naturally Live for students identified as below benchmark for oral reading fluency and comprehension skills, and LLI for students identified as below benchmark in comprehension skills.	Implemented as planned		
4. Continue the Eagle's Nest weekly tutoring program after school for EL students, per ELAC input.	Partially implemented		
5. Teachers choose at least one focus student from each of their classes for their PDSA cycles and progress monitoring in the PLCs.	Implemented as planned		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Planned Actions:

1. Implemented as planned. All staff followed the district and school assessment calendar for universal screeners and progress monitoring.
2. Partially implemented. The LETRS training was partially implemented due to the unforeseen circumstances such as snow days which landed on LETRS training days taking away time to train staff.
3. Implemented as planned. All students identified as needing support using the universal screener were placed into specific groups taught by trained paraprofessionals for specific areas of need.
4. Partially implemented. Weekly tutoring after school was partially implemented as it did not begin until the spring trimester due to bussing and hiring constraints.
5. Implemented as planned. Each classroom teacher and grade level participated in regular PLCs analyzing student data and identifying focus students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Planned Actions:

1. Effective. All staff supported and analyzed data from screeners and progress monitoring using the PDSA process in PLCs. Progress monitoring using the DIBELS showed growth for all students. Students were assessed every two weeks using one of the DIBELS assessments matching their area of need to determine if the strategies teachers were employing were effective enough to adopt or not effective and needed to be abandoned. The most significant growth was noted in grades K, 1, 2 and 3.
2. Moderately effective. We saw high growth in the first half (Volume 1) of our LETRS learning in the word recognition area of the reading rope. High growth in Kindergarten, 1st and 2nd grade where the emphasis on phonemic awareness, phonics and word recognition is emphasized during the ELA learning block. The language section of the reading rope is our focus this year where staff in 3rd, 4th and 5th can identify and apply rigorous literacy strategies that help students comprehend and analyze at high levels and apply that analysis to their writing.
3. Effective. All 80 students receiving targeted intervention grew on local and/or statewide assessments.
4. Overall low effectiveness due to lack of days implemented and late start.
5. Moderately effective. Staff were learning to implement PDSA cycles and some grade levels were able to set goals, identify appropriate assessments and progress monitor more effectively than others, showing significant growth in certain grade levels compared to others. Second grade identified the DIBELS MAZE (comprehension assessment) as their progress monitoring tool, administering it every two weeks. Student growth both on the DIBELS MAZE and Star Reading was significant, increasing students meeting or exceeding standard by 10% points each trimester. 4th grade identified released CAASPP questions as their progress monitoring tool which was not easily accessed by students and showed minimal growth for students both on the progress monitoring tool and on the Star Reading and CAASPP ELA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was not met by the end of the 2022-2023 school year, as such the goal has been revised to show a 5% increase for all subgroups on CAASPP ELA to return to our previous level of 72% at or above grade level.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	2023 Math CAASPP Expected Outcomes ALL: 71% Hispanic: 53% White: 73% EL: * RFEP: * SED: 57% SWD: 35% *data suppressed student group =< 10 students	ALL: 64% Hispanic: 53% White: 64% EL: 0%* (out of 6 students) RFEP: 75%* (out of 6 student) SED: 0%* (no students fit this category) SWD: 28% *data suppressed student group =< 10 students

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Continue universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar.	Implemented as planned		
2. Recommit to our agreed upon predominant Everyday Math Strategies: math message and focus lessons, math boxes, open response re-engagement lessons and emphasize vocabulary development.	Partially implemented		
3. Expand the use of differentiated skill building applications to scaffold math instruction.	Partially implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Planned Actions:

1. Implemented as planned. All staff followed the district and school assessment calendar for universal screeners and progress monitoring.
2. Partially implemented. Math message was followed by all staff in grades 3, 4 and 5.
3. Partially implemented. Staff relied on instructional materials and online platforms such as Freckle and IXL to support differentiation and small group instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Planned Actions:

1. Moderately effective. STAR Math scores are inflated. The grade level equivalent provided by the assessment does not accurately match student grade level math comprehension. Teachers were operating under the belief that their students were performing better than they were, rather than using it only as a means of growth. Teachers also were relying on the grade level equivalent number assigned to students rather than looking at standard mastery.
2. Not effective. Math strategies were not prioritized due to our focus on reading strategies. While teachers were still working on their math delivery, there were less opportunities for staff collaboration around math instruction.
3. Moderately effective. Students were assigned work at their level provided through a digital platform, IXL. This strategy was most effective for our students who were meeting and exceeding standards. Students who were not meeting standard struggled with successfully engaging with the program as the program is independent work without in-person teacher direction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was not met by the end of the 2022-2023 school year, as such the goal has been revised to show a 4% increase for all subgroups on CAASPP Math to return to our previous level of 68% at or above grade level.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

By the end of the 2022-2023 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 3% and decreasing office referrals and suspensions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: ALL: <3% Hispanic: <3% White: <3% EL: <3% RFEP: <3% SED: <3% SWD: <3%	Suspension Rate: ALL: .19% (<3%) Hispanic: 0% (<3%) White: .21% (<3%) EL: 0% (<3%) RFEP: 0% (<3%) SED: 0% (<3%) SWD: 0% (<3%)
Chronic Absenteeism	Chronic Absenteeism ALL: <3% Hispanic: <3% White: <3% EL: <3% SED: <3% SWD: <3%	Chronic Absenteeism ALL: 8% Hispanic: 23% White: 6% EL: 24% (Ever EL = 22%) SED: 27% SWD: 12% (not calculated in CALPADS)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Continue implementing the safe, caring adult survey at the beginning of the year and end of the year.	Implemented as planned		
2. Continue to administer the DESSA as a social emotional screener to identify at risk students and provide support as needed.	Implemented as planned		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Planned Actions:

1. Implemented as planned. All students participated in the caring connections survey at the beginning and end of the school year.
2. Implemented as planned. All staff completed the DESSA assessment according to the district assessment calendar.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1. Effective. 100% of the Glenshire Elementary students have identified safe, caring adults on campus and our suspension data shows students trust and rely on staff to support them during conflicts while they are on campus. Despite creating strong connections between all students and staff, chronic absenteeism grew.
2. Effective. Students who were identified in the "needs instruction" category on the DESSA universal screener were provided counseling supports that helped them with the social emotional learning and conflict resolution as shown in our suspension data

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was partially met by the end of the 2022-2023 school year, as such the goal will be continued as we work to create a safe and respectful campus supportive of high levels of learning.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By the end of the 2022-2023 school year, the number of students in the “needs instruction” category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DESSA	Decrease number of students in the "needs instruction" area as assessed by DESSA EOY in the Spring of 2023 to: 1% (5 students or less)	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture (through DESSA), Second Step, and the Nurtured Heart Approach.			
2. Continue and refine professional development on trauma-informed practices for systematic implementation.			
3. Continue and refine professional development on restorative practices and circles.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Planned Actions:

1. Implemented as planned. All staff completed the DESSA assessment according to the district assessment calendar and participated in social-emotional staff collaborations three times throughout the school year.
2. Partially implemented. All staff participated in one Trauma-Informed staff development and half of the staff participated in a book study of Trauma-Informed Practices with the text, Classroom 180.
3. Implemented as planned. All staff use circles daily in their classrooms and employ restorative practices when needed with the help of admin and counseling staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Planned Actions

1. Moderately effective. The majority of staff use Nurtured Heart recognitions as part of the Glenshire Elementary School common language within and outside of the classroom.
2. Moderately Effective. Staff would like more support with Trauma Informed Practices in the classroom.
3. Highly Effective. Every classroom employs a circle daily with their class which reinforces the school and class values daily to create an environment where students can regulate and support each other as a class family. This fosters an environment where students can listen to each other and make things right following a mistake.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was met by the end of the 2022-2023 school year, as such the goal will be continued to again decrease the number of students identified in the "needs instruction" category of our DESSA universal screener.

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

Name of Members	Role
Rachael Kuttel	Principal
Andee Repsher, Ken Rae, Jane Miller	Classroom Teacher
Teresa Ketron, school librarian	Other School Staff
Erin Ellis, Amanda Helm, Camille Land, Hillary MacLean	Parent or Community Member

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



English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

Other: School Site Council

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 October 25, 2022.

Attested:



Principal, Rachael Kuttel on 10-24-23



SSC Chairperson, Amanda Helm on 10-24-23