

**Glenshire Elementary School**  
**Accountability Plan**  
**(SPSA, Safety Plan and Title I Schoolwide Plan, if applicable)**

The Single 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.

CDS Code: 31 66944 6113062

Principal Name: Kerstin Kramer

District Name: Tahoe Truckee Unified School District

SPSA Revision Date: March 2, 2021

SSC Approval Date: March 2, 2021

Local Board Approval Date: June 2, 2021

**Review of Performance (local assessment data only)**

**Celebrations:**

- In both math and ELA, over half of our students in grades 3-5 are showing typical or high growth.
- In both math and ELA, at the start of the school year, over one third of our students in grades 3-5 already showed proficiency in end of year targets.
- Six of eight english learners demonstrated typical or high growth in reading.
- 100% of our students have connections with at least one adult at the beginning of the school year.
- 97% of our students have typical or strong social emotional skills.

**Areas of Need: white**

- data continue to show that there is a gap in achievement between our White students and our SED and Hispanic populations.

**Demographic Data:**

	Total Enrollment	White	Ever EL	RFEP	SED	Hispanic	SWD	Homeless
2017-2018	536	88% (483)	7% (37)	2.2% (8)		14% (79)	10% (52)	10% (56)
2018-2019	548	85% (467)	6% (32)	1.6% (9)	1.6% (9)	15% (83)	9% (52)	9% (52)
2019-2020	539	71% (384)	5% (29)	3% (14)	15% (83)	10% (54)	11% (59)	.4% (2)
2020-2021	493	84% (415)	3% (16)	2% (10)	13% (65)	10% (51)	10% (50)	.0% (1)

**Conclusions based on this data:**

- Glenshire Elementary School enrollment decreased due to Covid 19 and families choosing other options for schooling.

**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 1:**

By the end of the 2019-2020 school year, Glenshire Elementary School cohorts will increase overall ELA CAASPP results by 5%. Graduation Year 2029 (current third graders) will achieve 72% meets or exceeds standard. Graduation Year 2028 (current fourth graders) will increase from 75% to 80% meets or exceeds standard. Graduation Year 2027 (current fifth graders) will increase from 78% to 83% meets or exceeds standard.

**Site Goal 1 was not met because CAASPP was not administered in 2019-2020.**

By the end of 2019-2020 school year, Glenshire Elementary School students in grades Transitional Kindergarten through fifth grade will show at least one year's growth on local assessments (e.g. STAR, STAR Early Literacy, Running Records, Fountas & Pinnell).

**2019-2020 Planned Activities/Strategies:**

Continuations:

- Daily 5/CAFE, Proficiency Scales and Speaking and Listening Strategies.
- Monthly Expert Group PLCs.
- Universal screening and progress monitoring using the STAR and STAR Early Literacy.
- Use of F&P to monitor student emerging strengths and needs.
- Leadership coordinating intervention.
- Implementing new ELA curriculum.
- Walk to Learn deployment of all students in a grade level during the intervention block.
- Implement Focus supplemental curriculum for third and fourth grade during designated intervention block.
- Ongoing training for intervention teachers and paraprofessionals.
- Providing trained substitutes to conduct F&P assessments.

Additions

- Year long focus on high expectations for all.
- Identifying students within subgroups.
- Extending immersion reading via the Kindle Fire to below grade

**2019-2020 Actual Activities/Strategies:**

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- Daily 5/CAFE, Proficiency Scales and Speaking and Listening Strategies.
- Monthly Expert Group PLCs.
- Universal screening and progress monitoring using the STAR and STAR Early Literacy through March 13, 2020.
- Use of F&P to monitor student emerging strengths and needs.
- Leadership coordinating intervention.
- Implementing new ELA curriculum..
- Implement Focus supplemental curriculum for third and fourth grade during designated intervention block.
- Ongoing training for intervention teachers and paraprofessionals through March 13, 2020.
- Providing trained substitutes to conduct F&P assessments.
- Year long focus on high expectations for all.
- Identifying focus students within subgroups in 4th grade.
- Provide Lexia as a tier two intervention for students who have had the LLI program for over a year without significant enough growth to achieve grade level reading achievement.

level readers.

- Provide Lexia as a tier two intervention for students who have had the LLI program for over a year without significant enough growth to achieve grade level reading achievement.
- Align proficiency scales.
- Implement Heggerty Phonemic Awareness Curriculum in grades TK to second.

- Align proficiency scales.

- Implement Heggerty Phonemic Awareness Curriculum in grades TK to second.

### **Analysis of Effectiveness:**

Successes:

Growth Data

The data below show that overall, 67% of Glenshire Elementary Students in grades 3 - 5 have typical to high growth rates for reading as measured by the Student Growth Percentile (SGP) on the STAR Reading assessment. Looking at the subgroup growth data, the group with the highest percentage of students with typical to high growth rates is our English Learners. The White and Students with Disabilities subgroups show the next highest percentile of students with typical to high growth rate.

Percentile Rank 75 is the end of year target for our students at each grade level in TTUSD. The percentile rank data below show that at the beginning of the year, overall, 33% of students in grade 2 through 4 were already meeting the year end target. Overall, there was an increase in students scoring at the PR 75 at the beginning of the year 2020-2021, from 33% to 37%. Subgroups which increased percent of students meeting the year end target included our White population from 35% to 42% and our students with disabilities from 18% to 19%. Students in the RFEP subgroup maintained at 36%.

Opportunities for growth:

The data continue to show that there is a gap in achievement between our White students and our SED and Hispanic populations.

In order to close the achievement gap and increase the number of students achieving meet or exceeds standards on the CAASPP, we focused on increasing the amount of growth for our below grade level readers with a focus on our identified reluctant learners which included students from all subgroups. This strategy worked for our EL students as well as our White students and students with disabilities as reflected by the STAR Reading SGP data below, but not as successfully for our SED or our Hispanic subgroups. We need to sustain the growth for our EL and White students and increase growth for our Hispanic and SED populations. Our Hispanic population includes our EL students who have not yet met the standards for reclassification.

**Next Steps:**

In order to support more students meeting or exceeding standard on the CAASPP, and to support students making a minimum of a SGP 40 on the STAR Reading assessment, there continues to be a need to increase the number of students reading and writing at or above grade level. To promote further student reading and writing level growth, strategies that we will refine and continue include: implementation of the Wonders curriculum, CAFE/Daily 5 with an emphasis on read to self and targeted phonics instruction, Heggerty Phonemic Awareness curriculum in grades TK through two, proficiency scales and speaking and listening strategies in tier one classroom curriculum, school wide PDSA with an emphasis on high expectations strategies for identified focus students, progress monitoring of students in second through fifth grades with the STAR universal screening assessment four times a year and students in first grade with the STAR Early Literacy assessment twice a year, and continued leadership coordinating school-wide intervention. Despite distance learning, all students were given their Beginning of Year (BOY) assessments within the first two months of school and targeted reading intervention for below grade level readers was provided by October 1, 2020.

To further increase literacy ability, reading intervention is provided one on one virtually in the afternoons by trained GES paraprofessionals using either the SIPPS, LLI or FOCUS programs. SIPPS is designed to teach students phonemic awareness and phonics in order to decode and LLI and FOCUS have an emphasis on comprehension. Students are placed based on area of need according to our universal screeners and program pre-assessments. The program is fluid, three times a year the students are re-assessed and may exit the program when they are reading above grade level.

Strategies we know are not working include using, lack of awareness of who is in our subgroups, low expectations for students in subgroups, and not providing adequate reading and writing support for our lower achieving subgroups. To remedy this, five actions are being taken. First, teachers are implementing the newly adopted Wonders curriculum and Heggerty Phonemic Awareness, Lexia Core five for blended learning on the at-home days of hybrid, and virtual and in person guided reading as consistent tier one instruction across classrooms and grade levels. Second, teachers have set high expectations for all students and will be readdressing these expectations at intervals throughout the school year through the PDSA. Third, introducing and providing SIPPS as a targeted decoding curriculum for tier two students along with LLI and FOCUS.

**2020-2021 Site Goal 1:**

By the end of 2020-2021 school year, Glenshire Elementary School cohorts will have the following minimum percent of students score in the met or exceeded on the ELA CAASPP: 3rd grade: 67%, 4th grade: 73 %, 5th grade: 70%. (based on forecast tool in RenLearn)

## **2020-2021 Implemented Activities/Strategies:**

### Continuations:

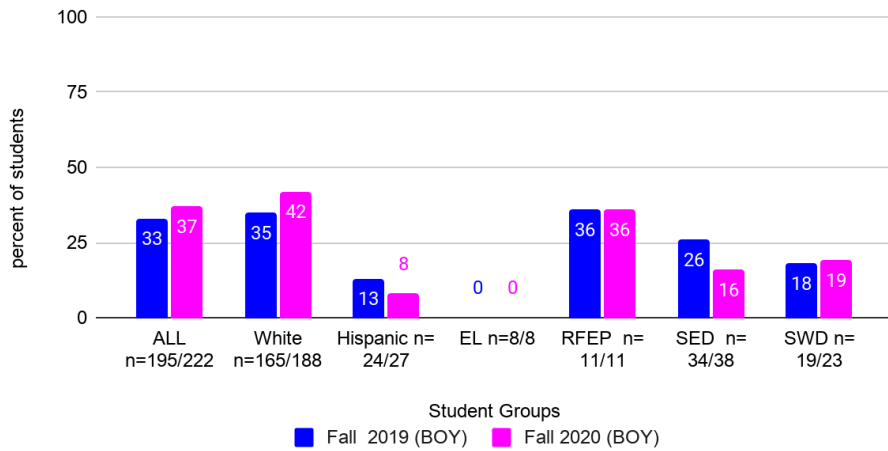
- Daily 5/CAFE, Proficiency Scales and Speaking and Listening Strategies.
- Universal screening and progress monitoring using the STAR and STAR Early Literacy at the Beginning of the year, and at the end of each trimester (November, March, June).
- Use of F&P to identify and monitor student emerging strengths and needs.
- Leadership coordinating intervention services offered to students.
- Implementing Wonders ELA curriculum.
- Implementing Lexia for blended learning on distance learning days.
- Ongoing training for intervention teachers and paraprofessionals.
- Providing substitutes to cover classes so teachers can conduct F&P assessments.
- Year long focus on high expectations for all.
- Implement Heggerty Phonemic Awareness Curriculum in grades TK to second.
- School-wide reading challenges at all breaks during the school year and summer.
- Virtual library sessions with online access to check out books.

### Additions:

- Identifying focus students within subgroups for all grade levels through the PDSA.
- Focus on teaching the ELA priority standards.
- Using the SIPPS program for students in intervention who are identified as having needs with phonics and phonemic awareness.
- Using RazKids as a reading platform for students in TK-Second.

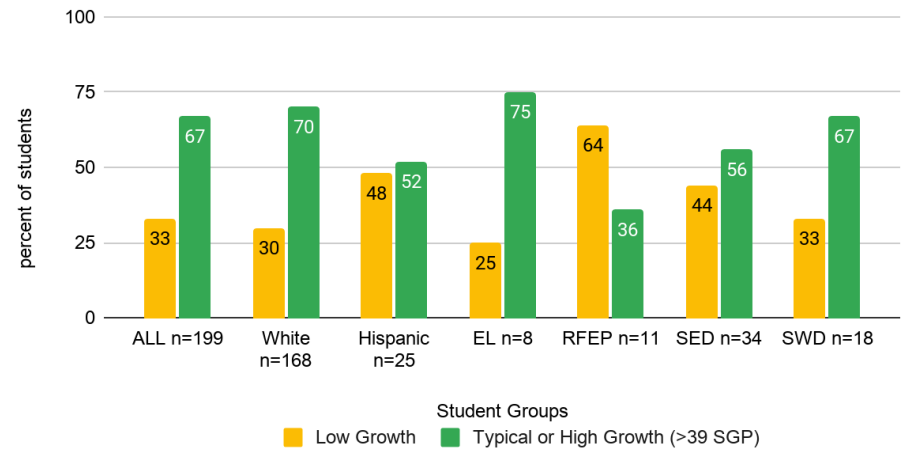
### STAR Reading for Grades 3-5

Percent of Students At or Above Percentile Rank 75



### STAR ELA- Student Growth Percentile

Grades 3-5 for Fall 2019 to Fall 2020 (Cohort Data)



**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 1A (EL Goal):**

- On the winter 2020 ELPAC, 10 of the Glenshire Elementary School English Learners will meet a score of proficient at the bridging level.
- Six of the Glenshire Elementary School English Learners will be reclassified by fall 2020.

**Site Goal 1A was not met because ELPAC was not administered in 2019-2020**

**2019-2020 Planned Activities/Strategies:**

Continuations:

- ILPs for second through fifth grade students, focusing on ELs only and not on students who have IEPs to limit the number of goals.
- Increased ELD minutes.
- Increased focus on academic discourse and building conversations.
- Increase Lexia units completed weekly.
- ILP meetings with families for second through fifth grade EL students.
- Immersion reading via Kindle Fires.

Additions:

- Increased focus on reading and writing skills.
- EL reading homework utilizing good fit books sent home with bookbags weekly.
- Increase parent communication and involvement around goal setting and Lexia.

**2019-2020 Actual Activities/Strategies:**

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- ILPs for second through fifth grade students, focusing on ELs only and not on students who have IEPs to limit the number of goals.
- Increased ELD minutes.
- Increased focus on academic discourse and building conversations.
- Increase Lexia units completed weekly.
- ILP meetings with families for second through fifth grade EL students.
- Immersion reading via Kindle Fires.
- Increased focus on reading and writing skills.
- EL reading homework utilizing good fit books sent home with bookbags weekly.
- Increase parent communication and involvement around goal setting and Lexia.
- Targeted phonics instruction and guided reading for all grade levels
- 5th grade focus on writing because that was the only goal need on



the ELPAC

- RazKids for first and second
- AR tracking for 3rd through fifth
- Curriculum conversations with grade level teachers
- Book bags every two weeks during closure, delivered to student homes.
- Bags with many books delivered for summer reading
- Closing circle at end of every meet was a book talk - what are you reading, what do you want to read next?
- 4th grade - daily page goals mapped out for student.
- STAR assessment given one on one in the ELD room at least once a month with students tracking their goals.
- STAR data for student goal setting and tracking for grades 2 - 5

**Analysis of Effectiveness:**

**Successes:**

The data below show that Glenshire Elementary School English Learner (EL) students continue to make language proficiency progress and are redesignating as English Proficient. Our EL subgroup had the highest percentage of students with typical to high growth rates on the STAR reading assessment. This shows that the students are making the growth rates needed to close the gap and get to grade level reading. Concurrently, there is a steady decline in the number of students who are at risk of becoming LTELS. In 2016-17 there were 36 EL students and only one of which was reclassified. However, by 2020 of the 15 EL students, only two are at risk of being long term English Language Learners. While this continues to represent significant growth for EL students, the data also show how the EL population overall is decreasing at Glenshire Elementary School.

The continued growth of EL students demonstrates the success of the following strategies: goal setting and skills strategies through Individualized Learning Plans (ILPs), academic conversations, targeted literacy instruction through phonics and guided reading, weekly book bags, differentiated literacy skills instruction through Lexia, and Immersion Reading via the Kindle Fire. Student success was also supported by effective push-in and pull-out support by our ELD coordinator as well as by staff holding high expectations for all students.

**Opportunities:**

While the number of EL students continues to decrease steadily each year as a result of reclassification, the overall population of ever EL students is steadily decreasing each year.

**Next Steps:**

In order to continue ELD program success, the following strategies will be continued. First, goal setting will continue through ILPs with a strong focus on parent communication and involvement. While separate from general education classroom conferences, ILPs will be held during the conference virtually with increased classroom teacher and administration presence. Second, all EL students will continue having access to the

Immersion Reading program via the Kindle Fire to support student access to high interest, higher grade level content and vocabulary literature. Students will increase their minutes of interacting with text by listening to audiobooks while following along in the ebook as well as bringing home weekly book bags with good fit books with accountability worksheets; progress will continue to be monitored by the ELD coordinator. Third, academic discourse will continue for EL students in both the in person and virtual classrooms. Fourth, Lexia progress monitoring will be incorporated into the ELD class as well as built into the general education class schedule to further support individualized literacy instruction in English for each student. The more units that students successfully complete in Lexia, the higher achievement they will have in literacy skills. Finally, both high expectations and access to literacy intervention support after the shortened school day will be continued.

**2020-2021 Site Goal 1A:** By the end of 2020-2021 school year,

- On the spring 2021 ELPAC, eleven of the 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.
- Four of the Glenshire Elementary School English Language Learners will be reclassified by fall 2021.

**2020-2021 Implemented Activities/Strategies:**

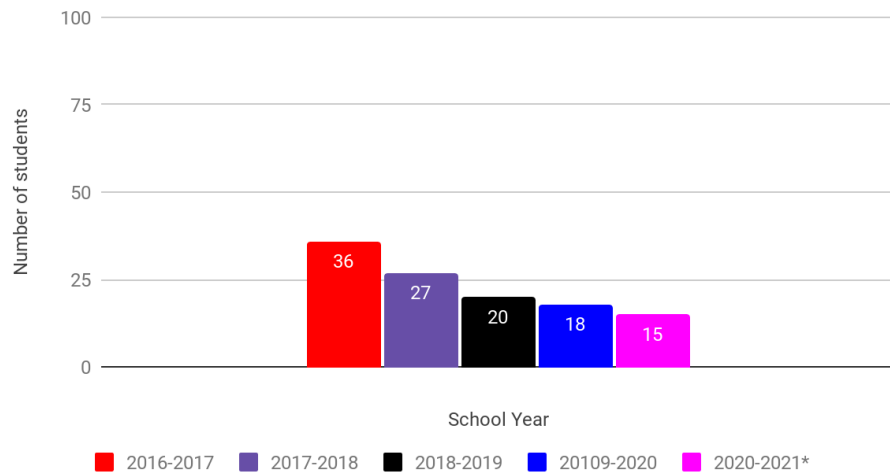
Continuations:

- Maintain ELD minutes virtually
- ILPs for all 2nd through 5th grade for EL only student
- Focus on Academic Conversations
- ILP meetings with families
- Maintain a focus on reading and writing
- Immersion reading via Kindle Fires.
- Book bags sent home at regular pick-ups

Additions:

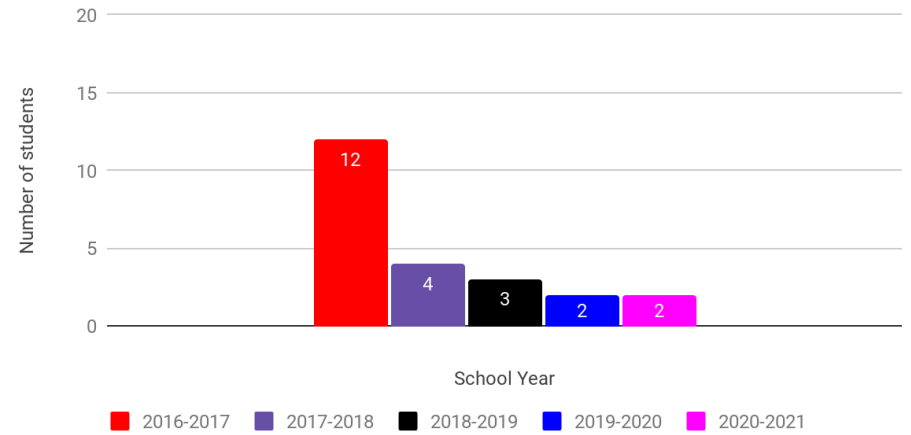
- ILPs for first grade students as appropriate
- Case study of EL student who attends reading intervention
- Bi-weekly Asynchronous EL lessons, differentiated towards individual student needs
- Increased focus on structured writing skills
- Increased communication with families through daily emails and texts

### Total Number of English Learners



### At Risk of Becoming Long Term English Learners

Four or five years in the program



**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 2:**

By the end of 2019 - 2020 school year, Glenshire Elementary School cohorts will increase overall math CAASPP results by 5%.

- Graduating Year 2028 (current fourth graders) will increase from 75% to 80%.
- Graduating Year 2027 (current fifth graders) will increase from 76% to 81%.

**Site Goal 2 was not met because CAASPP was not administered in 2019-2020.**

**2019-2020 Planned Activities/Strategies:**

Continuations

- Continue Everyday Math to fidelity at all grade levels including best math practices.
- Continue to have PLCs collaborate with academic coach to access more Everyday Math online tools and to create student friendly math proficiency scales.
- Continue embedding speaking and listening strategies/skills into math lesson to help students with justification and metacognition. Strategies such as sentence frames and constructive conversations will be used. Math academic language will be used during conversations.
- Continue with AL teacher providing extension opportunities for above grade level math students.
- Third grade continues with math performance tasks in small groups (MARS TASKS).
- Third grade continues with walk to learn leveled groupings for math.

Additions

- Create opportunities to dialogue with vertical PLCs regarding Everyday Math program and priority standards.
- Explore supplemental math programs (online and/or text-based).

**2019-2020 Actual Activities/Strategies:**

Despite school building closures on March 12, 2020, we were able to implement the following planned activities/strategies:

- Continue Everyday Math to fidelity at all grade levels including best math practices.
- Continue to have PLCs collaborate with academic coach to access more Everyday Math online tools and to create student friendly math proficiency scales.
- Continue embedding speaking and listening strategies/skills into math lesson to help students with justification and metacognition. Strategies such as sentence frames and constructive conversations will be used. Math academic language will be used during conversations.
- Continue with AL teacher providing extension opportunities for above grade level math students.
- Third grade continues with math performance tasks in small groups (MARS TASKS).
- Third grade continues with walk to learn leveled groupings for math.

Additions

- Explore math intervention opportunities.
- Re-evaluate Everyday Math assessments to align assessments with proficiency scales.
- Expert Group offerings on using math stations and guided math groups (math Daily 3).
- Staff meeting and early release days include professional development on math strategies.

- Create opportunities to dialogue with vertical PLCs regarding Everyday Math program and priority standards.
- Explore supplemental math programs (online and/or text-based).
- Re-evaluate Everyday Math assessments to align assessments with proficiency scales.
- Expert Group offerings on Scaled Assessment for Math Priority Standards and IXL Pilot (online math tool).
- Staff meeting and early release days include professional development on math strategies.

**Analysis of Effectiveness:**

Successes:

The data below show that overall, 59% of Glenshire Elementary Students in grades 3 - 5 have typical to high growth rates for math as measured by the Student Growth Percentile (SGP) on the STAR Math assessment. Looking at the subgroup growth data, the group with the highest percentage of students with typical to high growth rates is our White subgroup. The Hispanic and Socio Economically Disadvantaged subgroups show the next highest percentile of students with typical to high growth rate.

Percentile Rank 75 is the end of year target for our students at each grade level in TTUSD. The percentile rank data below show that at the beginning of the year, overall, 36% of students in grade 3 through 5 were already meeting the year end target. There was an decrease in the number of students scoring at the PR 75 at the beginning of the year 2020-2021, from 48% in fall of 2019 to 39% in fall of 2020. All subgroups but one decreased in percent of students meeting the year end target as compared to the year prior. Students in the RFEP subgroup maintained at 45%.

Opportunities for growth:

The data continue to show that there is a gap in achievement between our White students and our Hispanic and SED populations. The students in grades 3-5 started the 2020-2021 school year with fewer students meeting the end of year benchmark in math compared to the year before.

Next Steps:

In order to support more students meeting or exceeding standard on the CAASPP, and to support students showing typical or high growth according to student growth percentile (SGP) on the STAR Math assessment, adjustments to the math program at Glenshire Elementary are needed. To promote further student math learning growth, strategies that we will refine and continue include: continued implementation of the Everyday Math curriculum with a focus on priority standards; TK-5 staff commitment to teaching Focus Lessons in Everyday Math, use of the Math Boxes, use of open response/re-engagement 2 day lessons; emphasis on vocabulary development in Everyday Math; and implementation of supplemental online programs Dreambox (TK-2) and IXL (3-5).

Strategies we know are not working include using, lack of awareness of who is in our subgroups, low expectations for students in subgroups, and not providing adequate math support for our lower achieving subgroups. To remedy this, first, teachers have set high expectations for all students and

will be readdressing these expectations at intervals throughout the school year through the PDSA. Although the PDSA is focused on literacy, teacher awareness of the subgroups is increasing and the school-wide focus on high expectations for all students will benefit students' math learning. Second, the implementation of academic conversations in math lessons allows students from all subgroups the opportunity to engage in mathematical thinking. Finally, the use of online programs allow students in all subgroups to work at their ability level in math and receive immediate feedback through the online program.

**2020-2021 Site Goal 2 :**

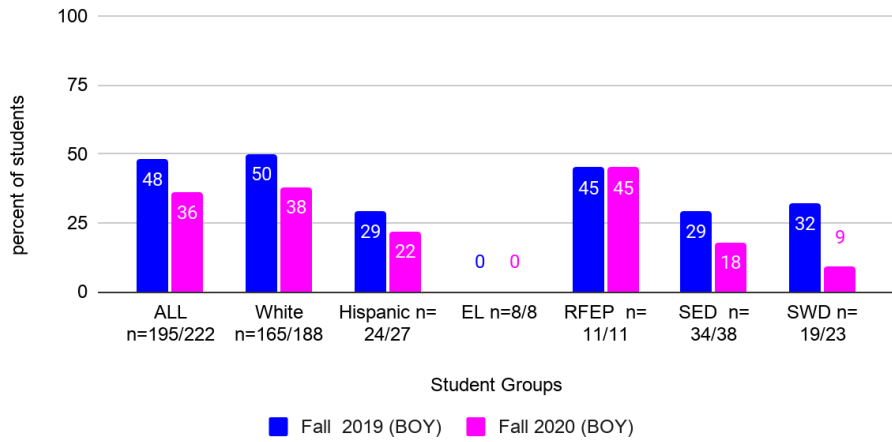
By the end of 2020-2021 school year, Glenshire Elementary School cohorts will have the following minimum percent of students score in the met or exceeds on the Math CAASPP: 3rd grade: 60% , 4th grade: 50%, 5th grade: 33%. (based on forecast tool in RenLearn)

**2020-2021 Implemented Activities/Strategies:**

- Use of Everyday Math program with a focus on priority standards.
  - Commitment to teaching Focus Lessons - approximately 120 lessons per grade level.
  - Emphasis on Vocabulary Development in Everyday Math.
  - Commitment to use of the Math Boxes.
  - Commitment to use of Open Response/Re-engagement 2 Day Lessons
- Implementation of Dreambox TK-2 and IXL for grades 3-5.
- Professional Development sessions with Dreambox and IXL trainers.
- Explore the use of academic conversation strategies during math lessons.

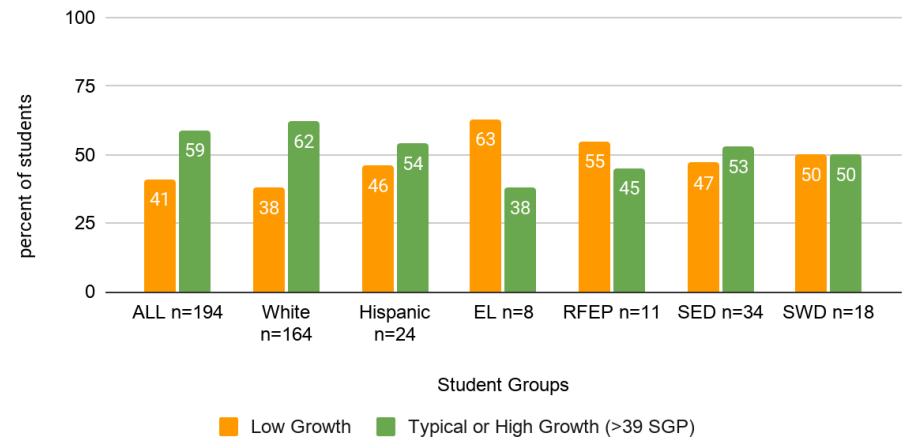
### STAR Math for Grades 3-5

Percent of Students At or Above Percentile Rank 75



### STAR Math- Student Growth Percentile

Grades 3-5 for Fall 2019 to Fall 2020 (Cohort Data)



**District LCAP Goal 3: 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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1**

**2019-2020 Site Goal 3:**

By the end of the 2019-2020 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% for all subgroups and decreasing office referrals.

**2019-2020 Results:**

Due to COVID-19 school closure, data is incomplete for 2019-2020.

**Was the goal met?**

undetermined

**2019-2020 Planned Activities/Strategies:**

Continuations

- Safe, Caring Adult Survey at the beginning of the year and at the end of the year.
- Continue Restorative Circles.
- Include Restorative Practices as part of discipline.
- Continue School-Home communication.
- Continue School-wide PBIS system through Eagle Tickets and Eagle Ticket Raffles.
- Continue Safe School Ambassadors.
- Continue monthly Perfect Attendance celebrations.

Additions

- Administer PBIS Self Assessment with BEST Team.
- BEST team meets monthly.
- Social Emotional Screener used to identify at risk students.
- Present monthly Second Step lunch assemblies.
- Tier three educational support for students who have repeated offenses in a specific area for discipline.

**2019-2020 Actual Activities/Strategies:**

Continuations

- Safe, Caring Adult Survey at the beginning of the year.
- Continue Restorative Circles.
- Include Restorative Practices as part of discipline.
- Continue School-Home communication.
- Continue School-wide PBIS system through Eagle Tickets and Eagle Ticket Raffles.
- Continue Safe School Ambassadors.
- Continue monthly Perfect Attendance celebrations.

Additions

- Administer PBIS Self Assessment with BEST Team.
- BEST team meets monthly.
- Social Emotional Screener used to identify at risk students.
- Present monthly Second Step lunch assemblies.
- Tier three educational support for students who have repeated offenses in a specific area for discipline.



**Analysis of Effectiveness:**

Since one trimester of the 2019-2020 school year was distance learning rather than in-person, the attendance data is incomplete. No analysis is provided as a result.

**Successes:**

Even though 2019-2020 was not a full in-person school year, analysis of the office discipline referral data for the months we were in attendance is possible. The analysis shows there was a decrease in referrals in the 2019-2020 school year compared to the 2018-2019 school year when looking at the partial year data for each year. For the months of September - February of the 2018-2019 school year, the total number of office discipline referrals was 230. For the months of September - February of the 2019-2020 school year, the total number of office discipline referrals was 208. This is an overall decrease of 22 office discipline referrals.

Safe and Caring Adult survey data is available for the beginning of the year for both 2019 and 2020. The biggest celebration in this data is that no students felt completely disconnected from the adults at school. In other words, zero students choose zero safe and caring adults. 100% of our students have connections with at least one adult at the beginning of the 2020-2021 school year. There are 20 students who selected one, 16 students who selected two and 23 students who selected three safe and caring adults. Last year we had five students who selected zero safe and caring adults at the beginning of the year. The number of students who selected one, two or three safe, caring adults increased.

**Next Steps:**

To maintain the safe and respectful campus and positive attendance rates, strategies that we will refine and continue include: five positives to one redirection ratio; weekly social emotional lessons; restorative practices to repair harmed relationships; focus on caring connections; eagle tickets to recognize positive behaviors; BEST meetings; fifth grade leadership meetings and collaborative conversations with parents about attendance.

In order to further align our program we are adding more Nurtured Heart training for parents and staff throughout the year. Our BEST team is looking at how to better align our Social Emotional Lessons for all grades and provide a guaranteed, viable social emotional curriculum based on the data we receive from our DESSA ratings and will be doing a program review of the different programs we have at GES.

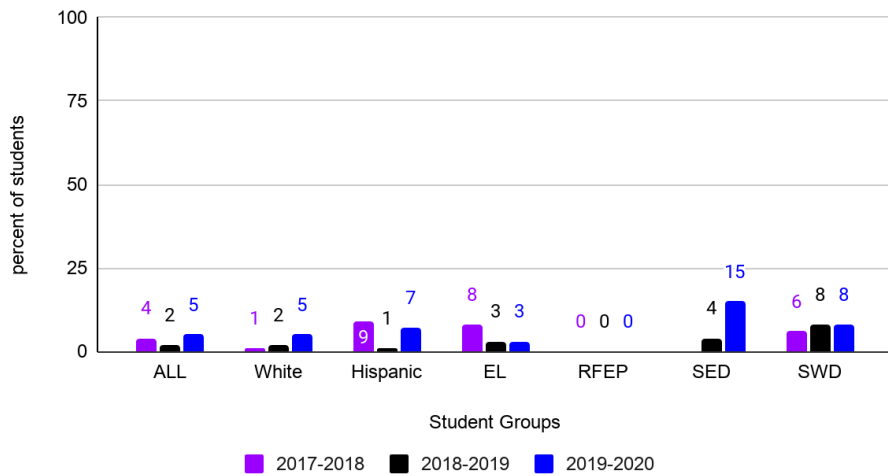
**2020-2021 Site Goal 3:**

By the end of the 2020-2021 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.

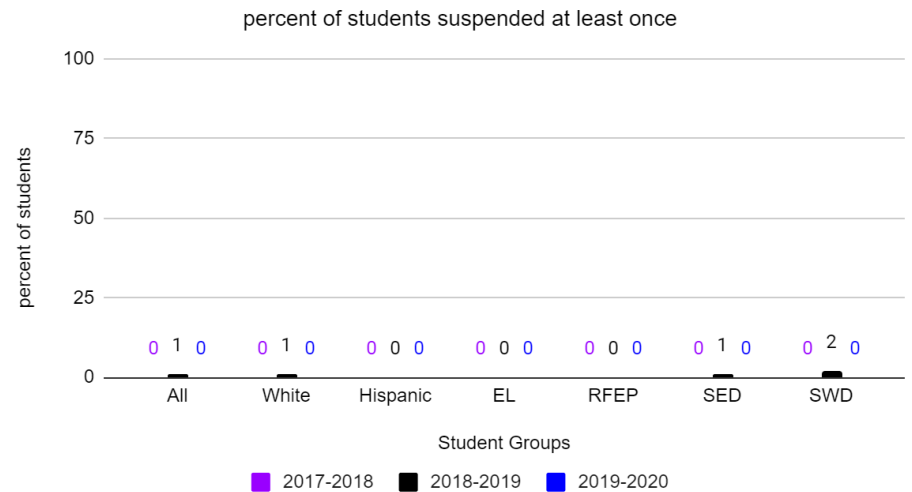
**2020-2021 Implemented Activities/Strategies:**

- Caring connections data where students identify their safe caring adults gathered via surveys at the beginning of the year and the end of the year so that students may be connected with adults they trust in times of celebration and need.
- Virtual Eagle Tickets
- Social Emotional Screener used to identify at risk students.
- Attendance follow up letters and meetings with families who are struggling with school attendance.
- Fifth Grade Leadership Team
- Weekly morning meetings that included social emotional check-ins and lessons.

**Chronic Absenteeism**

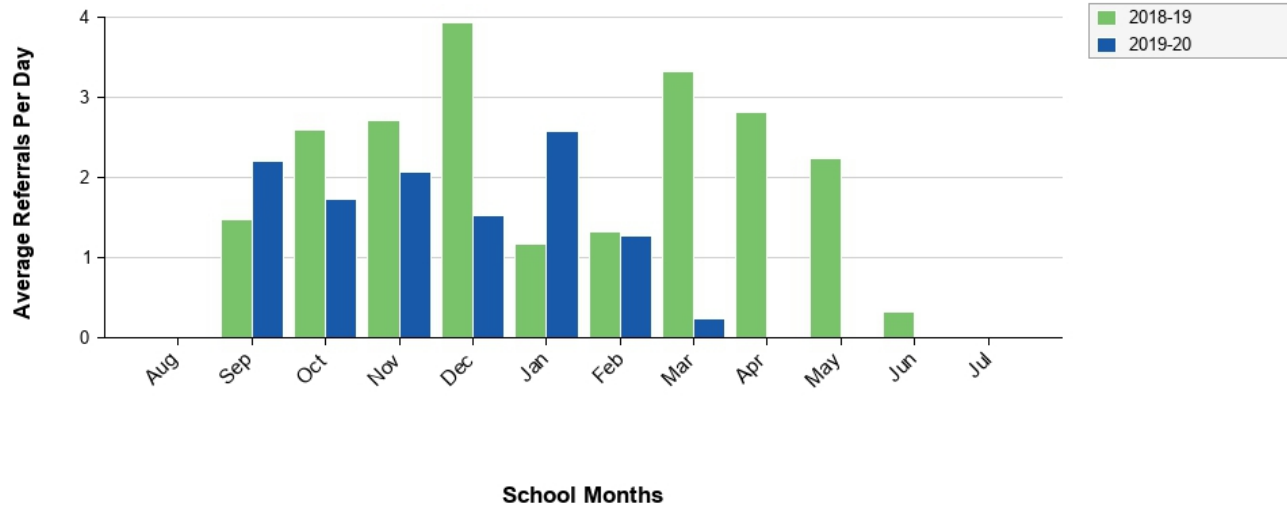


**Suspensions**

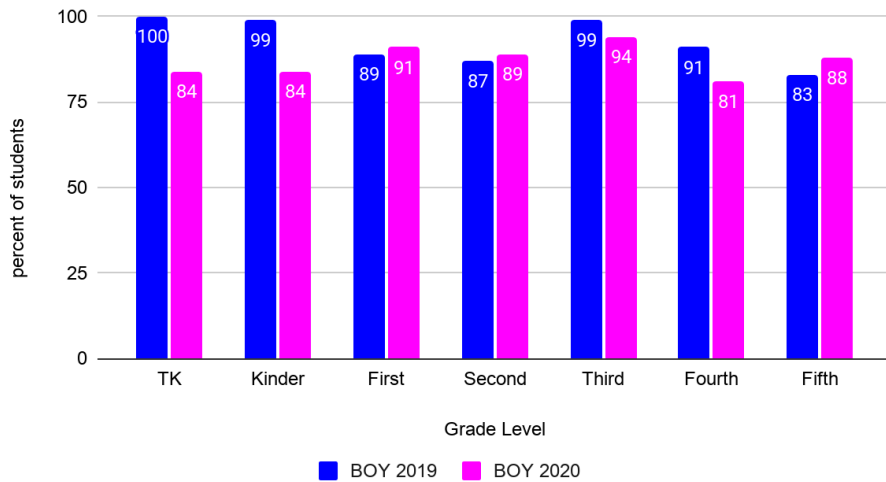


### Average Referrals Per Day Per Month - Multi-Year

All, 2018-19 - 2019-20

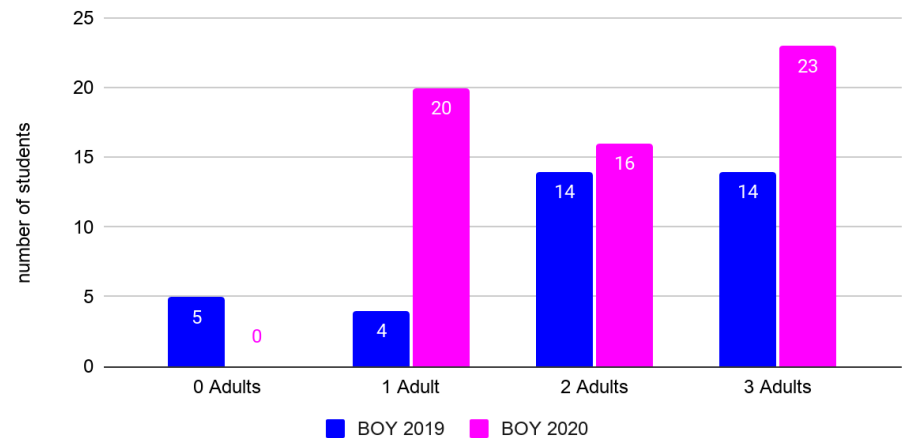


### Students with Four or More Safe and Caring Adults



### Number of Adults Students Identified as Safe and Caring

for students that had less than 4 adults total



**2019-2020 Site Goal 4:**

By the end of the 2019 - 2020 school year, 80% of staff will indicate three or above on each question on the leading indicator survey section **3.2** from the High Reliability Schools handbook (reproducible 3.1 on page 59). Leading indicators are important conditions that are known to be associated with improvement. Element 3.2 states *the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.*

**2019-2020 Results:**

Due to the COVID19 school closure in the spring of 2020, no survey data was collected for this goal.

**Was the goal met?** Undetermined

**2019-2020 Planned Activities/Strategies:**

- Essential elements of the content taught will continue to be identified through priority standards work in ELA and math.
- Amount of time needed to address the priority standards with district adopted instructional materials will begin to be reviewed for Wonders and reviewed for Everyday Math.
- Grade level teams will continue to discuss and create proficiency scales for priority standards and review/revise curriculum maps to ensure adequate teaching time is available to teach the priority standards.
- Essential academic vocabulary will begin to be identified for tiers 1, 2 and 3 for ELA and math.
- Peer observations and reflections will be offered to all teachers.

**2019-2020 Actual Activities/Strategies:**

- Essential elements of the content taught will continue to be identified through priority standards work in ELA and math.
- Amount of time needed to address the priority standards with district adopted instructional materials will begin to be reviewed for Wonders and reviewed for Everyday Math.
- Grade level teams will continue to discuss and create proficiency scales for priority standards and review/revise curriculum maps to ensure adequate teaching time is available to teach the priority standards.

**Analysis of Effectiveness:**

Since one trimester of the 2019-2020 school year was distance learning rather than in-person, the staff survey data is incomplete. No analysis is provided as a result.

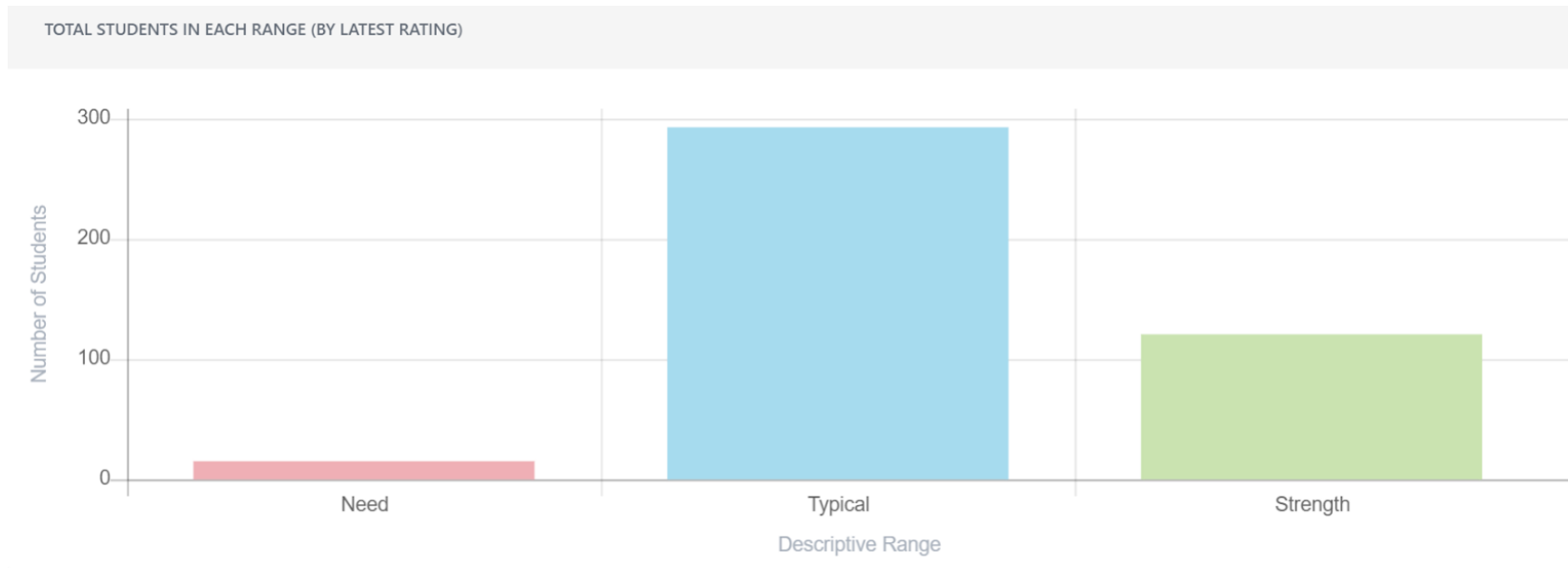
**2020-2021 Site Goal 4:**

By the end of the 2020-2021 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.

**2020-2021 Implemented Activities/Strategies:**

- daily social/ emotional support activities incorporated into morning meetings during distance learning
- school counselor providing six weeks of weekly, whole class instruction on social emotional skills during distance learning
- social skills taught to small groups by school counselor
- weekly social emotional skills lessons taught in all grade levels by classroom teacher during hybrid
- use of DESSA-mini and DESSA social emotional screener in the winter and again in late spring

**DESSA-mini and DESSA Social Emotional Screener Results for Winter 2021**



- 15 students in need instruction range
  - 293 students typical range
  - 121 students strength range

## 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:

<b>Members</b>	<b>Role</b>
Crystal Boutelle	Parent- Chair
Gio Meija	Parent- ELAC representative
Michele Hull	Parent
Cherri Gilmore	Community Member
Andee Repsher	Teacher
Jeanna Greutzemacher	Teacher
Ken Rae	Teacher
Teresa Ketron	Classified Staff
Rachael Kuttel	Assistant Principal
Kerstin Kramer	Principal

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:


1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:  
English Learner Advisory Committee (ELAC)
4. The SSC reviewed content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 2, 2021.

Kerstin Kramer  
Typed name of School Principal

  
Signature of School Principal

3/2/21  
Date

Crystal Boutelle  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

5/11/2021  
Date

**Appendix A:**

**Safe Schools Plan Components**

Senate Bill 187 ensures that all California public schools, grades K-12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systematic planning process.

<b>Elements Required to Attain Safety Goals</b>	<b>Person(s) Responsible</b>	<b>Strategies</b>	<b>Cost/Funding Source and Appendix References</b>
Safe Facilities	Director of Facilities  Administration	<p>High Visibility vests worn with radios during all duties</p> <p>Duty visibility during all recesses</p> <p>More duty staff during lunch recess</p> <p>Morning and afternoon supervision at busses and flagpole</p> <p>School secured for one point of entry following the first bell</p> <p>Lighting outside for late nights</p> <p>Repair playground equipment</p> <p>Participate in all monthly mandated drills: Evacuation, Great Shakeout, ALICE, Shelter-in-Place, and Lockdowns for preparedness</p> <p>Monthly safety committee meetings to complete safety inspections, work orders, and review incident reports at Glenshire Elementary School</p> <p>Have parents, students, and teachers complete a SET survey in order to collect data around currently established behavior protocols</p>	<p>Operational Funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Operational Funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>



<p>Uphold Student Expectations: Establish positive school-wide discipline and behavioral support for all students</p>	<p>Administration Counselor Teachers</p>	<p>Positive Behavior Intervention Supports System:</p> <ul style="list-style-type: none"> <li>● Eagle Tickets recognizing safe, respectful, kind and responsible behaviors</li> <li>● Weekly Eagle Ticket Drawings with parent contact</li> <li>● Individualized incentive programs</li> </ul> <p>Restorative Practices</p> <ul style="list-style-type: none"> <li>● Counselor teaches restorative practices and mindfulness in the first six weeks of school</li> <li>● Restorative questions for discipline</li> <li>● Restorative circles for discipline</li> <li>● Intermediate grade students mentoring of primary grade students</li> </ul> <p>Heart Math for mindfulness</p> <p>Second Step and Mind Yeti</p> <p>Drug and alcohol prevention program Brain Power!, developed by the National Institute on Drug Abuse, will be implemented with all fifth grade students.</p> <p>Character Day</p> <p>Lunch Bunch</p> <p>Student Leadership meets weekly with Assistant Principal</p> <p>The discipline referral: Principal/Assistant Principal conference following restorative questions and the Second Step Problem-Solving flowchart in order to consistently reinforce how to solve a problem with required parent signature</p>	<p>Operational Funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
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Parental Involvement: To increase staff/parent awareness and knowledge of the California Healthy Kids Survey, its results and the three-year comparison, celebrations, and concerns.	Administration	PTO, SSC, ELAC	N/A
	Counselor	Parent Teacher Conferences in October	N/A
		Social Media Parent Nights	Volunteer
		End of Year Parent Survey participation	N/A
		Personalized Learning Plans for all English Learners	N/A
Lower absences and tardies	Administration	Teacher support in attendance accuracy	N/A
	Attendance Secretary	Independent Study and Outside Activities Contracts and flexibility with teachers	N/A
		Teachers	Positive incentives for students who have good and perfect attendance
	SART meetings	N/A	
Uphold Teacher Expectations	Administration	Informal classroom walkthroughs	N/A
		Complete evaluations	N/A
		PDSA Cycles for PLC work	N/A
		Peer Observations	N/A