

Glenshire Elementary School
Accountability Plan
(SPSA, Safety Plan, School Budget and Title I Schoolwide Plan)

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: October 22, 2019
SSC Approval Date: October 29, 2019
Local Board Approval Date: November 21, 2019

Review of Performance

Celebrations:

- In both math and ELA CAASPP results Glenshire Elementary students achieve above district, county and state averages.
- In ELA all cohorts continue to make growth in student achievement on the CAASPP.
- Third grade students who began the year reading below grade level made significant growth, specifically our Hispanic, Ever EL and SED subgroups.
- Significant increase was made in reclassified students in the last three years, which means the number of students at risk of becoming long term English Learners has decreased.
- Significant increase was made in the percent of parents who feel their child/children are receiving adequate academic support thus exceeding the accountability plan goal.
- Staff nearly unanimously agree that Professional Learning Communities are embedded into the culture of Glenshire Elementary School.

Areas of Need:

- Closing the achievement gap for all subgroups.
- Increasing the percent of students who achieve in meeting or exceeding standard in both ELA and math on the CAASPP.

Demographic Data:

Enrollment	Total	White	Ever EL	RFEP	% Hispanic RFEP	SED	Hispanic	SWD
2016-2017	531	84% (444)	7% (36)	1.5% (8)		13% (70)	12% (65)	9% (47)
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)

Conclusions based on this data:

- Glenshire Elementary School enrollment continues to increase with students new to the area.
- Glenshire Elementary maintained the number of RFEP students through successful reclassification.
- Glenshire Elementary maintained the number of students identified with disabilities.
- SED increased from last year which reinforces our need for closing the achievement gap.

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

2018-2019 Site Goal 1:

By the end of 2018-2019 school year, Glenshire Elementary School cohorts will increase overall ELA CAASPP results by 5%. Graduation Year 2028 (current third graders) will achieve 78%. Graduation Year 2027 (current fourth graders) will increase from 71% to 76%. Graduation Year 2026 (current fifth graders) will increase from 66% to 71%.

By the end of 2018-2019 school year, Glenshire Elementary School students in grades Transition 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).

2018-2019 Results:

- Overall: 73% met or exceeded
- Third grade: 73% met or exceeded
- Fourth grade: 78% met or exceeded
- Fifth grade: 68% met or exceeded

Was the goal met? Yes, partially

Overall, 73% of Glenshire Elementary School students met or exceeded standards on the 2019 English Language Arts CAASPP. This is a 5% increase over the prior year's results in which the goal was met. Fourth grade increased cohort results by 7%. However, third and fifth grades did not reach the 5% increase for their cohorts. Therefore, the ELA site goal was partially met.

2018-2019 Planned Activities/Strategies:

Continuations

- Continue implementation of CAFE/Daily 5, Proficiency Scales and Speaking & Listening strategies.
- Continue monthly expert group PLCs.
- Use of STAR at beginning of year (BOY), trimester intervals and end of year (EOY) to identify and monitor students for intervention and acceleration and F&P for Kindergarten, first and second grade.
- Use of F&P to monitor student emerging strengths and needs as pertains to reading at grade level and provide access to "good fit" books.

2018-2019 Actual Activities/Strategies:

Continuations

- CAFE/Daily 5, Proficiency Scales and Speaking & Listening strategies were implemented but not yet to fidelity.
- Monthly expert group PLCs continued with six sessions focused on ELA topics/strategies.
- Use of STAR at beginning of year (BOY), trimester intervals and end of year (EOY) to identify and monitor students for intervention and acceleration. The use of four data points also provided a trend line for student growth.
- Use of F&P for Kindergarten, first and second grade as well as for third and fourth grade students who qualified for intervention on the STAR assessment.

<ul style="list-style-type: none"> ● Use of individual reading plans for students qualifying for intervention. ● Continue leadership coordinating intervention. ● Piloting ELA curriculum. <p>Additions</p> <ul style="list-style-type: none"> ● High Expectations for all learners. ● Before school year and ongoing training for intervention teachers and paraprofessionals. ● Training for application based learning to meet California State Standards. ● Intervention beginning in September as opposed to the second trimester. ● Immersion Reading via Kindle Fires for EL students. ● Extending Immersion Reading via Kindle Fires to students qualifying for intervention. ● Having a trained sub conduct F&P assessments in order to keep teachers in the classroom. ● Continue work to align grade level priority standards in ELA and vertically align priority standards. ● Explore providing one-to-one time to conference with students to set individual ELA/Literacy goals. ● Implement Focus supplemental curriculum for third and fourth grade during designated intervention block in the first and second trimesters. 	<ul style="list-style-type: none"> ● Use of F&P to monitor student emerging strengths and needs as pertains to reading at grade level and provide access to “good fit” books. ● Leadership continued coordinating intervention. ● ELA curriculum was piloted. <p>Additions</p> <ul style="list-style-type: none"> ● High Expectations for all learners was a focus at the start of the year. ● Before school year and ongoing training for intervention teachers and paraprofessionals occurred as planned. ● Training for application based learning to meet California State Standards was not implemented. ● Intervention started in September as opposed to the second trimester. ● Immersion Reading via Kindle Fires for EL students was implemented. ● Extending Immersion Reading via Kindle Fires to students qualifying for intervention did not occur. ● Trained sub conducted F&P assessments as planned. ● Work to align grade level priority standards in ELA and vertically align priority standards happened. ● Explore providing one-to-one time to conference with students to set individual ELA/Literacy goals. ● Implemented Focus supplemental curriculum for third and fourth grade during designated intervention block in the first and second trimesters as planned.
<p>Analysis of Effectiveness:</p> <p>Successes:</p> <p>The data below show that Glenshire Elementary School increased the percentage of students overall who met and exceeded the standard by five percentage points over the last year. Looking at the two year and the three year cohort data, there is clear growth for all subgroups from third to fourth grade. Looking at the last three years of CAASPP scores overall, all subgroups have increased in students who have met or exceeded the standard each year from 2017 to current. Third grade continues to show growth from year to year in all subgroups, with the most growth from 2017 to 2019 in the Hispanic and SED subgroups. In comparison to district, county and state data, Glenshire Elementary Students in third, fourth and fifth grade have a higher percentage of students who meet or exceed the standard. In third grade specifically, students are achieving 24 percentage points</p>	

above the state average, in fourth grade, students are achieving 28 percentage points above the state average, and in fifth grade, students are achieving 16 percentage points above the state average.

Knowing that there is a correlation between STAR Independent Reading Level and achievement level on the CAASPP, Glenshire Elementary used frequent STAR reading assessments to create targeted groupings and monitor progress. All students in grades three through five took the STAR assessment four times throughout the year to create a trend line and to measure growth. Overall, the majority of students in the white, Hispanic and SED subgroups had more than a year's growth in one year of instruction as measured by the STAR. Students who are below grade level need to make the most growth within a school year in order to close the achievement gap. In third grade overall, 71% of the students who began the year reading below grade level made more than a year's growth. While this growth is significant, it was still not enough growth for many of these students to close the gap and read at grade level.

According to the data below, strategies that have shown to support ELA student achievement and growth include: Leveled Literacy Intervention (LLI) provided to fidelity and monitored all three trimesters for first through fifth grades, individual reading plans for intervention students in the intermediate grades, progress monitoring with more frequent STAR assessments for third grade students reading below grade level, increasing Lexia minutes for students reading below grade level in all grades, leveled grouping for all students in third and fourth grade for small group work in areas where growth is needed, CAFE/Daily 5, proficiency scales, listening/speaking strategies in the general education classrooms, increased Accelerated Learner (AL) support and leadership coordinating intervention services. As a result of the focused intervention with progress monitoring throughout the year, student achievement in met and nearly met levels increased. Thus, Glenshire Elementary School met the accountability plan ELA goal for students overall.

Opportunities:

Looking at the data below, Glenshire Elementary has opportunities for growth in student learning that would be reflected by an increase in achievement on the CAASPP and on the STAR assessments for all grade levels and in all subgroups.

In order to close the achievement gap and increase the number of students achieving at meet or exceeds standards on the CAASPP, we focused on increasing the amount of growth for our below grade level readers without a focus on specific subgroups. This strategy worked for our white students but not as successfully for our other subgroups. We need to sustain the growth for our 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. While achievement percentages increased from third to fourth grade in both the two year and three year cohort data, there was a decrease in the percentage of students meeting and exceeding the standard from fourth to fifth grade for Hispanic and SED populations.

Looking at our STAR data, our Hispanic students in third grade who were below grade level at the beginning of the school year made more than a year's growth on the STAR. However, these students were reading so far below grade level to begin with that over a year's worth of growth was not enough to get them to grade level and close the achievement gap. Concurrently, Hispanic students in third grade had the least amount of growth on the STAR assessment from BOY to EOY, and thus there was a decrease in the percent of students reading at or above grade level by the end of the

year for this subgroup. It should be noted that the majority of our Hispanic population is made up of English Language Learners who have not yet redesignated as English proficient.

Second grade is the year that students are introduced to the STAR assessment. While there is significant growth on the STAR for second grade students BOY to EOY, only 62% of second grade students ended the year at or above grade level. Similar to the growth data for third grade students who started the year reading below grade level, the majority of students grew more than a year. However, the growth needed to close the gap was so significant that more than a year's growth was needed in order to get this group reading at or above grade level. This end of year percentage of students reading at or above grade level is consistent with the percentage of first grade and kindergarten students reading at or above grade level at the end of the year as measured by the STAR Early Literacy assessment. Only 65% of first grade students and 63% of Kindergarten students were assessed as reading at or above grade level at the end of the year according to the STAR Early Literacy Assessment.

Next Steps:

In order to support more students meeting or exceeding standard on the CAASPP, and to support students making a minimum of a year's worth of growth, 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 CAFE/Daily 5, Heggerty Phonemic Awareness curriculum in grades TK through two, proficiency scales and speaking and listening strategies in tier one classroom curriculum, monthly expert group PLCs with a focus on literacy, progress monitoring of students in second through fifth grades with the STAR universal screening assessment and students in first and second grades with the STAR Early Literacy assessment, individual reading plans for students receiving intervention services, and continued leadership coordinating school-wide intervention. Pre-intervention is again offered to students starting on the third day of school for third grade students identified as reading below grade level based on the year end assessment from the year before, and having intervention groups begin for first through fifth grade starting on September 30, 2019.

Strategies we know are not working include using instructional materials that are not California State Standards aligned, lack of awareness of the rigor required for the CAASPP assessment, lack of awareness of who is in our subgroups, and not providing adequate reading support for our lower achieving subgroups. To remedy this, five actions are being taken. First, teachers are implementing the newly adopted Wonders curriculum as a 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. Third, teachers also set professional goals towards supporting students in achieving the high expectations. Fourth, teachers are piloting Wonderworks as a tier three curriculum for students in special education. Fifth, utilization of Lexia will occur as both a tier one strategy for all Kindergarten through second grade students through Daily 5 as well as an intervention strategy for students in fourth and fifth grade, with an accompanying Lexia Expert group PLC for staff who are implementing it.

2019-2020 Site Goal 1(based on cohort/growth goal):

By the end of 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.

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).

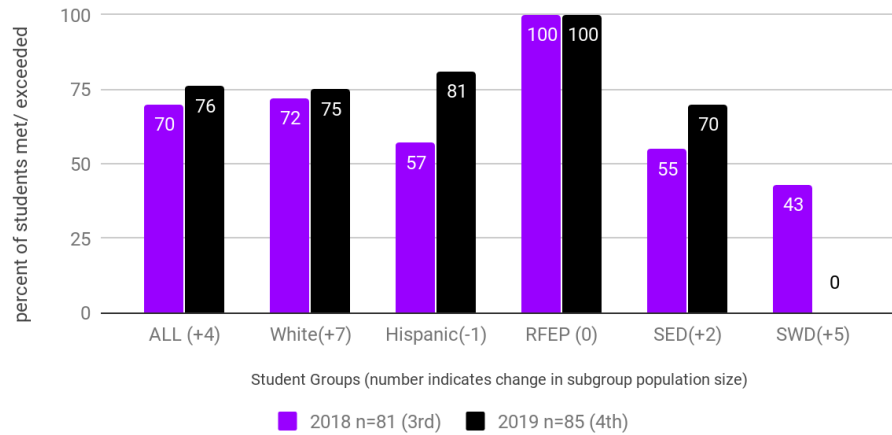
2019-2020 Planned Adjustments/Additions of Activities/Strategies:**Continuations:**

- 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.

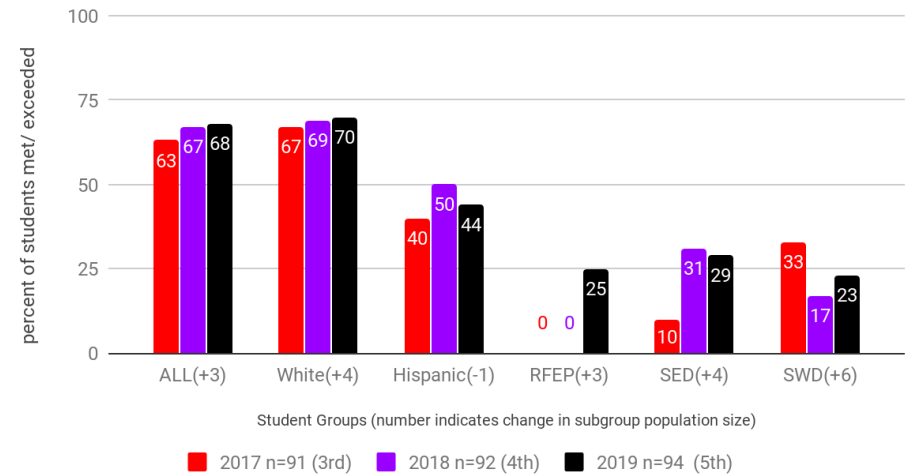
Additions

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

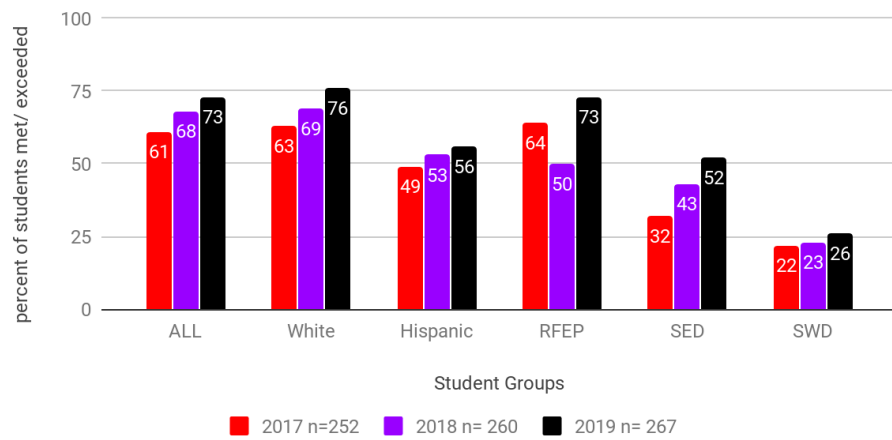
CAASPP ELA Two Year Cohort



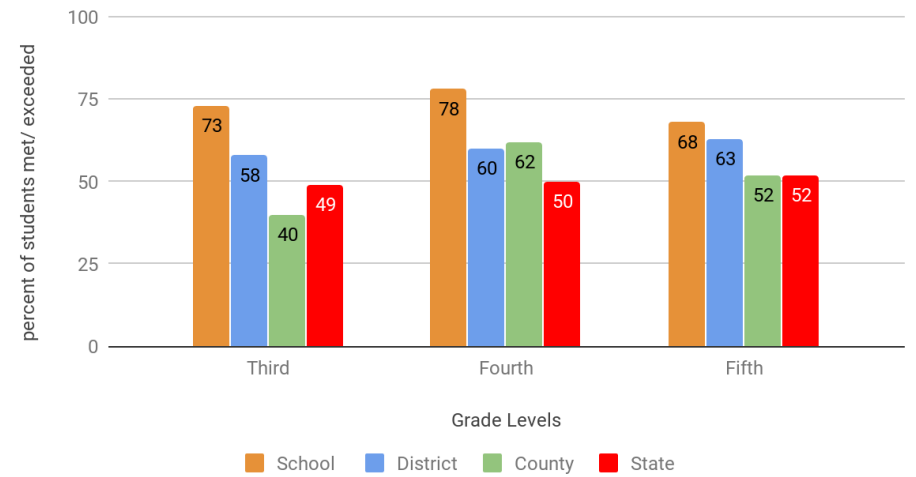
CAASPP: ELA Three Year Cohort



CAASPP ELA Grades 3-5

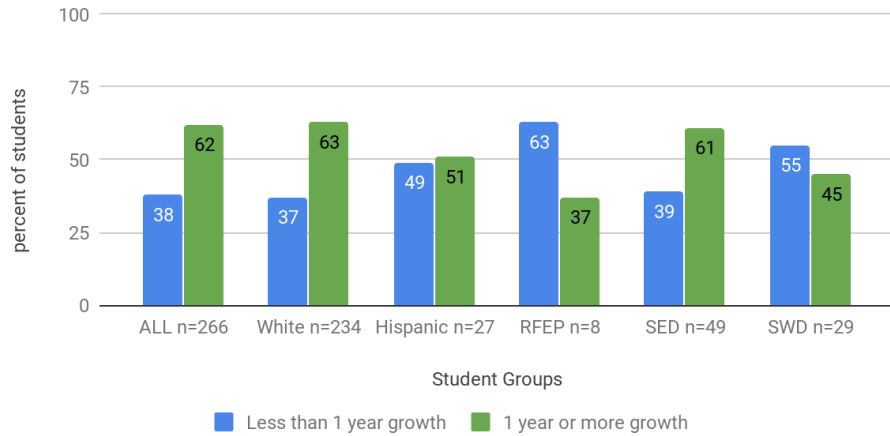


2019 CAASPP ELA ALL (3-5) Comparisons

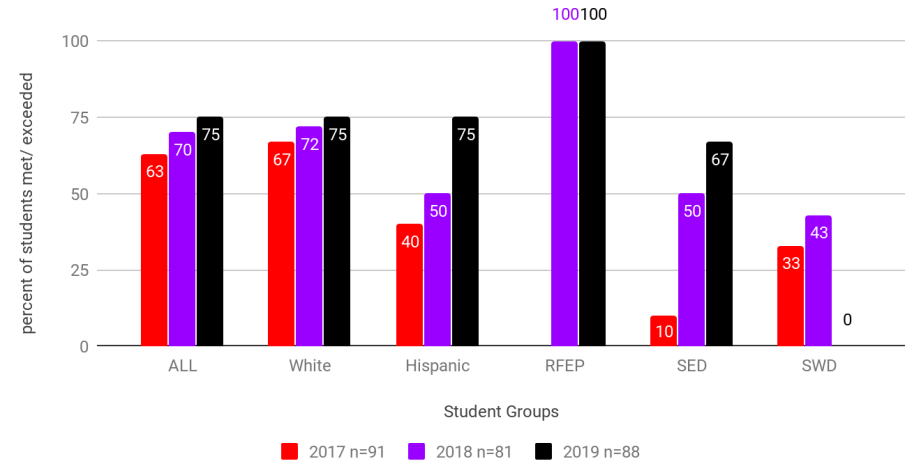


STAR Reading 2019

Reading Growth for Grades 3-5

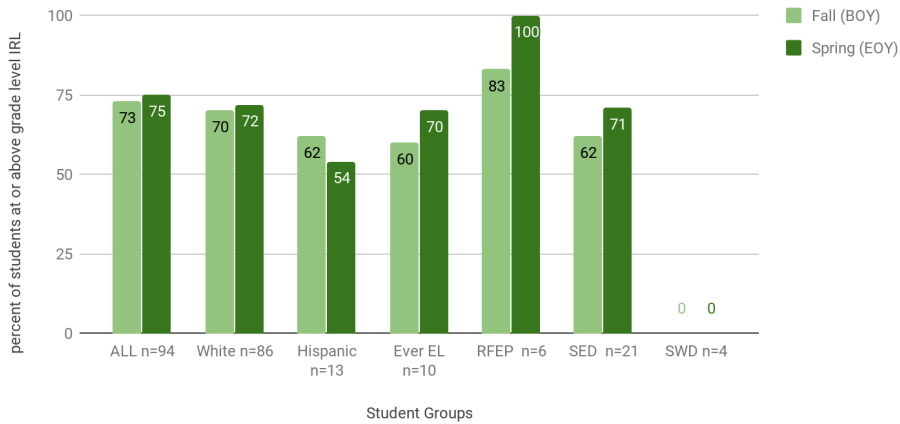


Third Grade CAASPP ELA



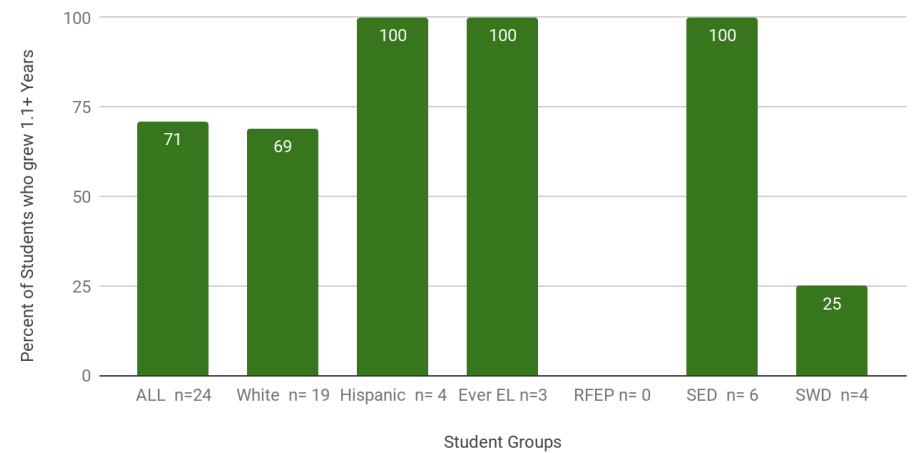
STAR Reading 2019

Third Grade Growth



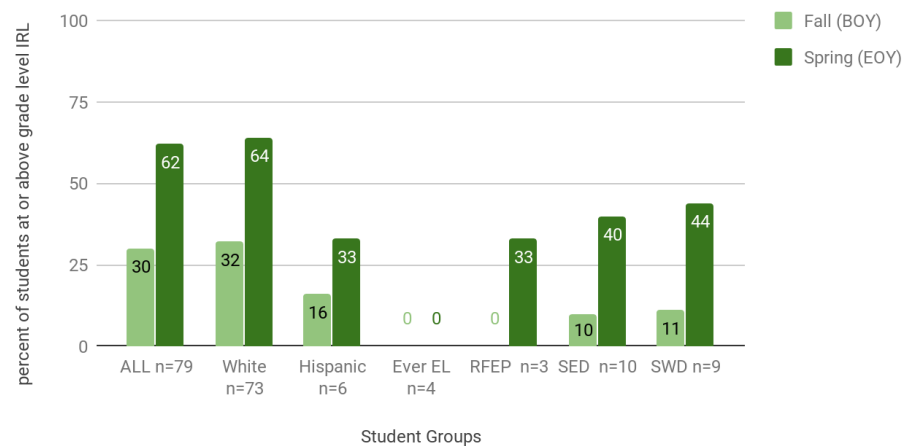
STAR Reading 2019

Third Grade Growth: Below Grade Level in the Fall



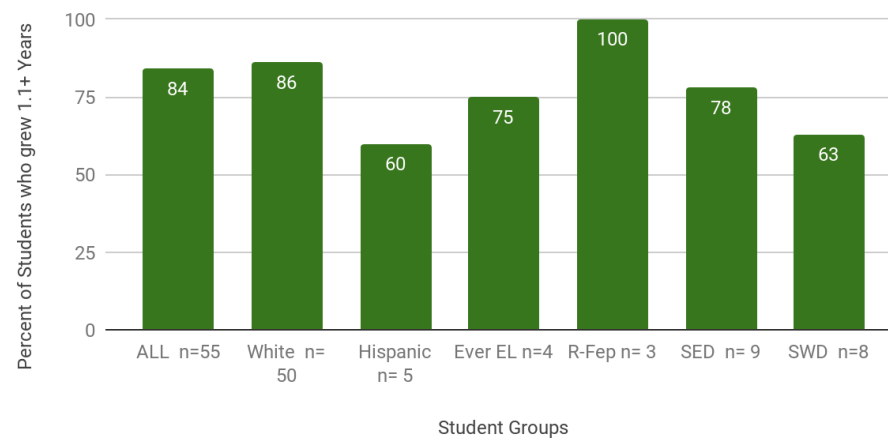
STAR Reading 2019

Second Grade Growth



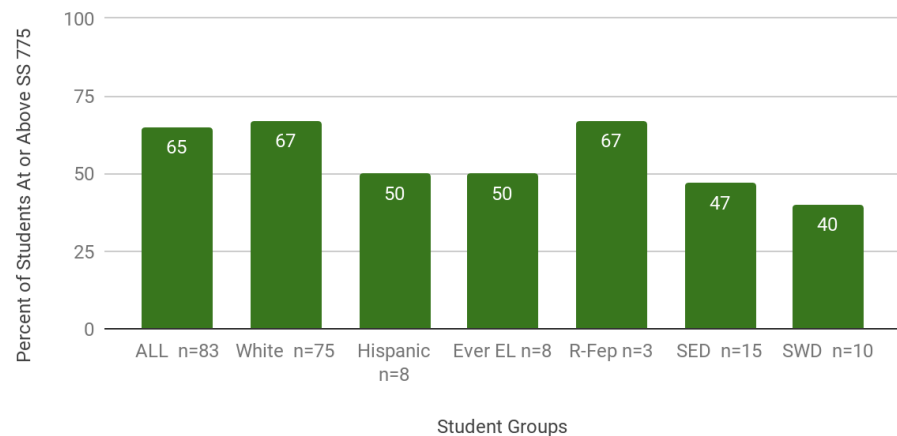
STAR Reading 2019

Second Grade Growth: Below Grade Level in Fall



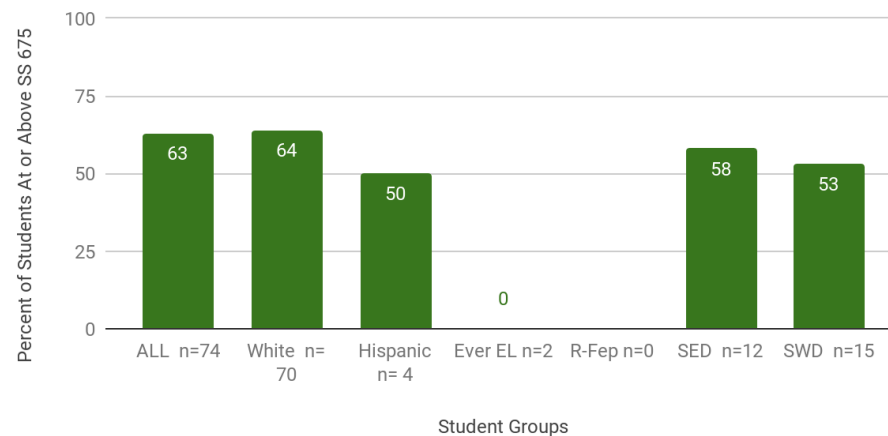
STAR Early Literacy 2019

First Grade Spring (EOY) Scaled Scores (SS)



STAR Early Literacy 2019

Kindergarten Spring (EOY) Scaled Scores (SS)



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2018-2019 Site Goal 1A:

- On the winter 2019 ELPAC, six of the Glenshire Elementary School English Learners will meet a score of proficient at the bridging level.
- Nine of the Glenshire Elementary School English Learners will be reclassified by fall 2019.
- On the 2019 CAASPP, Glenshire Elementary School English Learners will have an average proficiency level of 1.6 or higher.

2018-2019 Results:

- 10 students earned a score of proficient on ELPAC.
- Seven students were reclassified.
- Average CAASPP proficiency level for ELA results is 1.3.
- Average CAASPP proficiency level for math results is 1.6.

Was the goal met? Yes, partially.

On the winter ELPAC, nine students scored as proficient overall, but only seven students were reclassified. On the CAASPP, the average proficiency level in ELA for ELL students was 1.3 and the average proficiency level for math results was 1.6.

2018-2019 Planned Activities/Strategies:

- English Learners in first through fifth are setting Individual Learning Plans (ILPs) with the Hopes and Dreams format.
- Increased ELD minutes.
- Increased focus on Academic Discourse and Building Conversations.
- Increased Lexia minutes weekly which are monitored by the ELD coordinator.
- ILP meetings with families for first through fifth grade EL students.
- Immersion Reading via Kindle Fires for EL students.
- Increasing reading minutes outside of the classroom using the Kindle Fires and good fit books at student independent reading levels.

2018-2019 Actual Activities/Strategies:

- English Learners in first through fifth set Individual Learning Plans (ILPs) with the Hopes and Dreams format.
- ELD minutes were increased.
- Focus on Academic Discourse and Building Conversations occurred.
- Lexia weekly minutes were increased and monitored by the ELD coordinator.
- ILP meetings with families for first through fifth grade EL students happened.
- Immersion Reading via Kindle Fires for EL students was implemented.
- Reading minutes outside of the classroom were increased using the Kindle Fires and good fit books at student independent reading levels.

Analysis of Effectiveness:

Successes:

The data below show that Glenshire Elementary School English Learner (EL) students continue to make language proficiency progress. The English Language Proficiency Assessment for California (ELPAC) results show that the students are having success and showing proficiency in the listening and speaking categories, with 40% of the students at a proficiency level of four (well developed), 47% of the students at a proficiency level of three (moderately developed), and zero students at a proficiency level one (beginning). Looking at the three year data, there is a steady increase in the number of students who are reclassified starting with 2% in 2017 and increasing to 37% in 2019. Concurrently, there is a steady decline in the number of students who are at risk of becoming LTELs. In 2017 there were 40 EL students and only one of which was reclassified. However, by 2019, of the 20 EL students, seven were reclassified. While this represents significant growth for EL students, the data also show how the 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), constructive conversations and literacy support 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 expanded. First, goal setting will continue through ILPs with a stronger focus on parent communication and involvement. While separate from general education classroom conferences, ILPs will be held during the conference week with increased 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. By listening to a fluent reader in English and by reading good fit books, we believe that EL students will continue to increase their reading ability through expanded vocabulary and more time spent engaged with a text. Third, academic discourse will continue for all EL students with the use of proficiency scales and rubrics to track student progress. When students understand success criteria, they will be more able to achieve proficiency. 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 before school homework support continues this year.

2019-2020 Site Goal 1A:

- 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.

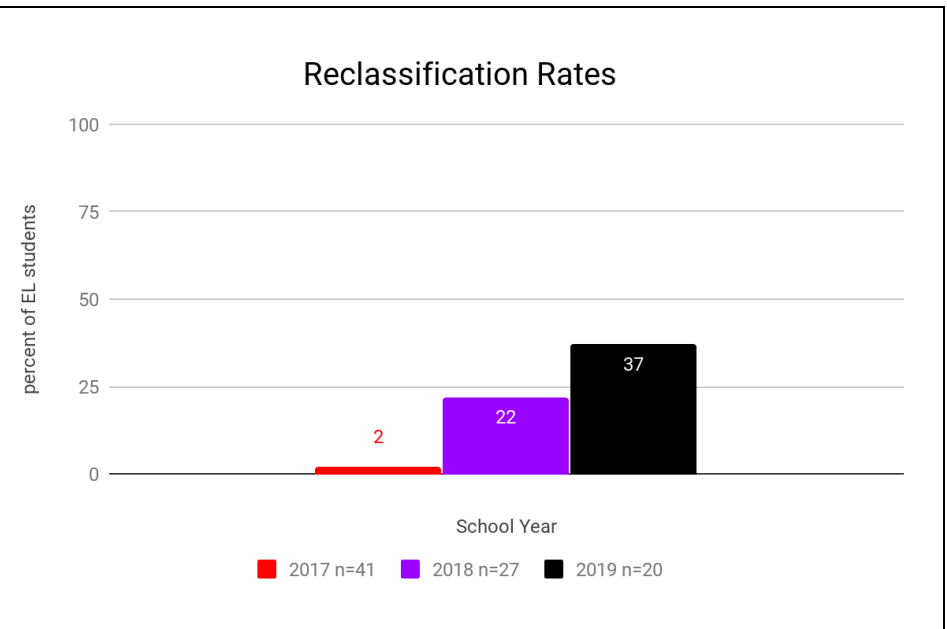
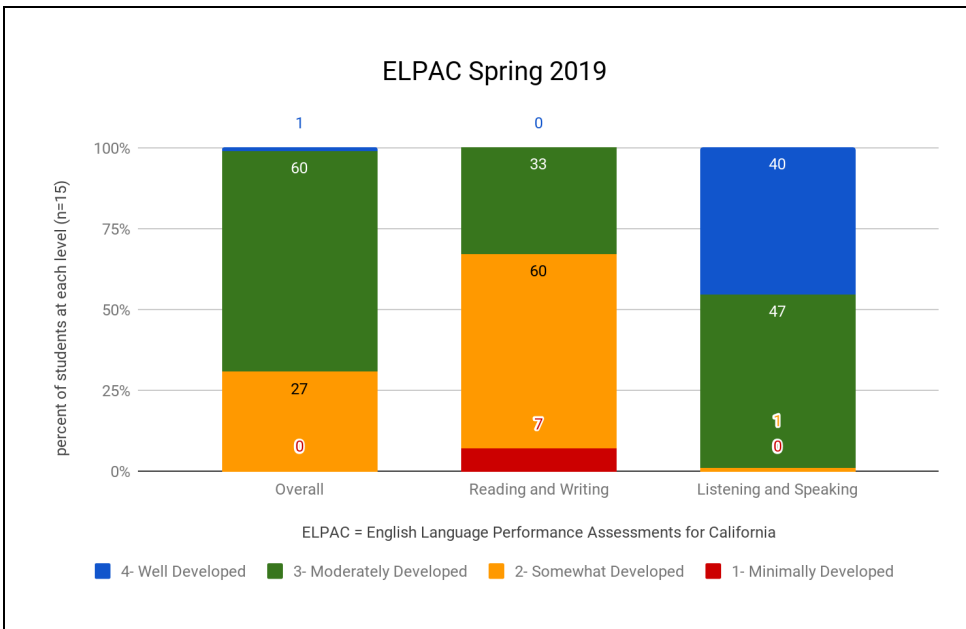
2019-2020 Planned Adjustments/Additions of Activities/Strategies:

Continuations:

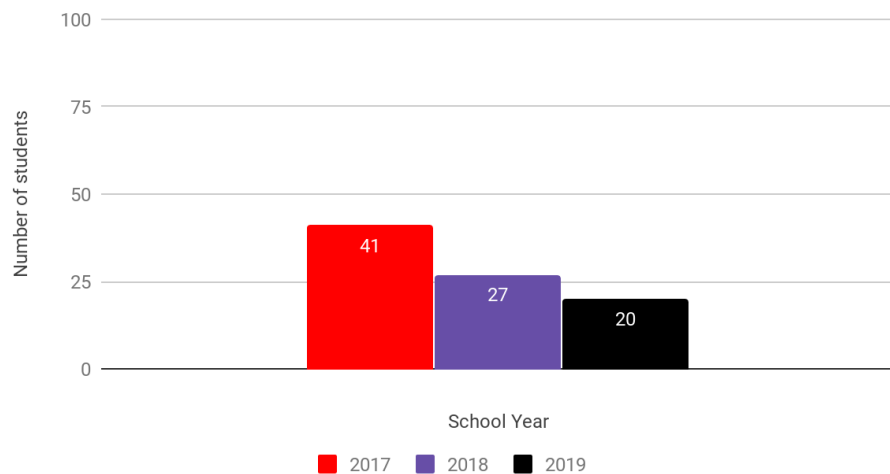
- ILPs for second through fifth grade students, focusing on ELs only and not on students who have IEPs to limit the number of goals.
- Increased ELD minutes.
- Increased focus on academic discourse and building conversations.
- Increase Lexia units completed weekly.
- ILP meetings with families for second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

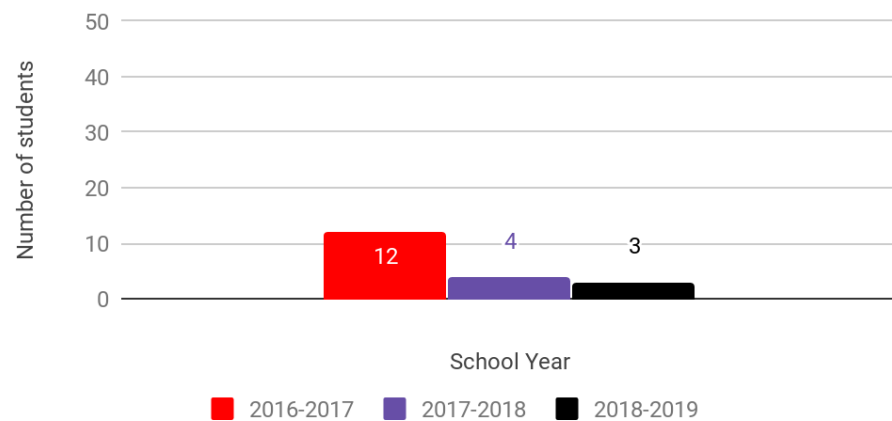


Total Number of English Learners



At Risk of Becoming Long Term English Learners

Four or Five years in the program



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2018-2019 Site Goal 2:

By the end of 2018 - 2019 school year, Glenshire Elementary School cohorts will increase overall math CAASPP results by 5%.

Graduating Year 2027 (current fourth graders) will increase from 77% to 82%.

Graduating Year 2026 (current fifth graders) will increase from 71% to 76%.

By the end of 2018-2019 school year, Glenshire Elementary School students in grades Transition Kindergarten through fifth grade will show at least one year's growth on local assessments.

2018-2019 Results:

- Overall: 72.6% met or exceeded
- Third grade: 75% met or exceeded
- Fourth grade: 76.5% met or exceeded
- Fifth grade: 67% met or exceeded

Was the goal met? No.

Overall, 72.6% of Glenshire Elementary School students met or exceeded standards on the 2019 Math CAASPP. This is a 2.3% increase over the prior year's results which did not meet the goal. Fourth and fifth grade cohorts both decreased in percent meeting or exceeding standard.

2018-2019 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.

2018-2019 Actual Activities/Strategies:

Continuations

- Continued Everyday Math at all grade levels but not to fidelity.
- PLCs collaborated with academic coach to access more Everyday Math online tools and to create student friendly math proficiency scales.
- Embedded speaking and listening strategies/skills into math lessons in fifth grade more so than third and fourth. Strategies such as sentence frames and constructive conversations were used. Math academic language was used during conversations.
- Accelerated Learner teacher provided extension opportunities for above grade level math students.
- Third grade continued with math performance tasks in small groups (MARS TASKS).

<ul style="list-style-type: none"> ● Third grade continue with math performance tasks in small groups (MARS TASKS). ● Third grade continues with walk to learn leveled groupings for math. <p>Additions</p> <ul style="list-style-type: none"> ● Create opportunities to dialogue with vertical PLCs regarding Everyday Math program. ● Explore supplemental math programs (online and/or text-based). ● Explore math intervention opportunities. ● Re-evaluate Everyday Math assessments to align assessments with proficiency scales. ● Further differentiation within the classroom using math stations and guided math groups. 	<ul style="list-style-type: none"> ● Third grade continued walk to learn leveled groupings for math. <p>Additions</p> <ul style="list-style-type: none"> ● No school wide opportunities to dialogue with vertical PLCs regarding Everyday Math program occurred. ● Exploring supplemental math programs (online and/or text-based) was limited to the Accelerated Learner program. ● Before school math intervention opportunity was implemented on a small scale. ● Re-evaluation of Everyday Math assessments to align assessments with proficiency scales started. ● Further differentiation within the classroom using math stations and guided math groups occurred in some classrooms.
<p>Analysis of Effectiveness:</p> <p>The data below show that overall, Glenshire Elementary School increased the percentage of students meeting or exceeding standards by nine percent over the past three years. Looking at the two year and three year cohort data, there is evidence that students are either maintaining growth (two year cohort) or falling behind (three year cohort). Looking at the last three years of CAASPP scores overall, three of the five subgroups (white, SED, SWD) have increased in percent of students who have met or exceeded standard. The Hispanic subgroup increased five percent and then maintained the last two years. RFEP student results have varied each year. In comparison to district, county and state data, Glenshire Elementary students in third, fourth and fifth grade have a higher percentage of students who meet or exceed standard. In third grade, students are achieving 25 percent above state average. In fourth grade, students are achieving 32 percent above state average and in fifth grade, students are achieving 29 percent above state average. To more closely monitor math growth, students in third through fifth grade took the STAR math assessment at the beginning and end of the year. Overall, nearly 75% of students in grades three through five made one year or more growth. All subgroups had the majority of students make more than one year's growth on the STAR math assessment.</p> <p>According to this data, the strategies implemented during the 2018-2019 school year had mixed results. Although our overall results show an increasing achievement trend, the cohort data shows students are not making sufficient progress to continue to succeed on the CAASPP. STAR math results indicate students are learning and making growth in math but it is not enough. Strategies we know that are not working continue to be the lack of differentiation in the classroom. The exception is in third grade. They use the intervention block time to implement an ability leveled math block (walk to learn) for a portion of the school year and implement targeted small group instruction with the intervention support paraprofessionals. The other grade levels use those resources to support literacy. In general, the school wide focus has been on literacy and as you can see above, many of the improvement ideas in last year's plan were not implemented consistently or on a school wide scale.</p>	

In order to correct this trend, Glenshire Elementary will do the following. First, a district wide professional development refresher on Everyday Math will be provided on the October release day. Second, teachers have set high expectations for all and will be readdressing these expectations at intervals throughout the school year. Third, teachers selected math as the focus for our High Reliability School goal in the area of guaranteed and viable curriculum. This means early release days will be spent on vertically articulating the math priority standards and better aligning Everyday Math instructional strategies to those standards. Further, math strategies will be a consistent conversation during Glenshire Elementary staff meetings and early release days. Fourth, expert group offerings will include a focus on Daily 3 for math lessons. This strategy provides classroom math differentiation for all students. Fifth, the site based instructional coach will provide focused feedback in the area of math.

2019-2020 Site Goal 2 (based on cohort):

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%.

2019-2020 Planned Adjustments/Additions of Activities/Strategies:

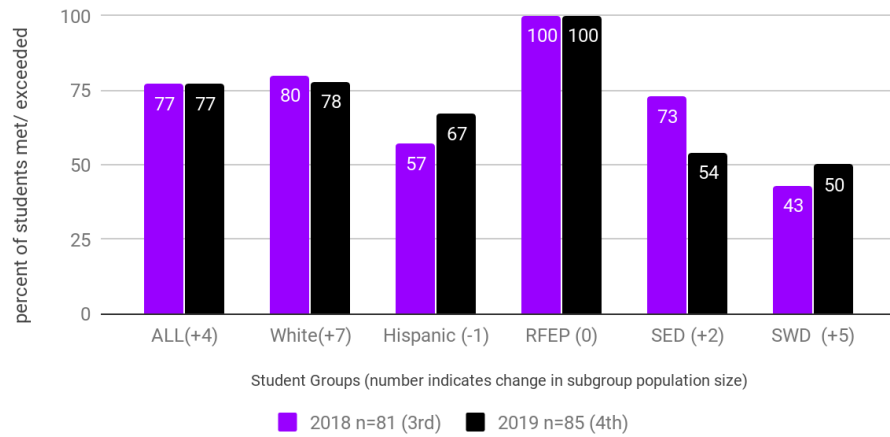
Continuations

- 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.

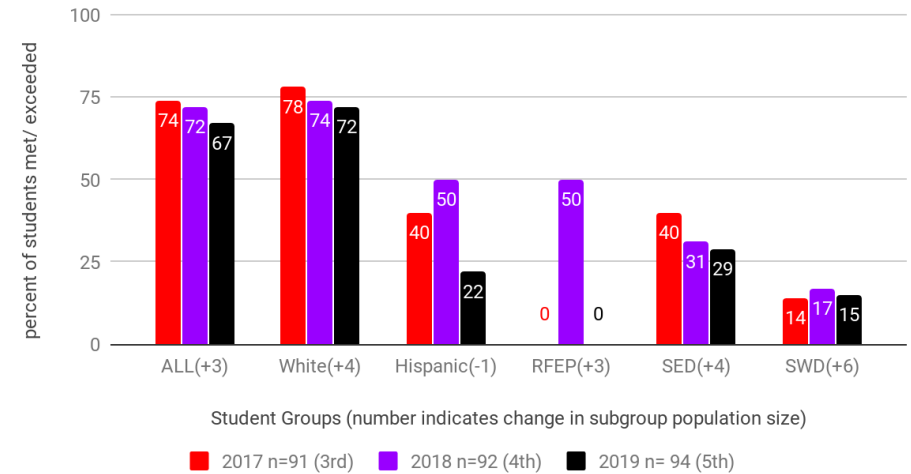
Additions

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

CAASPP Math Two Year Cohort

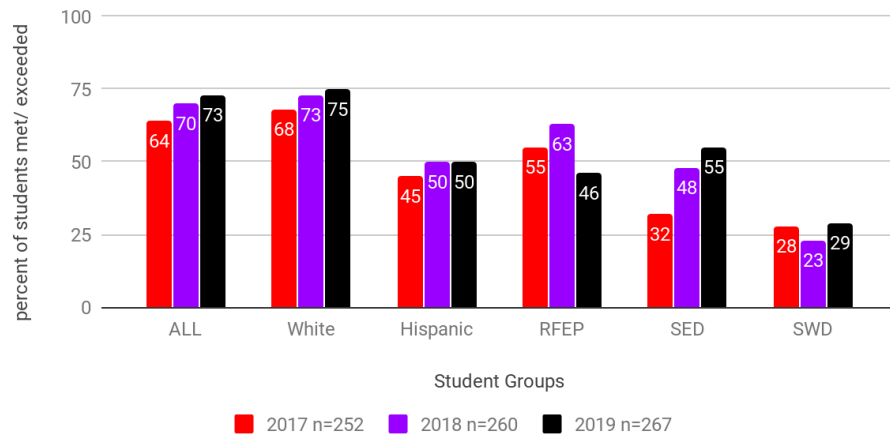


CAASPP Math Three Year Cohort

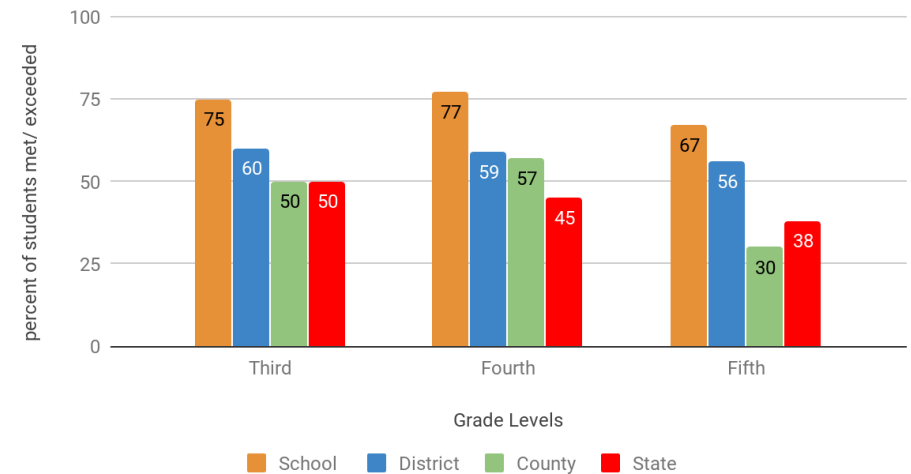


2017 - 2019 CAASPP MATH

Grades 3-5

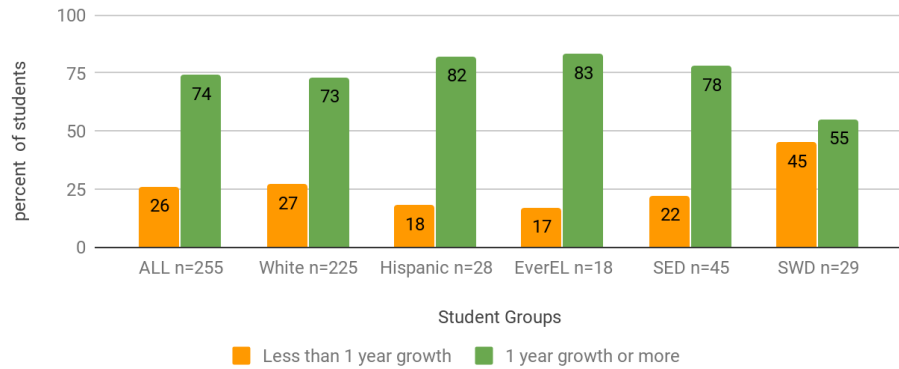


2019 CAASPP MATH ALL (3-5) Comparisons



STAR Math 2019

Math Growth for Grades 3-5



District LCAP Goal 2: TTUSD will ensure all staff members are implementing effective instructional strategies, providing quality learning opportunities, integrating technology, and utilizing data to actively engage each scholar to learn at the highest levels and gain 21st-century skills in order to be prepared for college, career, and life. (TTUSD Pathways 2020 Goals 1 and 2)

For more detailed information, refer to the 2019-2020 TTUSD LCAP

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

2018-2019 Site Goal 3:

By the end of the 2018 - 2019 school year, 25% or less of the parents will respond that they agree or strongly agree on the Spring 2018 parent survey question: "Does your child need more academic support?"

2018-2019 Results:

- 5% disagree or strongly disagree that their student needs more academic support

*Note: the question was reworded on this year's parent survey.

Was the goal met? Yes

95% of parents agree that their child is receiving the academic support they need.

2018-2019 Planned Activities/Strategies:

Continuations

- Full time Assistant Principal who oversees intervention supports.
- Before school math and homework support.
- Individualized Reading Plans for third through fifth grade, which includes small group pull out for intervention and opportunities for acceleration.
- Grade level math support for third through fifth grade, which includes small group intervention and acceleration with accelerated learner/GATE teacher.
- Literacy Intervention support for third, fourth and fifth grade with kindergarten teachers and paraprofessionals during intervention time block.
- Library continues to be organized by reading levels.
- Promote library before and after school hours with parents.
- Continue communication with parents about student reading growth throughout the year.
- Continue reading screening with all grades using the STAR assessment tool.
- Substitute provided to individually assess each student in Kindergarten through second grade with the F&P assessment tool.

2018-2019 Actual Activities/Strategies:

Continuations

- Full time Assistant Principal who oversaw intervention supports.
- Before school math and homework support implemented.
- Individualized Reading Plans for third through fifth grade, which includes small group pull out for intervention and opportunities for acceleration was implemented.
- Grade level math support for third through fifth grade, which includes small group intervention and acceleration with accelerated learner/GATE teacher occurred.
- Literacy Intervention support for third, fourth and fifth grade with Kindergarten teachers and paraprofessionals during intervention time block happened.
- Library was organized by reading levels.
- Before and after school library hours were promoted with parents.
- Communication with parents about student reading growth throughout the year occurred.
- Reading screening with all grades using the STAR assessment tool happened.

<p>Additions</p> <ul style="list-style-type: none"> ● Partnering with Glenshire PTO to offer January and February 5:30 p.m. library time with food and guest readers. ● Adding more frequent parent and family communication about what supports are offered at Glenshire Elementary through Friday e-newsletter and through social media. ● Offer more opportunities for parents to support literacy through book clubs and monthly book docents where parents and students get to do book talks. ● Staff book feature where staff share what books they are reading and which they recommend. ● Continue linking students with safe, caring adults as needed. Student connections with adults are monitored through safe, caring adult surveys at the beginning and end of the school year. ● Promoting the TTUSD Parent Academy as an opportunity for parents to learn more about supporting their students during their elementary school years. 	<ul style="list-style-type: none"> ● Substitute was provided to individually assess each student in Kindergarten through second grade with the F&P assessment tool. <p>Additions</p> <ul style="list-style-type: none"> ● Partnered with Glenshire PTO to offer one 5:30 p.m. library time with food and guest readers rather than two evenings. ● Parent and family communication about what supports are offered at Glenshire Elementary through Friday e-newsletter and through social media occurred less frequently than planned. ● Opportunities for parents to support literacy through book clubs and monthly book docents where parents and students get to do book talks was not implemented. ● Staff book feature where staff share what books they are reading and which they recommend was not implemented. ● Students were linked with safe, caring adults as needed. Student connections with adults were monitored through safe, caring adult surveys at the beginning and end of the school year. ● TTUSD Parent Academy was promoted. However, GES had low parent participation.
<p>Analysis of Effectiveness:</p> <p>The data below show that Glenshire Elementary School significantly decreased the percentage of parents/families who agree or strongly agree that their student requires more academic support, exceeding the goal by 20 percentage points. Glenshire Elementary School implemented stronger and more extensive supports for students through GATE, Accelerated Learning (AL), literacy intervention, before school homework support, and after school library hours. The decrease in parents stating their child needs more academic support shows that Glenshire Elementary School is offering the supports that students need to be successful academically.</p> <p>We believe that achieving our goal was due, in part, to the rewording of the question on the parent survey. Rather than asking if they felt their child needed more support, the new question asked whether they felt their child was receiving adequate academic support. By changing the wording, the question was less ambiguous and parents could let us know if they felt their child's needs weren't being met. We also believe that achieving our goal was also related to more clear and frequent communication about the supports offered at Glenshire Elementary School. We expanded our communication through more frequent and academically specific e-newsletters and social media posts which highlight some of the programs and supports offered, such as sharing information about TTUSD Parent Academy and AL enrichment activities at Glenshire Elementary School. We created more opportunities for parents to be involved in literacy through our reading challenges. To maintain, we plan on continuing to offer a wide range of academic supports and sustain the frequent and clear communication about the support offered to students at Glenshire Elementary School. Finally, caring connections data where students identify their safe caring adults will continue to be taken via surveys at the beginning of the year and</p>	

the end of the year so that students may be connected with adults they trust in times of celebration and need.

Because of the success seen in achieving this goal, and because of feedback on the parent survey regarding unkind acts at Glenshire Elementary, we have chosen to focus our attention on expanding how safe and respectful our school is through increasing attendance and decreasing referrals.

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 Planned Adjustments/Additions of Activities/Strategies:

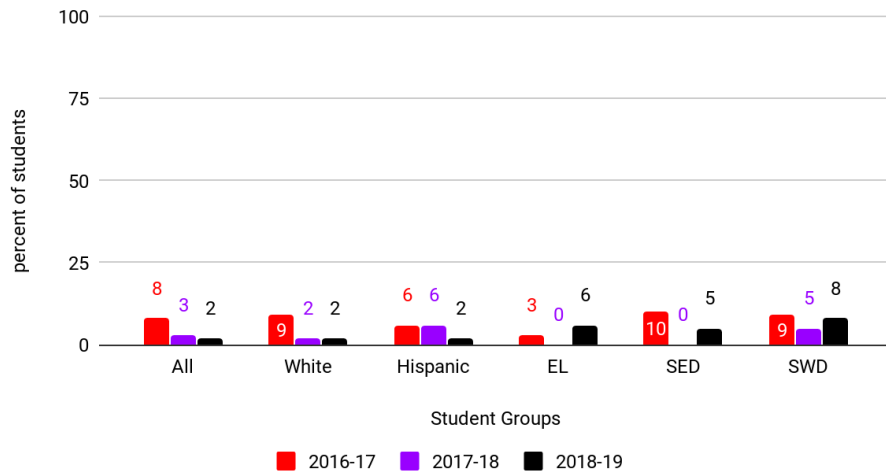
Continuations

- 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

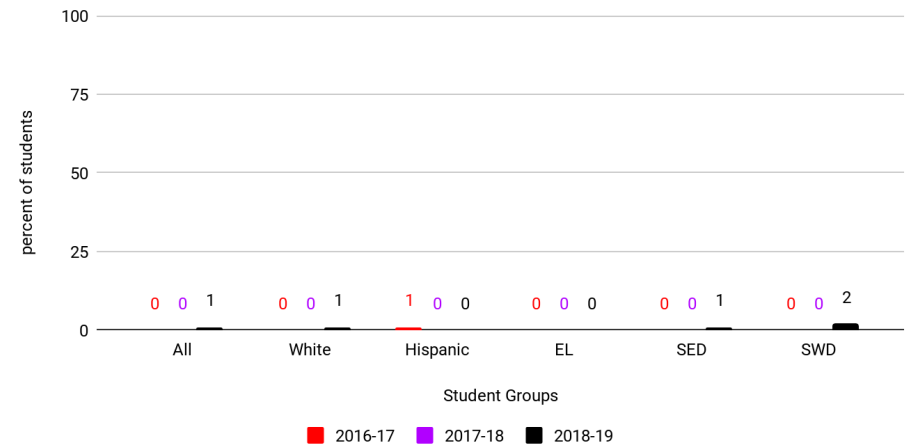
- Administer PBIS Self Assessment with BEST Team.
- BEST team meets monthly.
- Social Emotional Screener used to identify at risk students.
- Present monthly Second Step lunch assemblies.
- Tier three educational support for students who have repeated offenses in a specific area for discipline.

Chronic Absenteeism



Suspensions

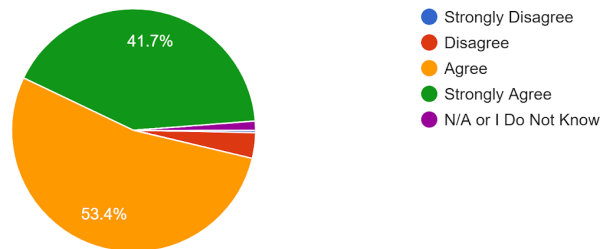
Percentage of students suspended at least once



Parent Survey Result

My child's academic needs are being met.

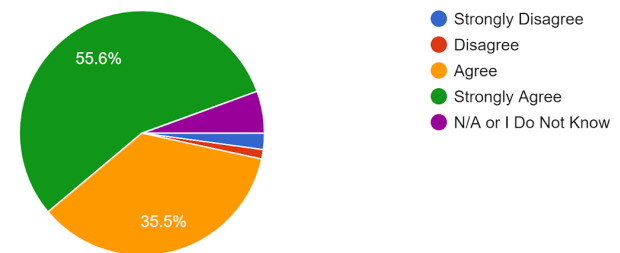
324 responses



Parent Survey Result

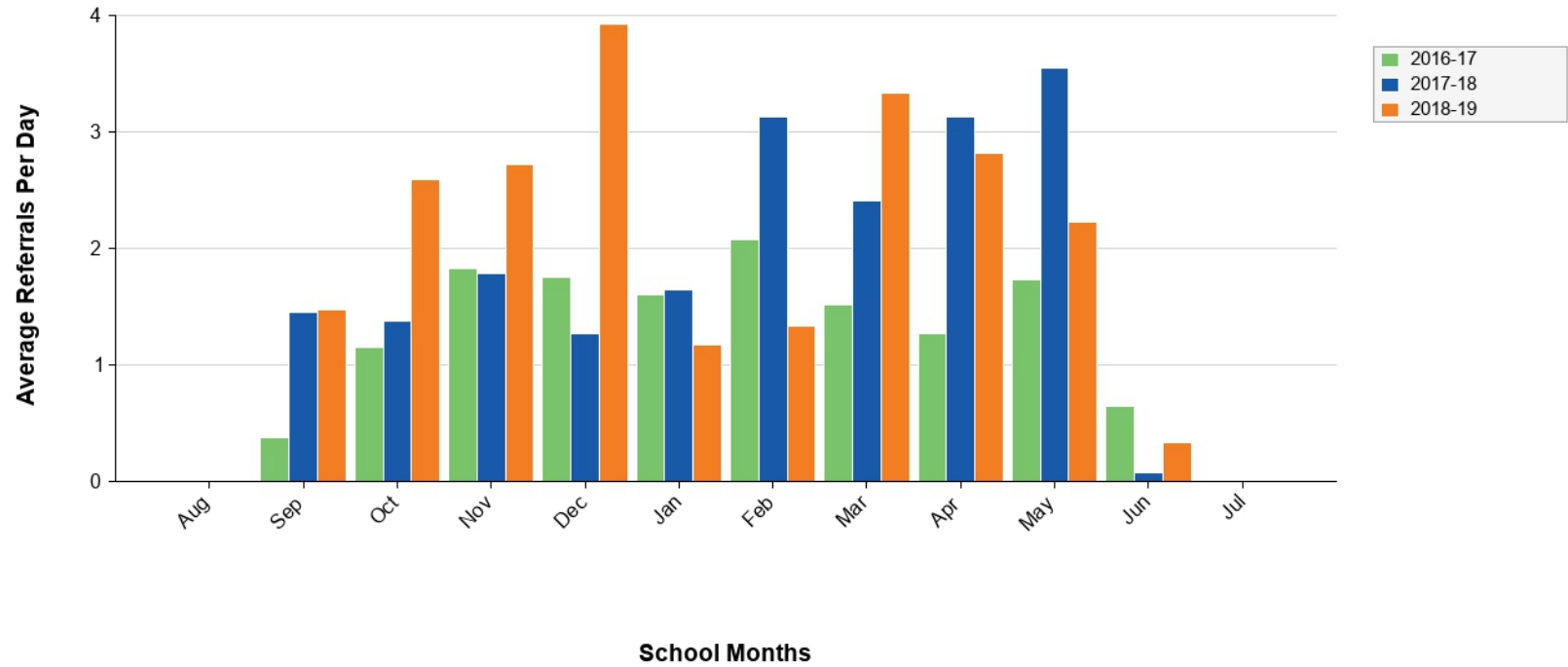
My child has a trusted and caring connection with at least one adult at school.

324 responses



Average Referrals Per Day Per Month - Multi-Year

All, 2016-17 - 2018-19



2018-2019 Site Goal 4:

By the end of the 2018 - 2019 school year, 90% of staff will indicate three or above on each question on the leading indicator survey section 1.4 from the High Reliability Schools handbook (reproducible 1.1 on page 17). Leading indicators are important conditions that are known to be associated with improvement.

2018-2019 Results:

- 100% of staff indicated three or above for 7 of the 9 questions on the leading indicator survey section 1.4 from the High Reliability Schools handbook.
- On one question 96% of staff indicated three or above.
- On another question 92.3% of staff indicated three or above.

Was the goal met? Yes.

2018-2019 Planned Activities/Strategies:

Continuations

- Continue PLC process.
- PLC goals are written and reviewed regularly.
- PLCs analyze student achievement and growth.
- School data teams and data team process continues with more focus.
- Modeling of data analysis protocols at staff and leadership meetings.

Additions

- PLCs create/ modify and implement common assessments that align with priority standard proficiency scales.
- Teacher leadership professional development provided during monthly site leadership team meetings.

2018-2019 Actual Activities/Strategies:

Continuations

- PLC process was implemented.
- PLC goals were written and reviewed regularly.
- PLCs analyzed student achievement and growth.
- School data teams and data team process continued.
- Less modeling of data analysis protocols at staff and leadership meetings occurred than anticipated.

Additions

- Some PLCs created/ modified and implemented common assessments that align with priority standard proficiency scales.
- Teacher leadership professional development was provided during site leadership team meetings but not as frequently as planned.

Analysis of Effectiveness:

The data below indicate that staff agree Professional Learning Communities (PLC) are in place at Glenshire Elementary School with all components implemented to a higher degree of fidelity than in past years.

Strategies that worked are as follows. First, the use of the district provided, additional professional development hours providing over 36 hours of

collaboration time throughout the school year. PLCs collaborated during site release days as well as during additional meeting time after the school day and during early release days. At the start of the 2018-2019 school year, the teacher leaders created a plan for those 36 hours of additional collaboration time in the form of an outline for the entire school year. Teams were encouraged to focus their work and not attempt to take on everything at once. Second, the use of shared Google documents to allow for monitoring of PLC work and data team goals provided the opportunity for all teams to see the collaboration work happening at Glenshire Elementary. Celebrations during staff meetings acknowledged PLCs and data teams as they made progress on their goals. Third, PLC teacher leaders worked on their own leadership growth opportunities during the site leadership meetings.

All in all, staff at Glenshire Elementary teachers are nearly unanimous in agreement that PLCs are a part of the Glenshire Elementary culture. As a result, the staff has decided to continue to sustain level one of High Reliability Schools (HRS) and set a new goal in the area of guaranteed and viable curriculum (level three of HRS).

2019-2020 Site Goal 4:

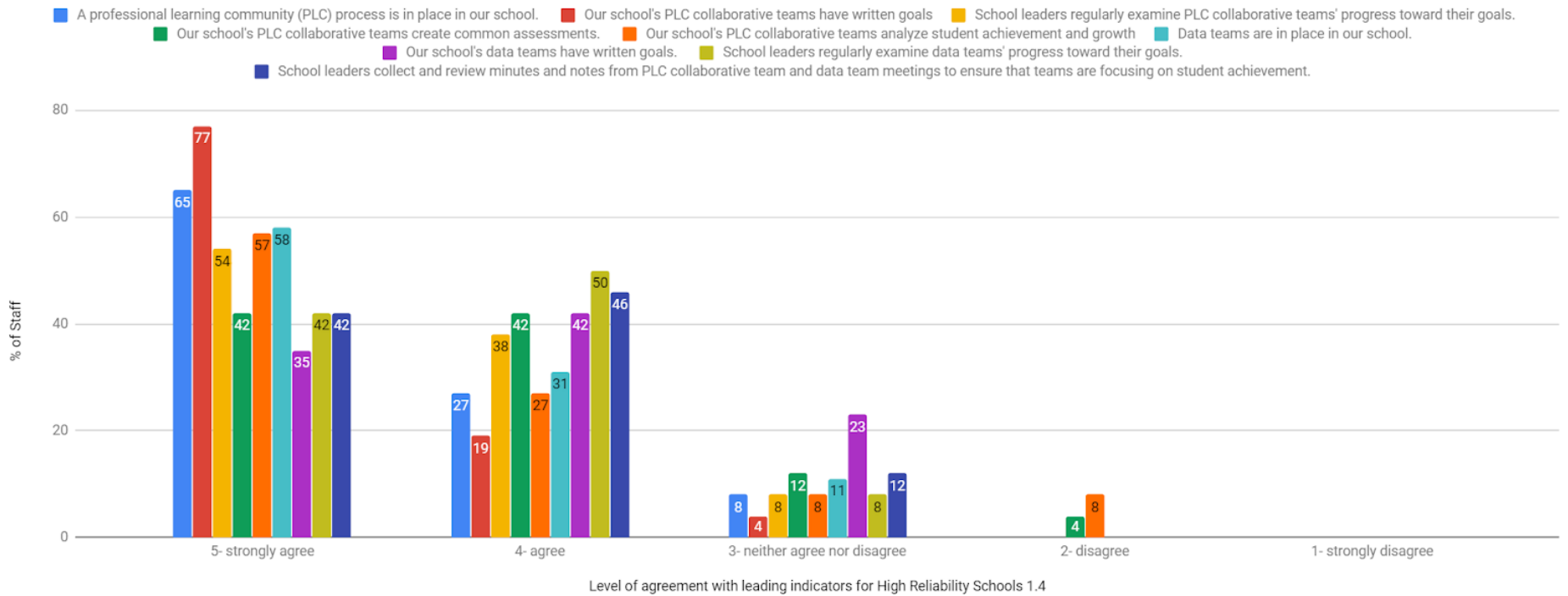
By the end of the 2019 - 2020 school year, 80% of staff will indicate three or above on each question on the leading indicator survey section **3.2** from the High Reliability Schools handbook (reproducible 3.1 on page 59). Leading indicators are important conditions that are known to be associated with 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 Planned Adjustments/Additions of 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.

Staff PLC Survey Results for 2018 - 2019

1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students.



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:

Members	Role
Hillary MacLean	Parent- Chair
Gio Meija	Parent- ELAC representative
Crystal Boutelle	Parent
Michele Hull	Parent
Cherri Gilmore	Community Member
Ken Rae	Teacher
Jeanna Gruetzemacher	Teacher
Andee Repsher	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:

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 Single 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:

- Glenshire Elementary English Language Advisory Committee
- Glenshire Elementary School Site Council
- Glenshire Elementary Staff

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 29, 2019

Kerstin Kramer, School Principal


Signature of School Principal

10/29/19
Date

Hillary MacLean, SSC Chairperson


Signature of SSC Chairperson

10/29/19
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 systemic planning process which involves Glenshire Elementary School's Leadership Team, their Building Effective Schools Together (BEST) Team, the Site Safety Lead Rachael Kuttel, the TTUSD District Safety Committee, and other established community collaborations and partnerships.

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

		Have parents, students, and teachers complete a SET survey in order to collect data around currently established behavior protocols	N/A
Uphold Student Expectations: Establish positive school-wide discipline and behavioral support for all students	Administration	Positive Behavior Intervention Supports System:	Operational Funds
	Counselor	<ul style="list-style-type: none"> Eagle Tickets recognizing safe, respectful, kind and responsible behaviors Weekly Eagle Ticket Drawings with parent contact Individualized incentive programs 	
	Teachers	Restorative Practices	N/A
		<ul style="list-style-type: none"> Counselor teaches restorative practices and mindfulness in the first six weeks of school Restorative questions for discipline Restorative circles for discipline Intermediate grade students mentoring of primary grade students 	
		Heart Math for mindfulness	N/A
		Second Step and Mind Yeti	N/A
		Drug and alcohol prevention program Brain Power!, developed by the National Institute on Drug Abuse, will be implemented with all fifth grade students.	N/A
		Character Day	N/A
		Lunch Bunch	N/A
		Safe School Ambassadors trained yearly by counselor	N/A
		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	N/A

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	Operational Funds 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

Glenshire Elementary INGRESS/EGRESS PLAN

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
Parent/Student Drop Off & Pick Up	Will occur in the loading/unloading zone in front of the school.	Per our Action Plan, school will evacuate to Alder Creek Middle School A second Alternative Evacuation site is the Glenshire Store.
Bus Drop Off & Pick Up	Dorchester bus lane.	During an emergency, the director of transportation will determine pick-up and drop off procedures.
Public Entrance to School Site	Signs are posted at the entry requiring all persons to check in with front desk. The doors on the back of the school and facing Dorchester remain locked at all times. The main entrance is the only entrance for the public.	Depending on the nature of the emergency, parents will pick up students at front desk or remote command center.
Student/Staff Evacuation (by bus or walking depending on reason for evacuation)	Evacuation of students and staff as directed to the asphalt area of playground as posted on evacuation maps and classroom emergency clipboards.	Depending on the nature of the emergency, the safest location will be determined. Alternative locations include Alder Creek Middle School and the Glenshire Fire Station.
Student/Staff Evacuation (by bus)	Students will use the Dorchester Bus Lane and unloading/loading zone in front of the school. New alternate site evacuation plan has been developed for the 2017-2018 school year, placed on all staff clipboards and reviewed at a staff meeting.	Depending on the nature of the emergency, the director of transportation will coordinate evacuation sites.

Appendix B: Glenshire Elementary 2019-2020 Budget

[illegible]