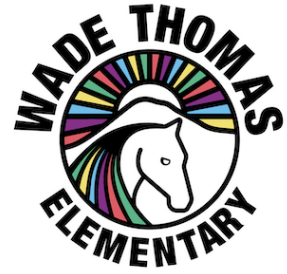


School Plan for Student Achievement (SPSA)



OVERVIEW

The Wade Thomas School SPSA aligns with our District LCAP goals, identifying needs for instructional interventions, developing effective curricular practices and engagement for all student groups.

SCHOOL SITE COUNCIL MEMBERSHIP

- Principal - Julie Harris
- Teachers - Monica Pelissetti and Julie Barré
- Parent - Whitney Glassberg, Peter Berg, Alana Paul, Emilia El Ammari
- Classified staff - Marlana Kenilvort

EDUCATIONAL PARTNER INVOLVEMENT PROCESS FOR THE SPSA AND ANNUAL REVIEW AND UPDATE:

School Site Council Dates: 10/29, 11/13, 1/29

SELAC date: 8/27 & spring date

Parent Equity / DEIB Dates: 9/30, 11/14, spring dates to come

GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

- **Goal 1: Teachers will use formative and summative assessment data and research-based high quality instructional strategies to increase learning outcomes in English Language Arts and mathematics.**
 - Learning Teams systematically completing impact cycles all site meetings , CARE Team data reviews, EL Education ELA curriculum implementation, iReady implementation
 - CAASPP Performance indicators ELA **increased 10.2% with overall 89.4% proficient/advanced**
 - CAASPP Performance indicators Math **increased 6.2% with overall 84.4% proficient/advanced**
- **Goal 2: Increase the sense of belonging among BIPOC students and Multilingual Learners through the school-wide implementation of school-wide programs and systems.**
 - Continued implementation of school-wide SEL curriculum & Wed assembly program.
 - attendance communication, attendance letters, empathy interviews, home visits, SART, SARB, incentives and school events, lunchtime clubs program, heritage month celebrations, 10 weeks of Children 4 Change and 8 weeks of Mindfulness.
- **Goal 3: Engage in a continuous cycle of input and feedback from parents/guardians, students, and staff on the climate and learning experience of all students and their families to support student learning and wellness.**
 - SELAC (Site English Language Arts Council), WTPA meetings, DEIB Mingles, Leadership Team Meetings, Wednesday newsletters, Panorama Survey for both families and students, and Student Council.

GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:

- Strategy groups to target instruction for those who are below benchmark, specifically math & SWD
- Teacher Learning Teams: systematic review of data, skill gap areas, strategy groups
- MTSS - Tier 1 math intervention
- Support for fostering a sense of belonging for BIPOC students and MLL students.

25/26 Wade Thomas Site Plan

Goal 1: ALL students will receive highly engaging, research-based instruction to develop proficiency in grade-level standards and skills. Through high-quality instruction and targeted supports and interventions, we will eliminate/reduce the predictability of learning outcomes based on race, disability, home language, and socio-economic status.

Actions:

- **1.1 Learning Teams** - All teachers work in grade level/content area learning teams to analyze data and determine instructional strategies and targeted supports, interventions to accelerate learning in math and ELA and accelerated learning.
- **1.2 EL Education ELA Curriculum implementation** - PD, collaboration, time in staff meetings to implement via Learning

Teams

- **1.3 ELD Instruction** - provide professional development on high impact integrated strategies
- **1.4 CARE Team** data reviews
- **1.5 iReady** implementation

Site Progress Towards Goal and Actions (spring):

- **1.1 Learning Teams** - Grade level teams reviewed assessment data, planned small group instruction, collaborated with intervention, and developed Tier 1 intervention grouping at all faculty meetings.
- **1.2 EL Education ELA Curriculum implementation** - All staff are implementing EL Education. Learning team time is used for reviewing end of unit assessments, backwards mapping learning targets and lesson planning. Collaboration with District Tosa Melina Olenberger both at faculty meetings and in individual sessions.
- **1.3 ELD Instruction** - Site ELD teacher provides individual support to classroom teachers on high impact ELD strategies.
- **1.4 CARE Team** collects data at the beginning of the year at our Meeting of the Minds summit and then reviews school-wide data (i-Ready, Dibels, and Forefront) for students not meeting benchmarks.
- **1.5 iReady** 275 results end of year indicate: Reading: 69% above grade level, 16% on grade level, 13% one year below, 1% two years below. Math: 60% above grade level, 22% on grade level, 17% one year below, 1% two years below.

Goal 2: Increase the sense of belonging among BIPOC students and Multilingual Learners through the school-wide implementation of school wide programs and systems.

Actions:

- **2.1 WT SEL program** - Lesson Implementation
- **2.2 Implement lunchtime clubs program** to provide alternative settings for lunchtime for students to explore topics of interest and foster new peer relationships.
- **2.3 Sense of Belonging Data Analysis** through survey data
- **2.4 heritage month** celebrations and Wednesday Welcome Meetings
- **2.5 bi-annual mingles** celebrating cultures & traditions around the world twice a year
- **2.6 Chronic Absenteeism MTSS** implements MTSS for reducing chronic absenteeism including early and proactive interventions when students show signs of absenteeism.

Site Progress Towards Goal and Actions:

- **2.1 WT SEL program** - Weekly assemblies & community circle lessons in classroom, and monthly guidance lessons by counselor.
- **2.2 Implement lunchtime clubs program** - four lunch clubs per semester.
- **2.3 Sense of Belonging Data Analysis:** 76% of 3-5th graders rate positive sense of belonging
- **2.4 heritage month** celebrations and Wednesday Welcome Meetings.
- **2.5 bi-annual mingles** celebrating cultures & traditions around the world twice a year.
- **2.6 Chronic Absenteeism MTSS** - chronic absenteeism declined 3.4%.

Goal 3: Engage in a continuous cycle of input and feedback from parents/guardians, students, and staff on the climate and learning experience of all students and their families to support student learning and wellness.

Actions:

- **3.1** Gather input and feedback from families & students regarding barriers to school attendance.
- **3.2** Partner with site teams (Site Council, Student Council, WTPA, and DEIB) to support our racial equity work and school-wide cultural heritage/history months.
- **3.3** Engagement of Families of Multi-lingual Learners at SELAC with site liaison & at community events
- **3.4** Build community engagement and a sense of belonging for our multilingual learner families school-wide events and meetings. Reach out to individual families to provide differentiated support.
- **3.5** Review our Facilities and Beautification Plans with SSC, staff and students to prioritize short & long term goals.

Site Progress Towards Goal and Actions:

- **3.1** Met with individual families & students regarding barriers to school attendance.
- **3.2** Partner with site teams (Site Council, Student Council, WTPA, and DEIB) to support our racial equity work and school-wide cultural heritage/history months.
- **3.3** Engagement of Families of Multi-lingual Learners through What's app group, at SELAC with site liaison & at community events.
- **3.4** Build community engagement and a sense of belonging for our multilingual learner families school-wide events and meetings. Site liaison reached out to individual families to improve attendance & engagement at events.
- **3.5** Reviewed our Facilities and Beautification Plans with SSC, staff and students to prioritize short & long term goals.

2025 CAASPP Results

	ELA				
	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Met + Exceeded
3rd	67	25	8	0	92
4th	52	32	6	10	84
5th	53	37	8	2	90
	Math				
	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Met + Exceeded
3rd	65	27	6	2	92
4th	52	28	14	6	80
5th	55	23	12	10	78
	SCIENCE				
	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Met + Exceeded
5th	39	29	28	6	68