Spring Title Review

The School District of Glenwood City is located in the rural community of Glenwood City, WI, approximately 50 miles from the Twin Cities. Glenwood City Elementary currently serves 319 students. During the 2022/23 school year the GCE student body included 38.8% economically disadvantaged, 20.3% students with disabilities, and .7% English language learners. Additionally, our student body consisted of 91.9% white, 3.1% Hispanic/Latino, 2.7% from two or more races, 1.7% Asian, and .3% Black. All of our 26 teaching staff and 11 paraprofessionals meet the qualifications for highly qualified. *(demographics reported from 2022/23 accountability report card)*

Title I Review

Glenwood City Elementary has a school wide Title I program. This program is designed to generate high levels of academic achievement for all students, especially those most in need of additional support. This means that all staff, resources, and classes are part of the schoolwide program serving all students at GCE.

The GCE Schoolwide program is led by a leadership team that meets every six to seven weeks. This team consists of teachers, administrators, and parents that analyze student learning data and develop goals. *If you are interested in joining this team please contact Betsy Haltinner, GCE Principal.* The following goals were set by this leadership team for the 2023/24 academic year;

Goal #1: We will provide 2 family activities during the school year. At each activity a survey will be provided to gain family feedback to improve activities going forward. Additionally, a resource for families has been created on our website to communicate weekly literacy and math skills being taught in each grade.
RESULTS: GCE held 3 family engagement experiences including Science Night, Bingo for Books, and Grandparents Day. In addition, our 4K program and PTC held additional events to engage families. Engaging with parents, families, and communities is an important way to support all students as they learn and succeed. To view the GCSD Parent and Family Engagement Policy visit
http://go.boarddocs.com/wi/glenwood/Board.nsf/goto?open&id=AG9W3C627587

Goal #2: Using the Screen to Information Report in Fastbridge we will watch and track the data from Fall 2023 to Spring 2024 and have growth in the Phonics and Fluency area of at least .5.
 RESULTS: We met this goal in two grade levels. We will continue to focus on our foundational skills by implementing what we have learned throughout the Top 10 Tools training.

Goal #3: Based on our Fastbridge data from the past few years we have identified that phonics, phonemic awareness, and fluency are areas of need. As a result, our teachers will be trained on the Top 10 Tools during the 2023/24 school year. We expect that student proficiency will increase in each grade.
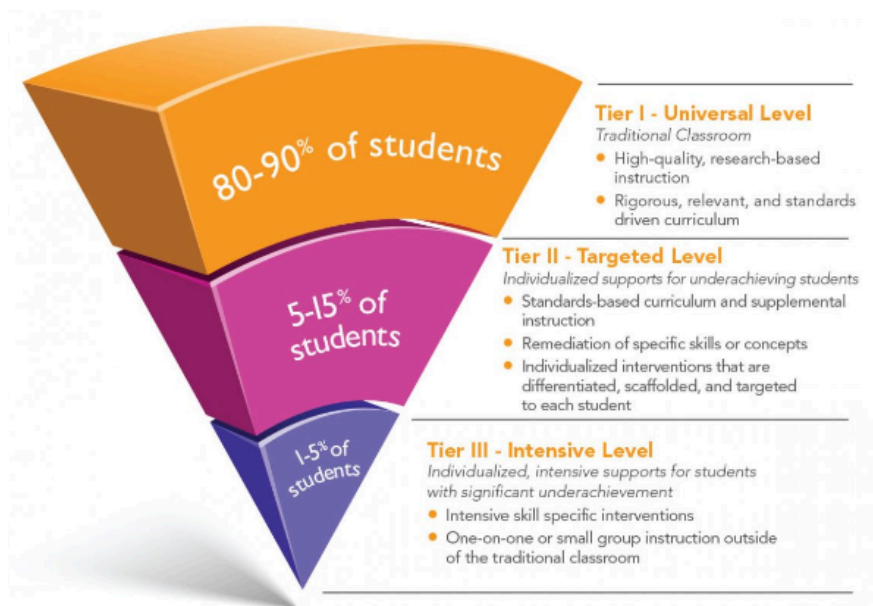
 RESULTS: Teachers have completed the Top 10 Tools training and began implementing what was learned into

the classroom. During the upcoming school year we will continue to implement needed strategies and track the data.

Response to Intervention

Students receiving interventions are selected based on student performance on our district screening assessment STAR, school screening assessments, as well as student performance in the classroom. Students who score below the 25th percentile receive intensive interventions in a group setting of no more than 3 with the Title 1 or classroom teacher. Students who score below the 50th percentile receive instructional support in a group setting of no more than 5 with aTitle 1 paraprofessional or classroom teacher in the classroom. Literacy development is also assessed using Fountas & Pinnell Benchmark Assessments. Students who are two or more reading levels behind grade level have received Tier III interventions. Additionally, we use sight word & phonics assessments to identify literacy gaps.

80-90% of students

Tier I - Universal Level
Traditional Classroom
- High-quality, research-based instruction
- Rigorous, relevant, and standards driven curriculum

5-15% of students

Tier II - Targeted Level
Individualized supports for underachieving students
- Standards-based curriculum and supplemental instruction
- Remediation of specific skills or concepts
- Individualized interventions that are differentiated, scaffolded, and targeted to each student

1-5% of students

Tier III - Intensive Level
Individualized, intensive supports for students with significant underachievement
- Intensive skill specific interventions
- One-on-one or small group instruction outside of the traditional classroom

Interventions Provided

Reading
- Fastbridge
- Bridging the Gap
- SIPPS
- UFLI
- Direct Instruction in specific skill deficit

Math
- Fastbridge
- Moby Max
- Direct Instruction in specific skill deficit

Professional Development

GCSD provides opportunities for professional development throughout our school year. This year we had 6 full day inservice days. These days are designated for building level meetings, Teaching and Learning team meetings, grade level/department meetings, and staff training.

Professional Development Highlights:
- Glenwood City Elementary teachers attended a variety of workshops offered through CESA 11 including; University of Florida Literacy Institute (UFLI),, Supporting Secondary Newcomers in the Classroom, Forward Standards Realignment, Forward Standards Realignment - Math, Health Educator Regional Curriculum Workshop, Reading Practices and Protocols for Identifying and Supporting Literacy Interventions, Phase 3 of 2020 ELA

Standards, ESEA Universal Compliance Monitoring Workday and Physical Education Standards.

- Glenwood City Elementary teachers attended a variety of meetings offered through CESA 11 including; Reading Network Meetings, Principal Network Meetings, Early Learning Network Meetings, Title I Coordinator Meetings and Professional Advisory Committee (PAC) Meetings.
- Elementary principal and Reading Specialist attended the Training for Literacy Leaders Workshops offered through CESA 11. Work focused on building a culture and practice for literacy instruction.
- Teaching and Learning teams (Professional Learning Communities) - Teaching and Learning teams and the time dedicated to them are designed to provide opportunities for collaborative support in professional growth and creation of student centered learning experiences. During this time, teachers have the freedom and responsibility to select activities and collaboratively network in an effort to support their professional practice goals. Teams meet weekly for 45 - 60 minutes.

Based on our Fastbridge data from the past few years we have identified that phonics, phonemic awareness, and fluency are areas of need. As a result, our teachers will be trained on the Top 10 Tools during the 2023/24 school year. We expect that student proficiency will increase in each grade.

23-24 - Completed Top 10 Tools
The tools in The Reading Teacher's Top 10 Tools™ consist of the following:

- Knowledge – A Reading Teacher's Foremost Tool 9/14/23
- Oral language – A Foundation for Literacy
- Phonemes – Paving the Way to Print and Meaning
- Phonics and Spelling – Effective Decoding and Encoding Instruction 11/20/23
- Vocabulary – The Blueprint of a Word 1/15/24
- Comprehension – The Text and the Mental Model 1/15/24
- Fluency – Understanding Practice and Automaticity 3/19/24
- Writing – Write! Written Responses to Reading 4/2/24
- Read Alouds – A Tool for Building Language Comprehension 4/23/24
- Collaboration – Two Heads are Better Than One 5/14/24

24-25 - Continue implementing and tracking data.

Early Childhood Transition

GCE holds a variety of activities to assist with transition from 4K to Kindergarten. Open House for 4K and Kindergarten.

- Tiny Toppers program for 3 and 4 year olds
- 4K students and their families are invited to attend family engagement activities throughout the school year.
- A summer 4K transition to Kindergarten class.
- 4K teachers participate in district and building level professional development opportunities and Professional Learning Communities (PLC).
- Kindergarten Teacher Introduction Letter
- Kindergarten Readiness Packet with Kindergarten Goals
- Kindergarten Teachers visit 4k to introduce themselves and share about kindergarten

Title III

There are currently 6 English Learners in our school district. Three students are in grades 1-5, three students are in grades 6-8 and zero students are in grades 9 - 12. We have 3 students that once were identified as EL students that families opted out of receiving accommodations but still take the ACCESS based on requirements. Two students moved in district since the ACCESS was administered.

ACCESS Test Results:
- All 7 of our participating students took the ACCESS test in the winter of the 2023-2024 school year.
- Overall scores for the 2023-2024 school year range from 1.5 to 4.4.
- An overall score of 4.5 to 5 MAY be dismissed with evidence.

Program Updates:
- Small group time was offered to our EL students as needed
- One on one time was offered to our Spanish speaking EL students
- Conferences and workshops were attended by the District EL Coordinator
- Spanish speaking families were given the opportunity to have a translator when needed for parent-teacher conferences, meetings, phone calls, documents from school and more.

Program Goals:
1. To help students succeed in the regular education programs
2. To assist students in attaining grade-level proficiency
3. To improve student achievement in basic and advanced skills
4. To assist students in acquiring the English Language
   - For goals 1 - 4 we continue to increase support, within our regular education classroom, for our ELL students. Based on need, the ELL coordinator meets with general education teachers to provide support for students.
5. To involve parents in their child's education
   - Our ELL coordinator attends parent/teacher conferences, IEP meetings and events in which families feel they need support. She reaches out to families on a regular basis or when asked to by school staff. All information sent home, via email or written letter, is translated as well. During the COVID-19 school closure the ELL coordinator communicated with families often and translated all information for our Spanish speaking families
6. To provide professional development and growth opportunities
   - As opportunities arise, the ELL coordinator will attend workshops and/or conferences that help improve our programming.

Program Planning:
- Continue ACCESS testing for students who qualify for EL and monitor growth
- Continue to create resources for all teachers with EL students
- Continue to strengthen parent/teacher/coordinator relationships
  - Add to translated documents to build communication for families & add to our webpage
- Continue to build opportunities for student learning time
- Update ISP's (ILP) to improve goal achievement for EL students
  - Add can do descriptors

- Continue to participate in professional development opportunities - find new opportunities
- Update new resources and information to better inform staff throughout the year