

Title I Spring Review

Glenwood City Elementary
2023-2024

Demographics

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
- 0.7% English language learners.

Additionally, our student body consists of;

- 91.9% white,
- 3.1% Hispanic/Latino,
- 2.7% from two or more races,
- 1.7% Asian, and
- 0.3% Black.

(demographics reported from 2022/23 accountability report card)

All of our 26 teaching staff and 11 paraprofessionals meet the qualifications for highly qualified.

School Wide Programming

Description of School Wide Title

Schoolwide programs are designed to generate high levels of academic achievement for ALL students, especially those most in need of additional support. ALL staff, resources, and classes are part of the schoolwide program, and it serves ALL the children in a school.

Schoolwide Title programs are focused on improving systems and practices and embrace high-quality curricula, creating and implementing a comprehensive plan to ensure ALL students meet the state's challenging academic standards.

Schoolwide Requirements

- A comprehensive needs assessment that identifies the school's strengths and challenges in key areas affecting student achievement
- A comprehensive plan for long-term improvement, created with stakeholders and designed to address identified needs
- Regular evaluation of the program and updating of the plan as necessary
- Appropriately licensed teachers and qualified paraprofessionals

23/24 GCE School Wide Title I Goals

Family Engagement

- 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.

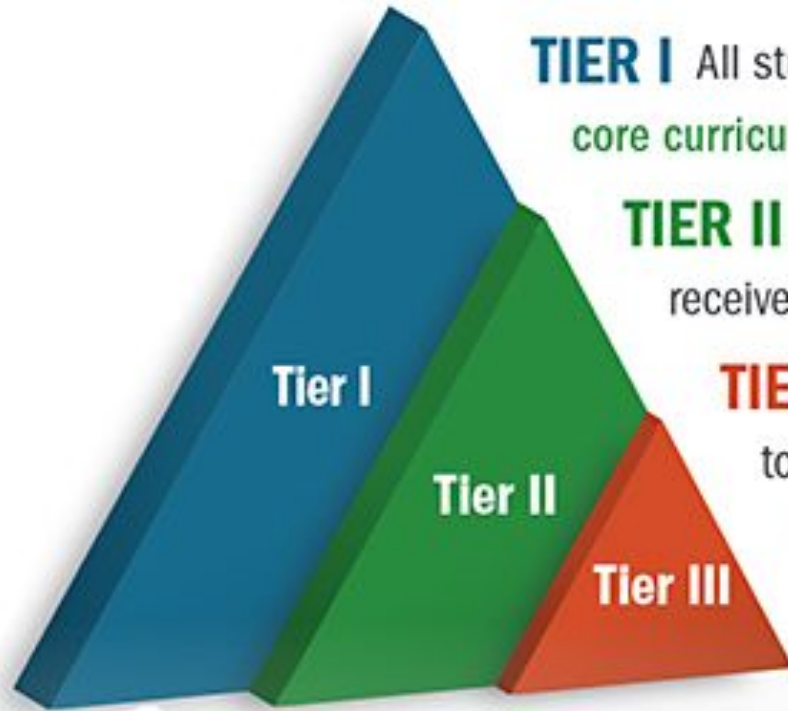
Phonics and Fluency

- 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.

Professional Development

- 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.

RTI Model



TIER I All students receive instruction on the core curriculum.

TIER II Students who are below grade level receive additional instruction in small groups.

TIER III Students who are unresponsive to Tiers I and II also receive individualized instruction.

Current Programs and Strategies – Tier 1

ELA Resources

- MyView Literacy
- Heggerty
- Rime Magic

Math Resources

- Eureka/Embarc

Programs and Strategies for Students At-Risk - Tier 2/3

ELA

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

Math

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

23/24 Outcomes

Phonics and Fluency

- 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.

Fall 2023

Kindergarten - On Track

1st - .2 Phonemic Awareness & Phonics

2nd - .2 Phonemic Awareness & Phonics

3rd - 2.2 Phonics & Fluency

4th - 4. Fluency

5th - 1.2 Phonics & Fluency

Spring 2024

Kindergarten - .2 Phonemic Awareness & Phonics

1st - 1.1 Phonemic Awareness & Phonics

2nd - 2.2 Phonics & Fluency

3rd - 1.2 Phonics & Fluency

4th - 3.2 Phonics & Fluency

5th - 1.2 Phonics & Fluency

23/24 Outcomes

Professional Development

- 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.

22/23 Outcomes

Family Engagement

- 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.

Policy - Found on BoardDocs 342.51 and 342.53

Compact - The Title I compact is an agreement among the student, teacher, and parents that outlines the role of each in a learning partnership. It is sent home in the after our Fastbridge screening periods in fall, winter, and spring.

Rights of parents to be involved in school programs

- Surveys
- Open house
- Attend family engagement events
- Conferences
- Family engagement activities on webpage

Moving Forward...

We will continue to implement strategies learned from our Top 10 Tools training.

We will also work on strengthening our RTI process at all Tier levels with a designated daily intervention time, using our data to guide our instruction, and fulfilling the Act 20 requirements.

Early Childhood Coordination

Open House for 4K and Kindergarten

Tiny Toppers program for 3 and 4 year olds

Kindergarten Teacher Introduction Letter

Kindergarten Readiness Packet with Kindergarten Goals

Kindergarten Teachers visit 4k to introduce themselves and share about kindergarten



School Wide Title I Leadership Team Meetings

- 3 times per year
- Committee members can change each year
- Discuss goals and family engagement activities
- Stakeholder input with parent representative

****[Link complete Schoolwide plan](#)

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.
- **Onsite participation of ACCESS for the winter of 2023-24 was one student in grade 1-5, four students in grades 6-8 and two students in grades 9-12.
- Students are identified based on a home language survey that is filled out by all families who indicated English is NOT their first language.

Title III

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.

Title III

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.

Title III

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
 - a. For goals 1 - 4 we continue to increase support, within our regular education classroom, for our EL students. Based on need, the EL coordinator meets with general education teachers to provide support for students.
5. For goals 1 - 4 we continue to increase support, within our regular education classroom, for our EL students. Based on need, the EL coordinator meets with general education teachers to provide support for students.
 - a. Our EL 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.
6. To provide professional development and growth opportunities
 - a. As opportunities arise, the EL coordinator will attend workshops and/or conferences that help improve our programming.

Title III

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

Thank you for attending!
Any Questions???

Evaluation