
ANNUAL REPORT

2021-2022



GLENWOOD COMMUNITY

HOME OF THE RAMS

SCHOOL DISTRICT

PROUD PAST, SUCCESSFUL PRESENT, GROWING FUTURE

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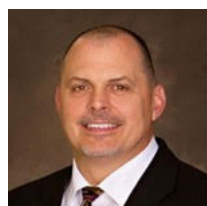


ABOUT 2021-2022

Dear Families and Community Members,

I want to welcome you to our 2021-2022 annual report. In it, you will find information regarding our last fiscal year. This year our district came out of the pandemic on the heels of a very difficult year. Both staff and students struggled academically, but more so emotionally. We as a district did our best to address these concerns and realities within our buildings to the best of our ability. Many positives came from this and we are much better now for it. The mental well-being of our staff and students continues to be the forefront of what we do. Our continued support of Positive Behavioral Interventions and Support (PBIS) at the K-8 level and Capturing Kids Hearts (CKH) at the secondary level first enacted last year has made some positive growth for us. Fiscally, we remain steadfast and frugal with our tax dollars as we try to keep our bottom line within our budgeted allocations. We have lots to celebrate at GCSO and we hope you enjoy our annual report. Go Rams!

Sincerely,



Dr. Devin Embray
Superintendent
712-527-9034 x 1004

NUMBERS

Attendance Rate: 91.8%
 Graduation Rate: 92.8%
 State of Iowa Graduation Rate: 90.2%
 Dropout Rate: 1.34%
 State of Iowa Dropout Rate: 2.9%
 HS Students in Activities: 77.9%
 Student: Computer Ratio K-12: 1:1
 Free/Reduced Lunch: 33.9%
 Number of Lunches Served Daily: 1,440
 Total Number of Lunches Served: 256,404
 Number of Breakfasts Served Daily: 469
 Total Number of Breakfasts Served: 83,655
 Number of Students Transported: 1,064
 Total Miles Driven: 220,646
 Number of Bus Routes: 14
 Number of Suburban/Van Routes: 6
 Number of District Vehicles: 52



MISSION

The mission of the Glenwood Community School District is to develop in all students the knowledge and competencies required of responsible citizens in a global society.

SCHOOL STUDENTS

Northeast Elementary: 574
 West Elementary: 451
 Middle School: 459
 High School: 561
 2021-2022 Total: 2045

DISTRICT STAFF

Administrators/ Principals: _____ 8
 Teachers: _____ 142
 Directors: _____ 5
 Guidance: _____ 5
 Teacher/ Media/ Health Associates: _____ 43
 Nurses: _____ 2
 Custodial/ Grounds Maintenance: _____ 19
 Office/ Clerical/ Admin. Support: _____ 20
 Printshop: _____ 2
 Technology Assistant: _____ 1
 Bus/ Suburban Drivers: _____ 19
 Mechanics: _____ 1
 Bus Associates: _____ 4
 Food Service: _____ 22
 Kid's Place: _____ 21
 SEL's: _____ 4

NORTHEAST

NEW PLAYGROUND



Northeast has a brand new playground! This playground is state of the art, safe for our kids, and ensures all students have access to this fun new equipment.

TEACHER OF THE YEAR

Sue Peters was selected as the Glenwood Community Schools Foundation John A. Gregory Farm Bureau Teacher of the Year! She is a 1st grade teacher at Northeast.



GUIDING COALITION

The district offered the opportunity for grade-level teams to meet over the summer to work on curriculum and work related to the guiding coalition initiatives. All four grade levels at Northeast took advantage of this opportunity. In total, 27 teachers attended the full-day sessions. The meetings were facilitated by Derrica Hutchings, the Northeast Instructional Coach. The teams accomplished a great deal of work during their work sessions including collaborative planning and tightening up Tier 1 instruction with common planning tools and pacing guides. Some grade levels got a sneak peek at the 95% Group Reading Curriculum. Preschool worked on prioritizing items in their Gold Standards.

PRAISE WALK

Teachers at Northeast participated in praise walks where they learn from each other by observing instruction strategies and then highlighting the positive things their teammates are doing!



NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN ACCREDITATION

Our preschool teachers, lead by Julie McMullen, just received the prestigious National Association for the Education of Young Children (NAEYC) Accreditation. This is only awarded to high-performing, inclusive early childhood programs that are dedicated to growth.



WEST

PBIS: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

This is the 4th year of PBIS implementation at West. West is using positive behavioral supports to make sure students are recognized for their awesome behavior at school and get support if there is something that causes them to be less successful. Students struggling behaviorally are given more time, teaching and practice to increase their success.



WIN: WHAT I NEED TIME

Students from all grades (3rd, 4th, & 5th) participate in WIN time 4 days a week. It allows for students to participate in learning that is "just right" for them. Some students get extension activities during this time to move beyond the grade level benchmarks, while others get remediation to master skills that may not be in place yet. This grouping and regrouping is done throughout the year so students are able to move from group to group based on skills currently being studied.



5TH GRADE SCIENCE CAMP

Every September, for over twenty years, West students have participated in Science Camp. GCSD and ISU/Mills County Extension and Outreach partner provide Outdoor Science Camp for 5th grade youth at Pony Creek Park. The goal of the camp is to engage students in learning about their environment and the Loess Hills. The interactive curriculum focuses on developing a sense of responsibility toward conservation, wildlife and nature.



HIGH PERFORMING SCHOOL

West was designated as a "High Performing School" by the Iowa Department of Education for the 2nd year in a row based on the Iowa School Performance Profiles. The Iowa School Performance Profiles is an online tool showing how public schools performed on required measures. The website was developed to meet both federal and state requirements for publishing online school report cards: The federal Every Student Succeeds Act (ESSA) and House File 215, adopted by Iowa lawmakers in 2013.



HIGH SCHOOL

BREAKFAST WITH SANTA

Breakfast with Santa is an event with the purpose of serving our community by providing games, breakfast, and Santa. This event is a joint effort of coordination and planning by the Glenwood Fire Department, Mills County YMCA, and Reach/SADD members from GHS. (Reach/SADD is a service group that reaches out to others and promotes positive choices.



SENIOR AMBASSADOR

The purpose of the Junior Buddy/ Senior Ambassador program is to help 8th grade students in their transition to the High School. It also serves as a "first face" for Glenwood High School to bring new students to our district, welcoming them to the high school, giving tours, and answering questions. High school students apply for, are selected, and are trained for this program during their junior year (Junior Buddies). They then become "Senior Ambassadors" their senior year.



GIRLS HIGH SCHOOL BASKETBALL

The girl's basketball team finished the season 10-0 in conference play to win the H-10 Championship. This is the 3rd year in a row the Rams have won the H-10 title. This year's senior class is 39-1 over their four-year career of playing H-10 basketball. The team finished the season 20-5 and ended their season at the State Tournament in the Semi-



Finals. The senior class ended their career with an 85-15 record, 3 H-10 Championships and 3 State Tournament appearances.

INDIVIDUAL SPEECH- ALL STATE

Glenwood Community School District had three high school students selected to All State for Individual Speech. They were 3 of the 4% of all speech students selected to All State.



MIDDLE SCHOOL

2022 CHARLES E. LAKIN OUTSTANDING TEACHER AWARD

Glenwood Middle School 6th grade science instructor, Tom Berke, was named a recipient of the 2022 Charles E. Lakin Outstanding Teacher Award. Berke was given the award which includes a \$10,000 prize for the teacher and a \$2,500 award to the school district. Berke was one of 180 nominations received from 19 different school districts.



FALL PLAY/MUSICAL

Glenwood Middle School had a very successful Fall Play/ Musical. The theme was "School House Rock Live". Mrs. Buckingham, the middle school vocal instructor, directed it.



RACHEL'S CHALLENGE

The GCMS students attended the Rachel's Challenge assembly that discussed Rachel Scott (A victim from the Columbine Shooting) and her vision of creating an atmosphere of kindness. The Student Sunshine Members attended an additional assembly called "Friends of Rachel's". The Student Sunshine Committee's mission aligns with Friends of Rachel's mission and has accepted the Friends of Rachel's challenge to improve the culture of our school. The Student Sunshine Members brainstormed ways to help with the culture of our building and implemented "Switch it up lunch" where students sat next to students they did not know very well to help students grow and connect with others. In addition, students also started a "Positive Affirmation Nomination Board". This board contained nomination forms that students and staff filled out for others that they felt needed recognition for their success in improving school culture and climate.

BOYS & GIRLS MIDDLE SCHOOL XC

The Middle School boys and girls cross country teams won Conference Titles. The boys won the 2021 8th Grade Class 3A State XC Title. Megan Hughes won the overall Champion at the H10 Conference Middle School Girls XC Meet. Kevin Coots was the overall individual State Runner-up.



IOWA STUDENT ASSESSMENT OF STUDENT PERFORMANCE (ISASP) ASSESSMENTS

ISASP ASSESSMENT INFORMATION

The Iowa Student Assessment of Student Performance Assessments are a collection of standardized achievement tests that assess foundational skills and higher-order thinking skills. The assessments evaluate essential elements of the Iowa Core. Glenwood Community School District assesses reading, math and science of students in grades 3-11. These assessments prove useful in measuring current and future performance and aid in the development and design of curriculum used in our schools.

The percent shown indicates the percentage of students proficient in the respective grades and subjects.

Results are reported in the following demographic categories: Advanced, Proficient and Advanced and Proficient. District vs. State

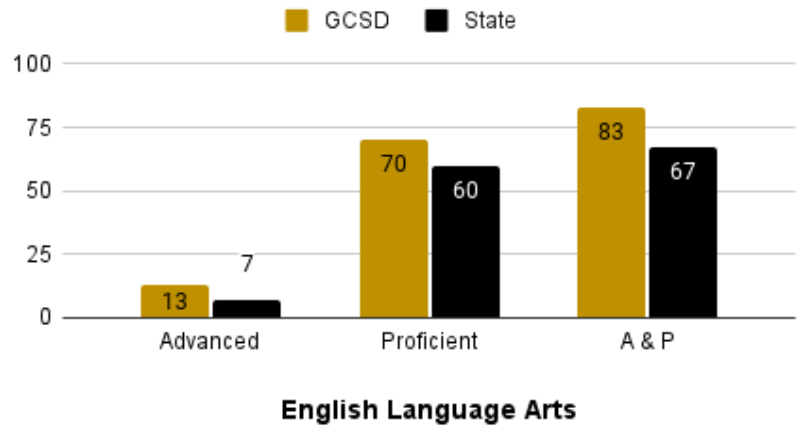
AMERICAN COLLEGE TESTING (ACT)

Glenwood Composite Average: 21.9
 Highest Glenwood ACT 2021/2022: 35
 Students Scoring 20+: 66
 Students Scoring 25+: 34

Iowa Composite Average: 21.5
 National Composite Average: 20.3
 Perfect score = 36

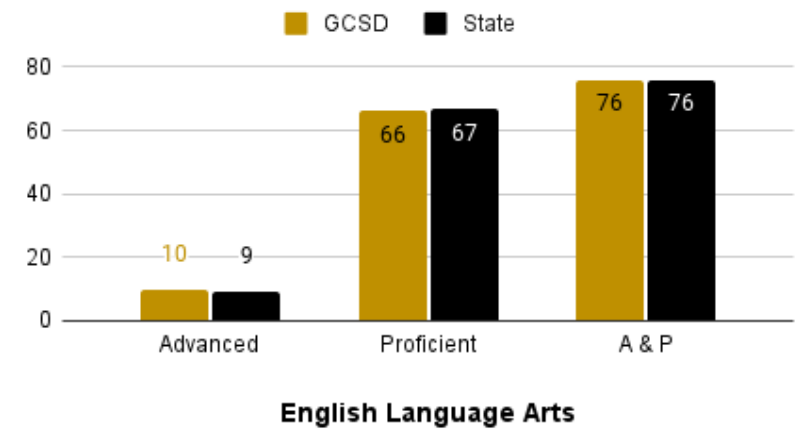
WEST ELEMENTARY (GRADES 3-5)

West Elementary vs. State of Iowa 2021-2022



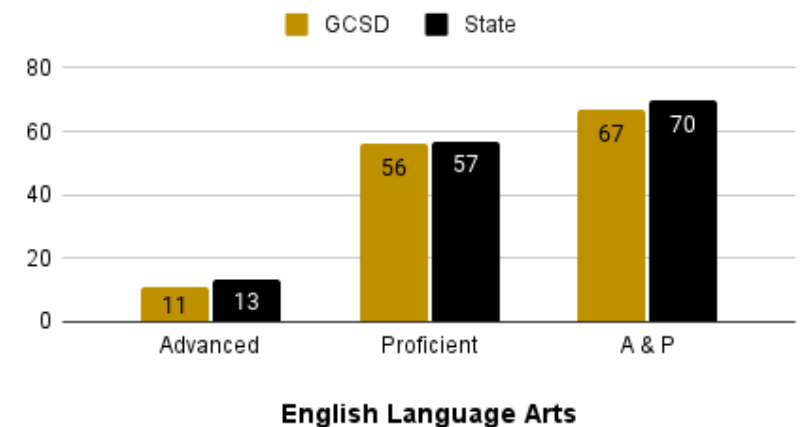
MIDDLE SCHOOL (GRADES 6-8)

Middle School vs. State of Iowa 2021-2022



HIGH SCHOOL (GRADES 9-11)

High School vs. State of Iowa 2021-2022

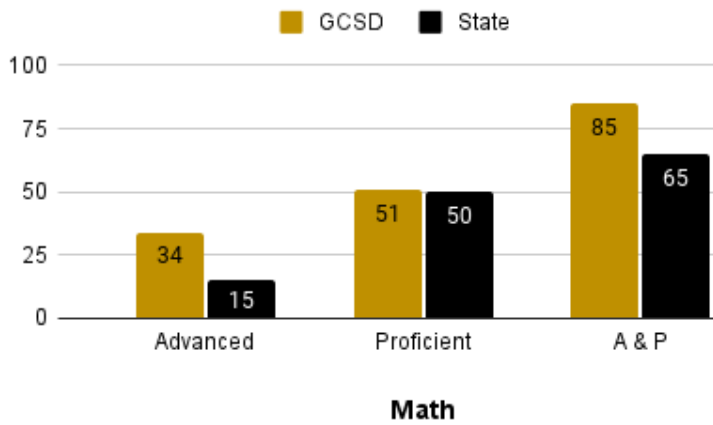


ISASP ASSESSMENTS CONTINUED

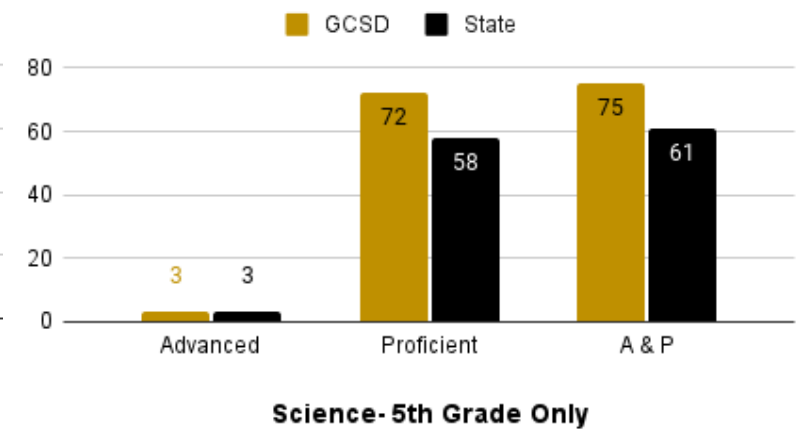
POST SECONDARY INTENTIONS

4 Year Private: 7% Military: 3%
 4 Year Public: 26% Apprenticeships: 4%
 Community College: 13% Employment/Other: 8%
 2 Year Private: 5% Unknown: 31%

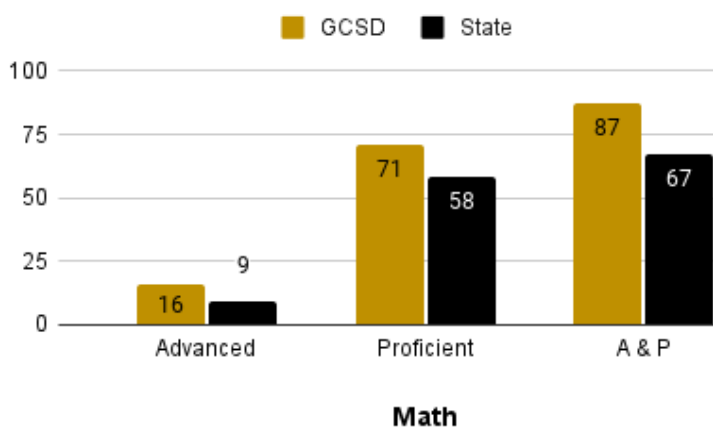
West Elementary vs. State of Iowa 2021-2022



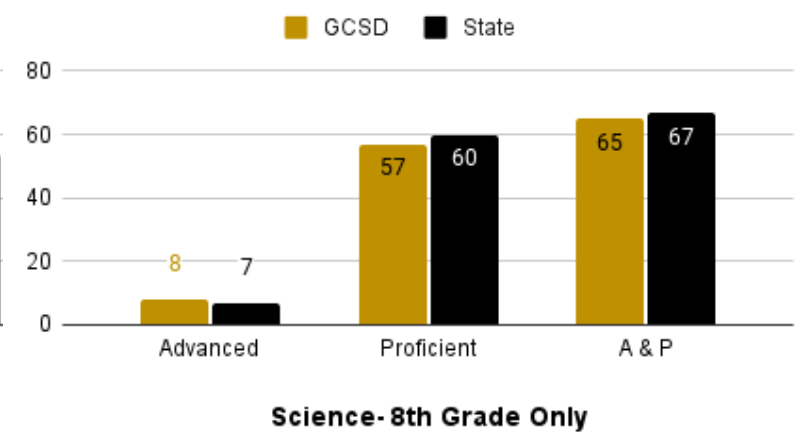
West Elementary 5th Grade vs. State of Iowa 2021-2022



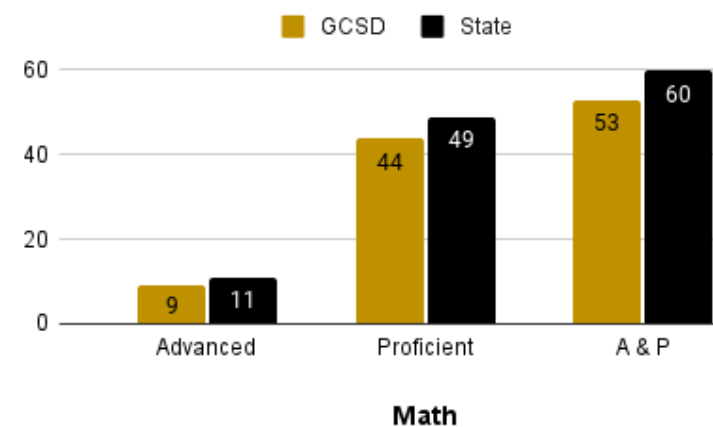
Middle School vs. State of Iowa 2021-2022



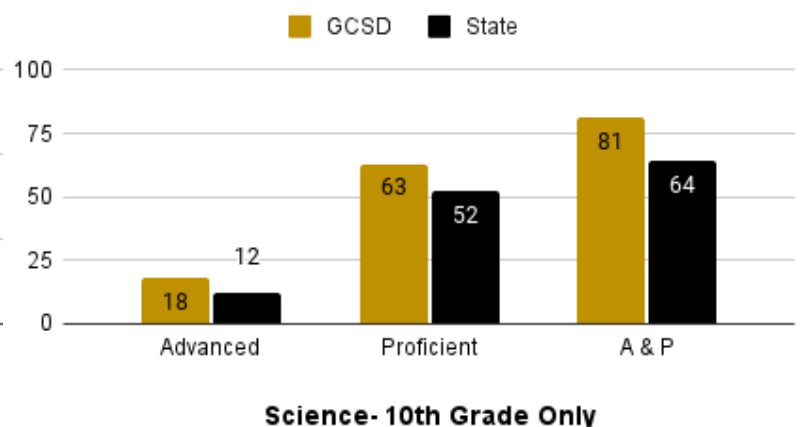
Middle School 8th Grade vs. State of Iowa 2021-2022



High School vs. State of Iowa 2021-2022



High School 10th Grade vs. State of Iowa 2021-2022



STANDARD- REFERENCED GRADING

STANDARD REFERENCED GRADING

Standard-referenced grading is the communication of grading and reporting where the students stand in terms of mastery of specific course content. In Glenwood, we use the terms "Outcomes & Components" to describe the content that we want our students to know and be able to do. We use proficiency scales and outcome assessments to measure and communicate students' current levels of learning and progression toward curriculum outcomes.

STANDARD REFERENCED GRADING GUIDING PRINCIPLES

1. Grades are based on clearly specified learning goals and performance standards
2. Evidence for grading is based on valid indicators of learning
3. Grading is based on established learning and performance criteria (outcomes and components), not on arbitrary norms
4. Not everything is included in calculating academic grades, but feedback is given on both academic and employability skills and knowledge
5. Evidence of learning is rarely averaged; the most recent scores are prioritized for determining grades
6. Focus on achievement and report other factors (such as behavior, attendance, etc.) separately

STANDARD REFERENCED GRADING: TEACHING & LEARNING PRINCIPLES

1. Teachers, students, and parents will know exactly what is to be taught and learned at each grade and in each course
2. Our students will accomplish a rigorous level of learning in order to equip each one for maximized options in life
3. Our students will be able to stand shoulder to shoulder with any other graduate in our state and nation

STANDARD REFERENCED GRADING: GOALS

1. Grades will accurately reflect a student's achievement levels within the curriculum outcomes of each course
2. We can and will improve student achievement by establishing and communicating clear learning targets
3. We can and will improve learning within each course by providing students with timely and productive feedback about progress toward outcomes during the course of instruction

GRADING MARKS

GCSD utilizes marks of academic proficiency. Metrics of traditional grading such as "points" or "percentages" are not utilized to communicate student academic proficiency. GCSD utilizes the following terms to communicate proficiency levels: 4.) Exceptional, 3.) Proficient, 2.) Minimum Proficiency, and 1.) Not Proficient. Proficiency scales take the course outcomes and specify the learning progression toward that outcome by its essential components of learning. Teachers and students use proficiency scales as a foundation for instruction, learning, and assessment.

EXAMPLE OF PROFICIENCY SCALE

Course: U.S. History		World War I	
Outcome SS.WC.8: Examine the mistakes that brought soldiers to the battlefields of World War I and evaluate how the outcomes of the conflict led to the creation of modern political problems.			
Exceptional	Score 4.0	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught SUCH AS: <ul style="list-style-type: none"> • Discuss and apply the causes of World War I to current world negotiations. • Critique the Treaty of Versailles and design a different version in an effort to solve the problems of World War I and prevent future military escalations and the breakout of World War II. • Design an editorial both praising and criticizing America's entry and conclusion to WWI. 	
	Score 3.5	In addition to score 3.0 performance, partial success at inferences and applications that go beyond what was taught.	
Proficient	Score 3.0	No major errors or omissions regarding any of the information or processes (simple or complex) that were explicitly taught. <ul style="list-style-type: none"> • Evaluate the relative importance of alliances, nationalism, imperialism, and militarism as causes of World War I. (C1) • Explain how the first World War changed the nature of modern warfare and prompted new technology. (C2) • Discuss the economic and social impact of total war during World War I. (C3) • Evaluate the success of the Treaty of Versailles and other post-World War I peace settlements. (C4) 	
	Score 2.5	No major errors or omissions regarding the simpler details and/or processes and partial knowledge of the more complex ideas and processes.	
Minimum Proficiency	Score 2.0	No major errors or omissions regarding the simpler details and/or processes and partial knowledge of the more complex ideas and processes but major errors or omissions regarding the more complex ideas and processes. <ul style="list-style-type: none"> • List the major causes of World War I. (C1) • Explain total war and how World War I used new weapons to fight for superior power. (C2) • Compare Germany and the U.S. in their ability to mobilize the homefront for war. (C3) • Identify the points of view of major leaders in the negotiations to end World War I and decisions made at the conference in Versailles. (C4) C1 Vocabulary: militarism, alliances, imperialism, nationalism C2 Vocabulary: trench warfare, no-man's-land, total war, stalemate, Maginot Line, Central Powers, Triple Alliance, mustard gas C3 Vocabulary: mobilization, inflation, Selective Service Act, propaganda C4 Vocabulary: Woodrow Wilson, reparations, mandate, Fourteen Point, self-determination	
Not Proficient	Score 1.0 or below	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

STUDENT ADVOCACY

TeamMates Mentoring Program

The Glenwood TeamMates Mentoring Program was created for students in 3rd through 12th grade. In Glenwood, the TeamMates Mentors are reliable, caring adults that are matched with a child with similar interests within the grade levels.

The TeamMates Mentoring Program meets once a week for half an hour to an hour at the schools. During this time the mentors and students can play games, do an activity, talk, get advice, ask for help and more.

Total number of mentees: 57

Average Mentoring visits: 16.3

Rate of the quality of the mentoring relationship:
62% Excellent 19% Very Good 14% Good 5% Fair

To become a mentor, contact any of the schools or Sandra Dollen, TeamMates Program Coordinator at 712-527-0086 or email: dollens@glenwoodschoools.org

Glenwood Community School Foundation

The Glenwood Community School Foundation provides support to students, staff and the community in ways that contribute to their ability to excel in academic progress and enrichment activities. We accomplish our mission through independently allocating funds with the cooperation of the Glenwood Community Schools and other organizations. The foundation has awarded over \$35,000 in classroom grants for teachers to use to support their creative and innovative ideas in their classrooms. The John A.

Gregory Teacher of the Year award with sponsor Farm Bureau Financial Services, John B. Gregory, Agent, will recognize and honor teachers in the spring. The winner will be nominated for Iowa Teacher of the Year.

To support the mission of the Foundation, please text "Glenwood" to 44-321



Family Matters

Family Matters aligns with the vision and mission of the Glenwood Community School District. FAMILY events are held throughout the school year. Family Matters' biggest mission is for ALL families in our community to be able to come together and enjoy an informative and fun event!

This year's events will be held on:

September 27th: Fire Safety

November 8th: Parents Matter & Trivia Night

January 10th: Mental Health/NAMI & BINGO for Books

February 7th: Dance

March 14th: Resource Fair/Game Night

April 11th: Family Fun Night

School + Family = Ramily

To learn more about Family Matters, contact Glenwood Community School District at 712-527-9034



LONG-RANGE FACILITIES PLAN

Updated Bond Projected for 2024

This past year the Board of Education updated its long-range plan. Within this plan, Northeast Elementary was identified as needing a complete renovation, West Elementary to become a new 3-5 elementary on a new site, and the current West Elementary was identified to be repurposed for all of the district's ancillary services to include the Central Office, Kids Place, Thrive Alternative Program, Print Shop, Food Service, and Technology. With the announcement of the Glenwood Resource Center (GRC) closing, the State of Iowa asked if the School District would consider having a school presence on the campus when it closes. The Board of Education reviewed the proposal and will consider renovating an existing building on the GRC campus estimating a 10 million dollar savings on a potential bond. The school district plans to go to vote in March of 2024.



TEACHER LEADERSHIP

Since 2013, GCSD has utilized the state of Iowa Teacher Leadership Compensation (TLC) program to maximize opportunities to grow teacher leaders and support district achievement goals. The four current goals are as follows:

1. Attract, retain, promote and reward teachers by offering competitive salaries, professional learning, and leadership opportunities with career development and additional compensation
2. Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other
3. Provide teachers time for professional development, collaboration and training in best practices and in analyzing teacher implementation and student achievement data. Teacher leaders will have the time and compensation to become instructional experts and specialists in the most efficient, effective ways to increase student achievement
4. Improve student achievement by strengthening learning through existing initiatives in a purposeful way. As we systematically raise the quality of instruction, student achievement will improve



Education Level of GCSD Teachers

BA	36%
BA + 12	7%
BA + 24	11%
MA	30%
MA + 15	7%
MA + 30	4%
MA + 45	5%

In the 2021-2022 school year, 22% of all teachers held a TLC position at GCSD.

FINANCIAL

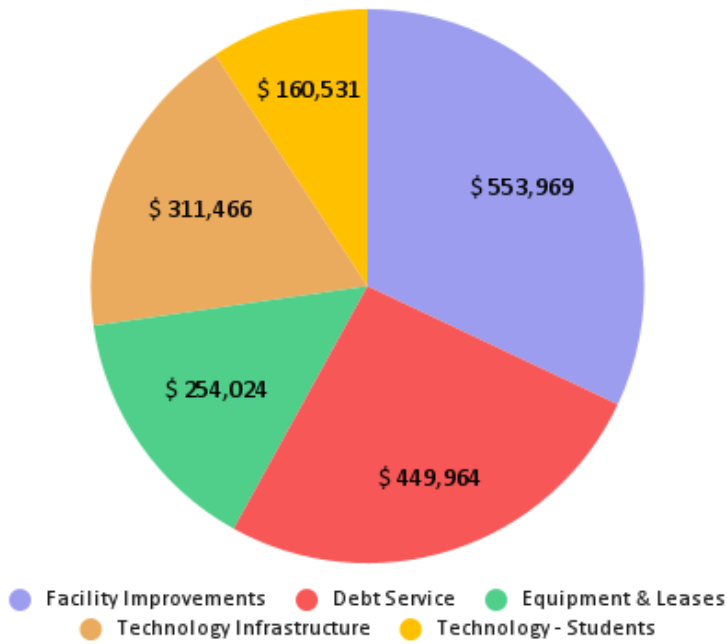
The overall financial position of Glenwood Community School District remained stable during the fiscal year 2022. The District is well-positioned to continue carrying out our mission. The fiscal year 2022 General Fund Revenues, expenditures and fund balance are summarized in the graphs provided.

Our schools rely on 2 additional funding sources, Physical Plant and Equipment Levy (PPEL) and Secure and Advanced Vision for Education (SAVE). These funds are used for capital purchases, technology, vehicles, upkeep of buildings, and new construction. Our district's goal is to operate with one year reserve balance.

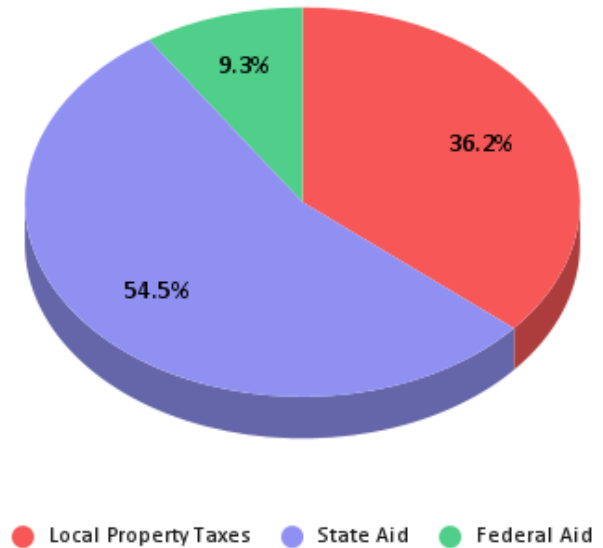
Fiscal Year 2022

	General	SAVE	PPEL
Revenue	\$25,035,019	\$2,437,979	\$794,014
Expenditures	\$25,314,881	\$1,279,990	\$190,002
Debt Service	\$1,875,750	\$449,964	\$504,200

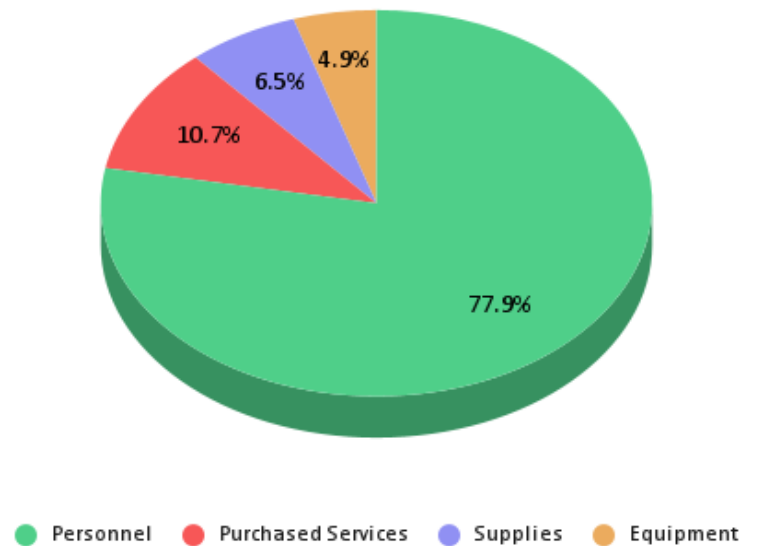
FY22 SAVE Fund Expenditures



FY 22 General Fund Revenue



FY22 General Fund Expenditures



General Fund Balance (in Millions) Five Year History





GLENWOOD COMMUNITY SCHOOL DISTRICT

2021-2022

Administration

Cole Albright
 Lorraine Duitsman
 Heidi Stanley
 Genie O'Grady
 Ashlie Salazar
 Dr. Chad Lang
 Cindy Menendez

Board of Directors

Curt Becker- President
 John Zak, IV- Vice President
 Matt Portney- Director
 Tim Becker- Director
 Elizabeth Richardson- Director

Superintendent of Schools

Dr. Devin Embray

Directors

Frank Bachman
 Jeff Bissen
 Terry Marlow
 Jedd Taylor
 Tim Reinert

Coordinators

Jennie Teegarden
 Angie Thomas

ANNUAL NOTICE OF NONDISCRIMINATION

It is the policy of the Glenwood Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Cindy Menendez, Equity Coordinator, 103 Central Street, Ste 300, Glenwood, IA 51534, (712) 527-9034 or gcsdequitycoordinator@glenwoodschoools.org.