



REPORT TO THE PUBLIC

2018-2019 School Year

Agenda/Topics to Be Covered

- Mission Statement/Goals
- Federal Fund Planned Expenditures
- Testing Dates
- Children's Internet Protection Act

Mission Statement/Vision Statement/Goals

Mission Statement

The Glen Rose School District is committed to providing a safe environment, teaming with parents and community, promoting academic excellence and empowering students with the tools, knowledge, technological skills and visions to prepare students to become contributing citizens in our society and the world...every day and in every classroom.

Vision Statement

The Glen Rose School District works to empower our students with skills needed to be successful at each stage in their educational careers and beyond. The students will be able to be productive citizens in their communities.

Goals

The Glen Rose School District will increase Parental/Family Engagement.

The Glen Rose School District will work to provide early and intensive intervention for students not making progress including subpopulations.

The Glen Rose School District will work with all students to prepare them for post-secondary opportunities in the college and/or career paths.

Changes for District Improvement Plan

- A new goal has been added to work with the elementary to provide early interventions for struggling students and concentrate on subpopulations that show little to no growth.
- Continue to work with students preparing them for the future. Each student beginning with this year's 8th graders have and continuing to add 8th graders each year will be given a working Student Success Plan.

District Improvement Plan, continued

- Improving the school with the framework of district support
 - The district will regular reallocate resources to support school, staff, and instructional improvement. This will be done through needs assessment, recommendations and evaluations.
- Taking the change process into account
 - The district will monitor progress of the extended learning time programs and other strategies related to school improvement. Schools will regularly monitor these programs for efficacy.
- Establishing a team structure with specific duties and time for instructional planning
 - A team structure is officially incorporated into the school governance policy. This policy has been adopted by the school board and teams that were created include district and school leadership teams, grade level teams, and/or curriculum subject teams.
 - Times for Professional Learning Committees (PLC) have been set aside. These groups are working collaboratively with other district employees as well as outside consultants from the Dawson Educational Cooperative.

FEDERAL FUNDING PLANNED EXPENDITURES

- Title I, Part A
- Title IIA
- Title IV – Student Support and Academic Achievement
- Title V

Title I

- 19-20 Allocation \$249,132.88
- Funds Transferred (Title IIA) \$ 17,369.21
- Carryover \$ 17,525.35

Planned Expenditures

- Salaries and Benefits for:
 - Two Elementary Reading Interventionists
 - 1.89 Full Time Equivalence
 - Seven Elementary Paraprofessionals
 - 6.00 @ Full Time Equivalence
 - 0.20 @ Part Time Equivalence

Title I, Continued

- Welfare (Homeless) \$2,508.09
- General Supplies \$2,998.35
 - Books, Workbooks, and other programming dealing specifically with Phonics
 - Materials, Books and General Supplies for the Math and Reading Interventionists

Title IV – Student Support and Academic Enrichment

- Allocation \$18,017.67
- Carryover \$7060.39
- Expenditures
 - Materials for STEM projects in the science and technology classrooms.
 - \$20,078.06
 - Supplies for the Drug Ed. Coordinator for use in Classrooms in the Elementary, Middle School and High School
 - \$2,500.00
 - Guest Speakers on Drug Use and Safety for Elementary, Middle School, and High School
 - \$2,500.00
 - Materials for School Resource Officer for Student Instruction for use in the Elementary, Middle School and High School
 - \$2,500.00

Title V – Rural and Low Income Schools

- Allocation \$19,738.68
- Carryover \$ 2,065.20
- Transfer \$21,309.01

Planned Expenditures

- Reads 180 for the High School
 - \$20,260.01
- Salary and Benefits for Middle School Classroom Paraprofessional to assist classroom teachers in working with students who have deficits in Reading and Language Arts
 - \$22,852.88

TESTING DATES

- Renaissance Testing (Grades K-2)
 - Round 2: November 18 – December 20 (To receive a Winter SGP, report students must test on or after December 1st)
 - Round 3: March 30 – April 24 (in order to receive a Spring SGP report, students must test on or after April 1)
- Aspire Interims (Grades 3 – 10)
 - Interim I – Beginning October 17 – November 7
 - Interim II – December 2 – December 13
 - Interim III – February 3 – February 21
- ELPA (Students who are English Language Learners – Any Grade)
 - Summative January 27 – March 6
- ACT (11th Graders)
 - March 11th

Testing Dates, continued

- Dynamic Learning Maps (Alternative Assessments – Grades 3 - 11)
 - Instructionally Embedded Window - Fall September 9 – December 20
 - Instructionally Embedded Window - Spring February 3 – May 8
- Aspire Summative (Grades 3 – 10)
 - 3rd Grade April 7, 8, 9
 - 4th Grade April 7, 8, 9
 - 5th & 6th Grades April 14, 15
 - 7th & 8th Grades April 21, 22

 - 9th & 10 Grades April 28, 29
 - Makeups through May 8

Children's Internet Protection Act

- Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.
- Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
- Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:
- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.
- Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.
- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.