

# Final Report 2014-2015 - J.R. Smith Elementary

**This Final Report is currently pending initial review by a School LAND Trust Administrator.**  
You may unlock the Final Report to edit/update non-substantive changes without a vote.

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$6,462	N/A	\$27,526
Distribution for 2014-2015	\$33,009	N/A	\$33,983
Total Available for Expenditure in 2014-2015	\$39,471	N/A	\$61,509
Salaries and Employee Benefits (100 and 200)	\$13,000	\$24,434	\$27,259
Employee Benefits (200)	\$0	\$0	\$8,662
Professional and Technical Services (300)	\$7,000	\$9,647	\$9,019
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$13,000	\$13,644	\$1,464
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$15,105
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$33,000</b>	<b>\$47,725</b>	<b>\$61,509</b>
Remaining Funds (Carry-Over to 2015-2016)	\$6,471	N/A	\$0

## Goal #1

### Goal

Goal number 1 is to increase the reading proficiency of students by increasing the amount of literacy materials in the school by the end of the 2014-2015 school year.

## Academic Areas

Reading

## Measurements

**This is the measurement identified in the plan to determine if the goal was reached.**

DIBELS beginning of year (BOY), middle of year (MOY) and end of year (EOY) data, as required by Senate Bill 150.

**Please show the before and after measurements and how academic performance was improved.**

For the year preceding the year during which this plan was implemented, our school-wide DIBELS data shows that we had a gain of only 6% students who were proficient. This was our base-line.

For the year this plan was implemented, we had a gain of 17% of students proficient as demonstrated by our school-wide DIBELS data.

**Action Plan Steps**

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**This is the Action Plan Steps identified in the plan to reach the goal.**

Use the literacy materials during our summer reading program. Use Spanish language texts in the library and Spanish language classrooms. Students will use the literacy materials during library time and at other times by checking them out.

**Please explain how the action plan was implemented to reach this goal.**

Our school used this money to purchase literacy materials. These materials were used during our summer reading program. We were able to purchase Spanish language texts that were in the library and Spanish language classrooms. Students were able to use these literacy materials during library time and other times by checking them out.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Literacy materials for students to use.	\$13,000	\$13,644	To purchase literacy materials for students to use.
	Total:	\$13,000	\$13,644	

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**Goal #2**

**Goal**

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Goal number 2 is to close the achievement gap in kindergarten students by providing kindergarten intervention.

**Academic Areas**

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Reading

**Measurements**

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**This is the measurement identified in the plan to determine if the goal was reached.**

Every kindergarten student participates in a pre-assessment of kindergarten readiness skills. Those with the greatest deficiencies are invited to participate in OEK (Optional Extended Kindergarten). All students are re-assessed at the middle of the year and end of year to measure academic gains.

**Please show the before and after measurements and how academic performance was improved.**

Every kindergarten student participated in a pre-assessment of kindergarten readiness skills. This data was used to identify those who needed OEK (Optional Extended Kindergarten). In the middle of the year this process was repeated. We were able to exit 13 of 20 students middle of year.

We also kept DIBELS data on our kindergarten students. The year before this plan was implemented, our the percent of students proficient DECREASED by 14% throughout the course of the year. The year we implemented this plan, the percent of students proficient INCREASED by 16%.

This plan is an effective one.

## Action Plan Steps

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**This is the Action Plan Steps identified in the plan to reach the goal.**

An aide will be hired with this money to help the classroom teachers provide instruction in smaller groups.

**Please explain how the action plan was implemented to reach this goal.**

As the minutes on record show, there was enough carry over to hire more than one aide. Two aides were hired.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire an aide.	\$13,000	\$24,434	Two aides hired.
	Total:	\$13,000	\$24,434	

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## Goal #3

### Goal

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Goal number 3 is to provide high quality, on going professional learning for the teachers.

## Academic Areas

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Reading

## Measurements

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**This is the measurement identified in the plan to determine if the goal was reached.**

As per Senate Bill 150, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is administered three times throughout the year. This provides a base-line, mid-year and final measure of how students are progressing.

**Please show the before and after measurements and how academic performance was improved.**

For the year preceding the year during which this plan was implemented, our school-wide DIBELS data shows that we had a gain of only 6% students who were proficient. This was our base-line.

For the year this plan was implemented, we had a gain of 17% of students proficient as demonstrated by our school-wide DIBELS data.

## Action Plan Steps

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**This is the Action Plan Steps identified in the plan to reach the goal.**

Teachers will attend a variety of professional learning activities throughout the course of the year: Art (i.e. Arts Express) Literacy (i.e. UVU Literacy Conference) Math (i.e. Comprehensive Mathematics Instruction-CMI) Team Building (i.e. Professional Learning Communities) Other targeted professional learning activities

**Please explain how the action plan was implemented to reach this goal.**

The professional development was two pronged.

First there was school-wide, common professional development that every certified employee was expected, and held accountable, to participate in. CMI and Kagan are two examples of this professional development.

Second, there were multiple opportunities for individual certified employees to select professional development that they as individuals elected to participate in. UVU Literacy Conference is one of many examples of this type.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Teachers will attend professional learning activities.	\$7,000	\$9,647	To provide professional development for certified employees.
	Total:	\$7,000	\$9,647	

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## Estimated Carry-over

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Please explain why the ESTIMATED Carry-over to 2015-2016 of: **\$6,471** is more than 10% of the ESTIMATED Distribution for 2014-2015 of: **\$33,009**.

These carry over funds are for additional literacy materials.

## Increased Distribution

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**The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.**

Additional funds will be used to purchase more books.

**Description of how any additional funds exceeding the estimated distribution were actually spent.**

More books were purchased.

## Publicity

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The following items are the proposed methods of how the Plan would be publicized to the community:

- School assembly
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

The school plan was actually publicized to the community in the following way(s):

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School newsletter
- School website

## Policy Makers

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The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

**State Senators:**

Dist. 26 Kevin VanTassell

**State Representative:**

Dist. 54 Powell, Kraig

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2015-10-30**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	2	2014-04-04

## Plan Amendments

### Approved Amendment #1

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**Submitted By:**

Ryan Brown

**Submit Date:**

2015-06-03

**Admin Reviewer:**

Paula Plant

**Admin Review Date:**

2015-05-29

**District Reviewer:**

Jill Cottam

**District Approval Date:**

2015-07-29

**Board Approval Date:**

2015-07-28

**Number Approved:**

7

**Number Not Approved:**

0

**Absent:**

0

**Vote Date:**

2015-02-24

**Explanation for Amendment:**

The council felt that it was important to amend the plan to reflect a decision made to change how carry-over money was used. The decision was to buy more aide time for student intervention.

**Final Explanation for Amendment:**

This course of action was taken, as noted earlier in the plan two aides were hired instead of the two originally proposed.

**Please Note**

Comments will only be visible for users that have logged in.

**Comments**

Date	Name	Comment
2015-06-01	Jill Cottam	Please make the changes from the state

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