

J.R. Smith Elementary Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$19,765	\$17,816
Distribution for 2013 - 2014	\$25,606	\$32,646
Total Available for Expenditure in 2013 - 2014	\$45,371	\$50,462
Salaries and Employee Benefits (100 and 200)	\$36,500	\$13,044
Professional and Technical Services (300)	\$0	\$3,550
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$3,500	\$2,342
Textbooks (641)	\$1,000	\$229
Library Books (644)	\$4,000	\$3,771
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$45,000	\$22,936
Remaining Funds (Carry-Over to 2014 - 2015)	\$371	\$27,526

ITEM A - Report on Goals

Goal #1

Students will demonstrate an increased willingness to engage in reading behaviors.
Identified academic area(s).

Reading

This was the action plan.

Included in the above assessment is a space for students to indicate their preferred types of books to engage with.

The Media Specialist will also review the Utah Core to determine what types of texts students should be using. Then the Media Specialist will spend a considerable amount of time reviewing book lists, publisher records and other pertinent reviews to determine what books to buy. The Media Specialist will buy the books using the money allocated to her in this plan.

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

The media specialist reviewed the Utah Core to determine what types of texts students should be using. Then the media specialist spent a considerable amount of time reviewing book lists, publisher records and other pertinent reviews to determine what books to buy. She bought books using the money allocated to her in this plan.

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

At the start of the academic year the Media Specialist will administer an assessment wherein students will assess their own willingness to engage in reading behaviors. This same assessment will be given at the end of the year to show the increase.

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

The media specialist used multiple choice tests created by her in her Northern Utah Test Item Pool Server (NUTIPS) for students to indicate their own willingness to engage in reading behaviors. This same assessment was given at the end of the year to show the increase. Unfortunately, the media specialist retired and is unavailable to provide access to her NUTIPS account at this time.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
4000	Library Books (644)	These books will be purchased by the Media Specialist.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

The media specialist was allocated \$4,000.00 to spend towards library books (644). In actuality she spent \$3,771.00

towards library books (644).

Goal #2

Students learning loss will be minimized during the summer by participating in a summer reading program.
Identified academic area(s).

Reading

This was the action plan.

The Literacy Coach will oversee this program this year. She organizes it, recruits other teachers and aides and presents in faculty meetings so that teachers are aware of the program. Once a week (for about nine weeks) her and those who help her are at the school so that students can come in and be assessed and get a new book.

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

The action plan was implemented as described. The literacy coach oversaw our summer reading program. She organized it, recruited teachers and aides. She presented in faculty meetings. Once a week (for about nine weeks) her and those who helped her were at the school so that students could come in and be assessed and get a new book.

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

Throughout the course of the summer reading program students are monitored on a weekly basis to measure their reading growth.

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

One example of how this served to minimize loss of academic skills during the summer is our DIBELS data. Students who were kindergarten students at the end of last year demonstrated six students as red in the sub test of 'PSF' (Phoneme Segmentation Fluency), 32 yellow and 60 green. Other years our DIBELS data is clear that by the end of the summer nearly all this academic gain is lost. This year is markedly different. By the end of summer, those students tested again as incoming first graders showed only 10 students had regressed.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
3500	Salaries and Employee Benefits (100 and 200)	Teachers and aides
500	General Supplies (610)	Incentives
1000	Textbooks (641)	Books for students to read

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

As it relates to categories 100 and 200, \$3,500 was set aside for Teachers and Aides. This money was spent for this purpose.

As it relates to category 610, \$500 dollars was going to be spent for incentives. This money was spent for this purpose.

As it relates to category 640, \$1,000 was going to be spent to replenish our summer reading library and take home libraries. This money was not entirely spent.

Goal #3

All certified employees will participate in ongoing professional development towards implementation of the Comprehensive Mathematics Instruction (CMI) framework.

Identified academic area(s).

Mathematics

This was the action plan.

Working in cooperation with BYU, we have a math specialist who will be coming to our school on average of twice a month to help train teachers. I also have a teacher who volunteers a major portion of her time to help train the teachers. These trainings are during the contract day, but run through the lunch hour.

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

All full time certified employees have participated and engaged as described.

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

An attendance sheet will be generated for professional development sessions. Attendance will be kept.

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

As the plan indicates that an attendance sheet will be generated for professional development sessions, attendance was kept. Make up sessions were held and teachers participated.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
3000	General Supplies (610)	Lunches for those voluntarily giving up their lunch to participate.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

This money was spent as described, but not all of it was needed for this purpose, this contributes to the carry-over.

Goal #4

Provide intervention for kindergarten students who are identified as in need of intense academic support. Identified academic area(s).

Reading

This was the action plan.

At the start of the year all kindergarten students are assessed to get a baseline measurement of students' academic abilities. At mid-point of the year students are re-assessed. At that point, those who are most in need of academic support will be invited to participate in an extended learning experience, funded through this goal. Then, at the end of the year, those same assessments will be administered again to measure the effectiveness of the program.

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

At the start of the year, all kindergarten students were assessed to get a baseline measurement of their academic abilities. Mid-way through the year the students were re-assessed. At that point, those students who were most in need of academic support weren't able to be invited to participate in an extended learning experience due to a teacher not being available; she quit. An aide who had been half time was brought on full time to help in the OEK and this allowed us to add 5 additional students to the OEK. Only five additional students compared to the nearly 20 who needed the help.

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

DIBELS Composite Scores, Treasures Benchmark Scores and Teacher Input (all three are collectively known as "Tri-data").

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

Our DIBELS scores showed a decrease in student learning throughout the course of the academic year.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
33000	Salaries and Employee Benefits (100 and 200)	Teacher for half time, half of the academic year and aides.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

The aide time and money was used. The half time teacher was not and this contributed to the significant carry-over.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$27526 to the 2014-2015 school year. This is 84% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

The reason for a carry-over of more than 10% of the distribution is that we weren't able to find a half time teacher to teach a second OEK section the second half of the year. This combined with a financially conservative disposition created the carry-over.

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

Acknowledging the fact that the 2013-2014 distribution in this plan is an estimate, if the actual July distribution is more than the estimate those additional funds will be spent providing additional professional development opportunities for teachers to refine their skills as educators. This will benefit goal number 3 above.

The distribution was about 14% more than the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable.

ITEM D - The school plan was advertised to the community in the following way(s):

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

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

Dist. 54 Powell, Kraig

District School Board

Mark Davis

Deb Jones

Shad Sorenson

Ann Marie Horner

Blaik Baird

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/18/2014