

J.R. Smith Elementary 2012 - 2013 Progress Report and 2013 - 2014 School Plan

Progress Report 2012 - 2013

1. Principal and School

School: J.R. Smith Elementary

Name: Ryan Brown

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2. Most critical academic need(s) identified in the School Plan (automatically generated from the 2012-2013 School Plan)

- Mathematics • Reading • Writing

3. Briefly report how the school is implementing the 2012-2013 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

J.R. Smith Elementary is diligently working to implement the 2012-2013 School Plan and spending the money as outlined in the plan. As the plan indicates, the majority of the money has been allocated towards the purchase of a mobile lab. This mobile lab is comprised of 30 netbooks exactly the same as students in our district receive when they graduate from J.R. Smith Elementary and progress to the intermediate school. At the intermediate school, students participate in 1 to 1 computing. When fourth grade students use this lab, they are preparing for a smoother transition by becoming familiar with the technology before they get to the intermediate school. The lab is available for all teachers to check out and use. As teachers use the lab, they are able to differentiate much more effectively. A whole class is using the technology, but one student may be working on a numeracy concept while the next is working on a language arts concept.

The media specialist is working to maximize the money allocated to her to purchase new books. It is anticipated that the entire amount (\$3,000.00) will be spent for this purpose and that there won't be any carryover. This helps us work towards our English Language Arts goals.

Also, as outlined in the plan a portion of the money was used to fund a summer reading program. This summer reading program was designed to target students who were in need of literacy opportunities. However, because it takes students from their current zone of proximal development and pushes them, students of all ability levels participated and benefited.

The remaining money has been used on an ongoing basis to help facilitate various forms of professional development for teachers. As the school works to implement the state adopted Comprehensive Mathematics Instruction framework (CMI) we have partnered with Brigham Young University (BYU) to provide ongoing (three years), job embedded monthly professional development. This helps us work towards our mathematics goals.

4. Enter the total amount you ESTIMATE spending to implement the current 2012-2013 School Plan.

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2012-2013. The ESTIMATED Carry Over to 2013 - 2014 will be automatically generated to the 2013-2014 School Plan.

| | |
|-------------------------------------|----------|
| Carry Over from 2011 - 2012 | \$10,912 |
| Distribution for 2012 - 2013 | \$24,853 |
| Total Available Funds | \$35,765 |
| ESTIMATED spending for 2012 - 2013 | \$16,000 |
| ESTIMATED Carry Over to 2013 - 2014 | \$19,765 |

5. The State Board Rule requires schools to report the dates when local boards approved the other four plans community councils are responsible for. The information displayed was entered in the 2012 - 2013 Final Report. Please update, if necessary. The dates when local school boards approved each plan may be viewed on each school page and will be updated with any changes you make here.

THESE ARE PLANS THAT ARE BEING IMPLEMENTED IN THE 2012 - 2013 SCHOOL YEAR and must have a

2012 approval date.

Charter schools: Choose Not Applicable for all plans, except where the school has a Reading Achievement Plan.

| | |
|---|------------|
| School Improvement Plan | 07/19/2012 |
| Professional Development Plan (required for all schools) | 07/19/2012 |
| Reading Achievement Plan (required for all schools with K-3 grades) | 07/19/2012 |
| Child Access Routing Plan (not required for high schools) | 07/19/2012 |

NOTE for Charter Schools. Charter Schools are only required to have a Reading Achievement Plan, if the school receives funding for the program. The other plans are not required.

School Plan 2013 - 2014

1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified. Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

Goal #1

State the SPECIFIC goal

Students will demonstrate an increased willingness to engage in reading behaviors.

Choose the academic area for this goal from the list. You may select more than one area.

Reading

Identify the measurement(s) you will use to determine if you are making progress towards the goal

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.

Outline the steps of the action plan to reach this goal.

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.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Library Books (644) \$4000

These books will be purchased by the Media Specialist.

Goal #2

State the SPECIFIC goal

Students learning loss will be minimized during the summer by participating in a summer reading program.

Choose the academic area for this goal from the list. You may select more than one area.

Reading

Identify the measurement(s) you will use to determine if you are making progress towards the goal

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

Outline the steps of the action plan to reach this goal.

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.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

| | |
|---|--------|
| <i>Salaries and Employee Benefits (100 and 200)</i> | \$3500 |
| Teachers and aides | |
| <i>General Supplies (610)</i> | \$500 |
| Incentives | |
| <i>Textbooks (641)</i> | \$1000 |
| Books for students to read | |

Goal #3

State the SPECIFIC goal

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

Choose the academic area for this goal from the list. You may select more than one area.

Mathematics

Identify the measurement(s) you will use to determine if you are making progress towards the goal

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

Outline the steps of the action plan to reach this goal.

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.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

General Supplies (610) \$3000

Lunches for those voluntarily giving up their lunch to participate.

Goal #4

State the SPECIFIC goal

Provide intervention for kindergarten students who are identified as in need of intense academic support.

Choose the academic area for this goal from the list. You may select more than one area.

Reading

Identify the measurement(s) you will use to determine if you are making progress towards the goal

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

Outline the steps of the action plan to reach this goal.

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.

Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

Salaries and Employee Benefits (100 and 200) \$33000

Teacher for half time, half of the academic year and aides.

2. Financial Proposal (This chart is automatically calculated from entries made in each goal.)

| | Goal #1 | Goal #2 | Goal #3 | Goal #4 | Totals |
|---|---------|---------|---------|----------|--|
| | | | | | Estimated Carry-over from 2012-2013 \$19,765 |
| | | | | | Estimated Distribution in 2013-2014 \$25,606 |
| | | | | | Total ESTIMATED Available Funds for 2013-2014 \$45,371 |
| Salaries and Employee Benefits (100 and 200) | \$0 | \$3,500 | \$0 | \$33,000 | \$36,500 |
| Professional and Technical Services (300) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Repairs and Maintenance (400) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Purchased Services (Admission and Printing) (500) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Travel (580) | \$0 | \$0 | \$0 | \$0 | \$0 |
| General Supplies (610) | \$0 | \$500 | \$3,000 | \$0 | \$3,500 |
| Textbooks (641) | \$0 | \$1,000 | \$0 | \$0 | \$1,000 |
| Library Books (644) | \$4,000 | \$0 | \$0 | \$0 | \$4,000 |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Periodicals, AV Materials (650-660) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Software (670) | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment (Computer Hardware, Instruments, Furniture) (730) | \$0 | \$0 | \$0 | \$0 | \$0 |

ESTIMATED Total Spent 2013 - 2014 \$45,000

ESTIMATED Carry Over 2014 - 2015 \$371

3. For plans that will carry-over more than 10% of the school's 2013 - 2014 distribution, please explain below.

Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

4. Plans for expenditures of an increased distribution:

The 2013-2014 distribution in this plan is an estimate. If the actual July distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan? Please indicate the goal number identified in Question 2 and explain how the increased funds will further implement the action plan. Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

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.

5. How will the plan and results be publicized to your community? (Please check all that apply.) If you would like free stickers and/or a stamp or identify School LAND Trust purchases such as books or computers, click here to request them.

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

We maintain a website that has our plans archived so that the public can go back and see what has been done in the past and compare that to our current plan. At various times throughout the course of the academic year, the plan is referenced in our newsletter. It is also important for us to keep physical items purchased with Trustland money clearly labeled.

6. The vote of the council/committee to approve the 2013 - 2014 School LAND Trust Plan was recorded in the minutes and took place on:

04/12/2013

8 Approved

0 Not Approved

0 Absent

Amendment #1

The council proposes to add a fifth goal. This goal will read:

"It is crucial that school wide policies and philosophies are given the appropriate amount of professional development. Teachers need to meet regularly and be given the necessary materials to make these programs work. Our staff will continue to research the most effective strategies and need the professional development to deeply embed these strategies into our daily practice. This will be done with a mixture of reading, research, modeling, observing, whole faculty team building activities, and class time. Additionally, some LAND Trust money will be set aside for individual teacher professional development."

\$4,000 professional and technical services for this goal will come from goal number 4.

The council further proposes that Goal Number Three be amended to include \$5,000 of additional money for a math

manipulative library; as general supplies.

\$5,000 general supplies from goal number 4 to goal number 3.

The vote took place on:

| | | | |
|------------|------------|----------------|----------|
| 10/04/2013 | 7 Approved | 0 Not Approved | 0 Absent |
|------------|------------|----------------|----------|

Amendment #2

The council further proposes that Goal Number Three be ammended to include \$5,000 of additional money for a math manipulative library; as general supplies.

\$5,000 general supplies from goal number 4 to goal number 3.

The vote took place on:

| | | | |
|------------|------------|----------------|----------|
| 10/04/2013 | 7 Approved | 0 Not Approved | 0 Absent |
|------------|------------|----------------|----------|