

J.R. Smith Elementary Final Report 2012-2013

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2012 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2012-2013.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2011 - 2012	\$6,885	\$10,912
Distribution for 2012 - 2013	\$22,631	\$24,853
Total Available for Expenditure in 2012 - 2013	\$29,516	\$35,765
Salaries and Employee Benefits (100 and 200)	\$5,000	\$4,811
Professional and Technical Services (300)	\$0	\$2,204
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$51
Textbooks (641)	\$0	\$0
Library Books (644)	\$3,000	\$1,844
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$5,000	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$9,039
Total Expenditures	\$13,000	\$17,949
Remaining Funds (Carry-Over to 2013 - 2014)	\$16,516	\$17,816

ITEM A - Report on Goals

Goal #1

Throughout the course of the 2012-13 academic year each class, for whom compulsory education laws apply, will increase an average of at least 10% from beginning of year to end of year in language arts skills as demonstrated by the use of triangulated data already collected for the purposes of Senate Bill 150.

Identified academic area(s).

Reading
Writing

This was the action plan.

- At the beginning of the year all students will be assessed as per the district assessment schedule, using the Senate Bill 150 measures, to establish a baseline. Growth will be measured from that point. This process will be repeated again at the middle of the year and at the end of the year.
- Each grade-level will work collaboratively, following the Professional Learning Community model, to meet once a week to:
 - Identify what students need to know (high leverage and high endurance skills)
 - Identify how they are going to know when students have learned the high leverage and high endurance skills (common formative assessments)
 - Create a plan for re-teaching when needed
 - Looking at data from the common formative assessments by student, by standard
 - Create a plan for enriching when needed
 - Looking at data from the common formative assessments by student, by standard
- Each grade-level will have an identified time at least four days a week and lasting at least 30 minutes a session that will be used by the grade-level to provide re-teach and enrich activities. The expectation will be that students will be grouped according to need as determined by teachers looking at the data from the common formative assessments. This grouping is to be flexible grouping and not tracking due to the fact that separate common formative assessments are given for every high leverage and high endurance skill identified by each grade-level.
- The use of technology by classroom teachers will facilitate differentiated learning experiences for all students. Mobile labs will be available for teachers to check out and use during the re-teach and enrich time as well as other times throughout the day.
- Students will have opportunities to check out library books during the week to read.

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

1. The crux of extending and enriching those students who have mastered learning objectives is Reteach and Enrich. Each grade level abides by the following "tight" expectations:
 1. A minimum of four 30 minute times for this in a standard week.
 2. There is an agreed upon big rock that is
 - i. High leverage
 - ii. High endurance
1. There is a common formative assessment
2. Students are divided based on data
3. The common formative assessment is given again
4. In each faculty meeting Mr. Malmrose provides the "Malmrose Minute". This is a brief idea of what teachers and teams can do to extend and enrich those students who have mastered learning objectives.
5. Mr. Malmrose also meets with each PLC to discuss individual students and share ideas.
6. In some cases certain grade levels are using Mr. Malmrose as an additional interventionist.
7. Enrichment Activities (not limited to):
 1. This Is The Place
 2. Salmon Viewing
 3. Mountain Man Camp at WHS
 4. Primitive Skills Day
 5. Lacrosse
 6. Rendezvous
 7. Use of technology
 8. Water World Van

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

Triangulated data collected as per Senate Bill 150 (beginning of year, middle of year and end of year)

- Dynamic Indicators of Basic Early Learning Skills (DIBELS)
- Treasures Benchmark
- Teacher Input

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

Composite Score Changes over time

Teacher	2011-12	2012-13
Class 1	34%	35%
Class 2	62%	45%
Class 3	46%	46%
Class 4	60%	47%
Class 5	52%	56%
Class 6	44%	56%
Class 7	68%	58%
Class 8	37%	77%
Class 9	53%	81%
Class 10	71%	99%
Class 11	64%	112%
Class 12	174%	154%
Class 13	59%	160%
Class 14	207%	230%
Class 15	164%	262%

The above table shows that as a result of this goal, from one year to another student average composite scores improved in many classes.

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

Amount	Category	Description
3000	Library Books (644)	Purchase of additional library books for students to read.
5000	Software (670)	Purchase a mobile lab of 30 netbooks and a charging cart.

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

The school library purchased \$3000.00 worth of books. All students have access to these books two times a week and throughout the course of the summer once a week.

The school purchased a mobile cart for \$5000.00. This was a significant purchase that many students got to use often.

Goal #2

Throughout the course of the 2012-13 academic year each class, for whom compulsory education laws apply, will increase an average of at least 10% from beginning of year to end of year in numeracy skills as demonstrated by the use of the enVision tests as per the district assessment schedule.

Identified academic area(s).

Mathematics

This was the action plan.

- At the beginning of the year all students will be assessed as per the district assessment schedule, using the enVision test, to establish a baseline. Growth will be measured from that point. This process will be repeated again at the middle of the year and at the end of the year.
- Each grade-level will work collaboratively, following the Professional Learning Community model, to meet once a week to:
 - Identify what students need to know (high leverage and high endurance skills)
 - Identify how they are going to know when students have learned the high leverage and high endurance skills (common formative assessments)
 - Create a plan for re-teaching when needed
 - Looking at data from the common formative assessments by student, by standard
 - Create a plan for enriching when needed
 - Looking at data from the common formative assessments by student, by standard
- Each grade-level will have an identified time at least four days a week and lasting at least 30 minutes a session that will be used by the grade-level to provide re-teach and enrich activities. The expectation will be that students will be grouped according to need as determined by teachers looking at the data from the common formative assessments. This grouping is to be flexible grouping and not tracking due to the fact that separate common formative assessments are given for every high leverage and high endurance skill identified by each grade-level.
- The use of technology by classroom teachers will facilitate differentiated learning experiences for all students. Mobile labs will be available for teachers to check out and use during the re-teach and enrich time as well as other times throughout the day.

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

Using the Comprehensive Mathematic Instruction (CMI) framework that was adopted by the State of Utah, our teachers met on a regular basis to learn and then implement effective mathematic instruction. This was followed up using the district enVision materials and the District Assessment Schedule.

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

enVision math data collected three times a year as per the assessment schedule of the Wasatch County School District.

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

2013 Percent Proficient CRT Math Data

Group	Percent Proficient
State	73%
District	77%
School	85%
State ELL	32%
District ELL	28%
School ELL	54%
State Hispanic	55%
District Hispanic	55%
School Hispanic	66%
State SES	63%
District SES	63%
School SES	80%
State SWD	48%
District SWD	52%
School SWD	53%

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

Amount	Category	Description
5000	Salaries and Employee Benefits (100 and 200)	To review data.

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

We were able to accomplish this goal without spending the \$5,000.00 that was planned to be spent in this as salaries and employee benefits.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$17816 to the 2013-2014 school year. This is 72% of the distribution received in 2012-2013. Please describe the reason for a carry-over of more than 10% of the distribution.

As noted above, it is a fact that in the Financial Proposal and Report, there is a carry-over of \$17,816.00 to the 2013-2014 school year. This is indeed 72% of the distribution received in 2012-2013. The reason for this is a tendency to be a wise steward of financial resources allotted to the school.

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

J.R. Smith Elementary is anxious to maintain the summer reading program used to provide measured reading opportunities. All students are welcome to participate, however most often those who do are students needing additional opportunities to make desired academic gains. Students come once a week and a trained professional administers a running record. Based on the results of that running record the student is provided a text that corresponds to the current level of performance. The student takes the text home and reads for the week and comes back a week later where the process is repeated. In the past we have seen significant gains for those students who actively participate. Our library/media specialist has also pledged to keep the library open during this time. Additional funds will be used to compensate the library/media specialist and professionals engaged in this summer program.

If the money is sufficient it would be used to buy aide time for the OEK program. Throughout the course of the 2012-13 academic kindergarten classes at J.R. Smith Elementary will work to close the disparity between Optional Extended Kindergarten students (OEK) and non-OEK students as measured on district assessments.

At the start of the year every student entering kindergarten takes a screener test to determine eligibility for OEK placement. This establishes a base-line of data that can also be used to demonstrate a disparity in academic skills between OEK and non-OEK students. Similar data will be used at the end of the year to demonstrate that the gap has closed.

- At the start of the year every student entering kindergarten takes a screener test to determine eligibility for OEK placement. Growth will be measured from that point.
- Kindergarten will work collaboratively, following the Professional Learning Community model, to meet once a week to:
 - Identify what students need to know (high leverage and high endurance skills)
 - Identify how they are going to know when students have learned the high leverage and high endurance skills (common formative assessments)
 - Create a plan for re-teaching when needed
 - Looking at data from the common formative assessments by student, by standard
 - Create a plan for enriching when needed
 - Looking at data from the common formative assessments by student, by standard
- Kindergarten will share OEK students. OEK students will be divided into three groups; in the morning each kindergarten teacher teaching will have one third of the total OEK students. This increases the shared sense of urgency and responsibility. It also provides for a "typical peer" experience. This will be a static grouping through-out the year and should not be confused with the re-teach and enrich grouping happening on other grade-levels.

The distribution was about 14% more that 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."

We did fund the summer reading through our Trustlands money; those additional funds were spent according to the plan. We continue to need help reaching all of our OEK students.

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

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 E - The State Board Rule requires reporting of the dates when local boards approved the other plans school community councils are responsible for. Please enter the most recent approval date for each plan listed. These approval dates are for plans being implemented in the 2013-2014 school year and require a 2013 approval date.

2013 - 2014 School Plans

School Improvement Plan
(required for all schools)

06/20/2013

Professional Development Plan
(required for all schools)

06/20/2013

Reading Achievement Plan
(required for all schools with K-3 grades)

06/20/2013

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

ITEM F - A summary of this Final Report must be provided to parents and posted on the school website by November 15th of the 2013. When was this task completed?

Not required for Charter Schools.

11/15/2013