

# Final Report 2015-2016 - 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 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$1,509	N/A	\$0
Distribution for 2015-2016	\$34,125	N/A	\$39,134
Total Available for Expenditure in 2015-2016	\$35,634	N/A	\$39,134
Salaries and Employee Benefits (100 and 200)	\$15,000	\$21,351	\$16,175
Employee Benefits (200)	\$0	\$0	\$5,176
Professional and Technical Services (300)	\$11,634	\$7,227	\$7,227
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$239
General Supplies (610)	\$5,000	\$5,288	\$5,289
Textbooks (641)	\$1,000	\$992	\$992
Library Books (644)	\$3,000	\$1,469	\$1,469
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>\$35,634</b>	<b>\$36,327</b>	<b>\$36,567</b>
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$2,567

## 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 2015-2016 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.**

During the course of the 2015-16 school year, the percent of students who were proficient on the DIBELS test, as required by Senate Bill 150, increased from 53% at BOY to 59% MOY and 61% EOY.

Category	Description	Estimated Cost	Actual Cost	Actual Use
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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; English materials in a similar manner. 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 action plan was implemented to reach our goal in several ways. First, we used the literacy materials during our summer reading program. During the summer months, not only was the library open for students to check out books, but also for instruction. Spanish language texts were available during summer reading and the school year in the library and classrooms. Teachers used these texts for read a louds and other instruction. English language texts were available for use in the English language classrooms and student check out.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)	Guided/Summer reading and classroom texts	\$1,000	\$992	As Described
Library Books (644)	Spanish and English Texts.	\$3,000	\$1,469	As described, to the dollar amount. Some books invoices weren't received from vendors before the end of the fiscal year, therefore, not all of the expenses show on the report.
	Total:	\$4,000	\$2,461	

## Goal #2

### Goal

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

## Academic Areas

- Reading

## Measurements

**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.**

Kindergarten students progressed from 47% proficient at BOY to 62% proficient MOY and 70% proficient EOY on DIBELS data.

## Action Plan Steps

**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. Priority will be given to a Spanish/English bilingual aide so that the aide time can be divided in an equitable manner between all kindergarten sections.

Category	Description	Estimated Cost	Actual Cost	Actual Use
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**Please explain how the action plan was implemented to reach this goal.**

Using this money, we were able to hire an aide to help classroom teachers provide instruction in smaller groups. We gave priority to a Spanish/English bi-lingual aide. This made it possible to divide the aide time in an equitable manner between all kindergarten sections.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Aide time.	\$15,000	\$21,351	As described.
	Total:	\$15,000	\$21,351	

## Goal #3

### Goal

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

## Academic Areas

- Reading
- Mathematics

## Measurements

**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 baseline, mid-year and final measure of how students are progressing. We will also use the grade-level specific common formative assessments for math.

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

As per Senate Bill 150, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) was administered three times throughout the year. Using this data, we were able to establish a baseline that was compared to the middle of year and end of year scores to measure growth.

At the time of this writing we are continuing to refine the use of grade-level common formative assessments for math. We have dedicated multiple days to the identification of Essential Standards. We are preparing to take a grade-level to a national conference regarding the use of common formative assessments.

## Action Plan Steps

**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.**

Multiple teachers attended multiple professional learning activities. A group of teachers attended the Arts Express. One teacher has been invited to be a presenter to other teachers as a result of her implementation of art instructional strategies learned. Other teachers attended the UVU Literacy Conference. Every teacher has been trained in the state adopted pedagogy of Comprehensive Mathematic Instruction (CMI). Training regarding Professional Learning Communities is ongoing.

Category	Description	Description	Estimated Cost	Actual Cost	Actual Use
<b>Expenditures</b>					
Category	Description		Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Trainers, coaches, workshops, etc.		\$11,634	\$7,227	As described
		Total:	\$11,634	\$7,227	

## Goal #4

### Goal

J.R. Smith Elementary will provide civic and character education including student leadership skills training and positive behavior intervention in a way that will directly affect student academic achievement. For example, student government, Positive Behavior Support Systems (all aspects), Attendance/Tardy motivation, and modest stipends for adult mentors.

### Academic Areas

- Reading
- Mathematics
- Writing

### Measurements

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

J.R. Smith Elementary will determine if we are making progress towards the goal by assessing Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY) and SAGE Data points in all tested areas.

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

J.R. Smith Elementary has used DIBELS data to demonstrate an increase in the percent of students proficient from BOY to MOY and EOY. Our SAGE data showed us to be the highest performing school in the Wasatch County School district prior to the bell curve being adjusted.

### Action Plan Steps

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

1. Implement all aspects of PBS/UBI for students and staff This includes school wide rules, assemblies, incentives that are nominal in nature. 2. Student council activities This includes each quarter of the year a different cadre of fourth grade students are elected to serve as student body officers. This group creates at least one service project during their time in office. Part way through the year BYU hosts a student leadership workshop and we take the students down to this workshop. 3. Modest stipends for adult mentors In keeping with the guidelines described in the document 'School LAND Trust Program Appropriate Expenditures', State Board Rule R277-477-4 and Section 53A-1a-108.5 teachers are compensated with modest stipends for the time spent mentoring the student government groups.

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

J.R. Smith Elementary has worked tirelessly to enhance our implementation of Positive Behavior Supports (PBS) and Utah Behavior Initiative (UBI). We have common school-wide rules, assemblies, incentive (that are nominal in nature) and so forth. We also have student council activities that include a different cadre of students each quarter. Modest stipends were provided to adult mentors.

### Behavioral Component

Category	Description

Category	Description	Description	Estimated Cost	Actual Cost	Actual Use
Behavioral/Character Education/Leadership Component	J.R. Smith Elementary will spend the maximum allowed by state statute on the behavioral/character education/leadership component, \$5,000. This money will be used in a variety of ways. We will fully fund our PBS/UBI program. This involves a different school wide positive behavior support system each quarter of the year. The first quarter of the year we focus on flooding the school with positives in the form of tickets known as 'Brown Bucks'. These allow any staff or faculty member to recognize a student for their correct choices by giving them a ticket for being safe, kind, or responsible and indicating what part of the school it was given. In this way we can track and record areas of the school where things are going well and by looking at the inverse we can discern what areas of the school need attention. Students turn these in to their classroom teacher. Each class draws four tickets out once a week. These students get to pick a prize. This money will be used to buy these prizes. Another term we do 'Spin it to Win it'. Again students are recognized with tickets for their good choices. Then they spin a wheel of fortune type device to get a prize. Again money used to buy prizes. Another term we do 'Pathfinder 200 Club'. In this instance students who are drawn out get to come to the office and roll a 20 sided random number generator. They put their name on one of 20 lists, the number that corresponds to what they rolled with the random number generator. When a list gets 10 students, those ten get to participate in a reward activity. The money is used to fund these activities. The last quarter of the year we have the 'Brown Box' a box full of prizes and if your ticket gets drawn out you get to pick a prize. The money is used to buy the prizes. At the end of each quarter there is a school wide assembly where students have a chance to have tickets drawn out. Money is used for prizes. All of these are nominal student incentives. In keeping with State Board Rule R277-477-4 and Section 53A-1a-108.5 we also use some of this money to buy teacher time in the form of small stipends for teachers to provide direction to the student government in the form of mentoring. Student government is a leadership component to what we are trying to do at J.R. Smith Elementary as it relates to preparing the youth of today to be active, contributing members of society tomorrow. Throughout the course of the school year, the student government leads the school in a variety of activities of their choosing. A food drive during the holidays, heart attacks of kindness at Valentine's Day and more.				

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	UBI/PBS, Student government, adult mentor stipends	\$5,000	\$5,288	As described
	Total:	\$5,000	\$5,288	

## Increased Distribution

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

Increases will be used to augment literacy materials and to enhance our summer reading program; to have our library open throughout the summer. This ties to goal number one, literacy materials, and also to goal number two, and also achievement gap. Our school library hasn't historically been open during the summer months. Additional funds will be used to compensate the librarian for being present to keep it open. Students will be able to visit the library and check out books. Twice a week we'll have faculty, staff and others come in to read books to students. The purpose of this is to minimize summer slide. We'll also track minutes read by students during the summer and have nominal prizes at an assembly at the start of the school year.

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

Increases were used to augment literacy materials and to enhance our summer reading program; to have our library open throughout the summer. This tied to goal number one, literacy materials, and also to goal number two, and also achievement gap. Our school library hasn't historically been open during the summer months. Additional funds were used to compensate the librarian for being present to keep it open. Students were able to visit the library and check out books. The purpose of this is to minimize summer slide. We also tracked minutes read by students during the summer and have nominal prizes at an assembly at the start of the school year.

## Publicity

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

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

**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

Number Approved	Number Not Approved	Number Absent	Vote Date
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School website

- School marquee
- Other: Please explain.
  - We also used facebook to publicize to the community our use of trustland dollars.

## Policy Makers

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.

### U.S. Representatives:

Rob Bishop

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-19**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	0	2015-04-28

## Plan Amendments

### Approved Amendment #1

#### Submitted By:

Ryan Brown

#### Submit Date:

2016-05-23

#### Admin Reviewer:

Karen Rupp

#### Admin Review Date:

2016-05-19

#### District Reviewer:

Jill Cottam

#### District Approval Date:

2016-06-03

#### Board Approval Date:

2016-06-02

#### Number Approved:

5

#### Number Not Approved:

0

#### Absent:

2

#### Vote Date:

2016-03-29

#### Explanation for Amendment:

Goal #3: At the last meeting (March 29) the council voted to amend the plan to provide a stipend of \$400 to Cindy Bingham, Instructional Coach, as compensation for extra programs (such as before school reading intervention) that she facilitates outside contract hours. Additionally, \$3600 in stipends to teachers who've participated in technology PD outside of contract time. Teacher Name Trainings Attended outside contract hours Money owed to each teacher Badger, Katherine 7 \$126.00 Brown, Ryan 2 \$36.00

Carrera, Linda 2 \$36.00 Crystal, Machele 1 \$18.00 Flory, Penny 18 \$324.00 Giese, Bettina 5 \$90.00 Hall, Mary 10 \$180.00 Hansen, Holly 20 \$360.00 Hayter, Norm 1 \$18.00 Hopkins, Janet 20 \$360.00 Iordachescu, Heidi 6 \$108.00 Kendall, Cathy 5 \$90.00 Mair, Kena 3 \$54.00 Marshall, Denise 5 \$90.00 Martin, Crystal 2 \$36.00 MaWhinney, Mike 16 \$288.00 Memmot, Joanne 2 \$36.00 Nichols, Nora 13 \$234.00 Patterson, Jamie 1 \$18.00 Patterson, Marie 8 \$144.00 Sabey, Cathy 1 \$18.00 Sluga, Andrea 7 \$126.00 Stoddard, Kim 1 \$18.00 Wade, Denise 1 \$18.00 Willis, Makayla 4 \$72.00 Zarrabal, Diana 4 \$72.00 Westrop, Heidi 32 \$576.00 Total hours: 197 \$3,546.00  
 Goal #3 originally called for \$11,634 to be spent in category 300. This amendment moves \$4000 of that amount from category 300 to a category classification of salaries and benefits (100 and 200). Careful consideration has been made to consult with the district office throughout the course of the 2015-16 school year to ensure the plan doesn't go into the negative.

## Please Note

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

## Comments

Date	Name	Comment
2015-05-16	Heather Gross	MUST BE FIXED: Goal #4- This goal is a Behavioral Component. Must be clarified and recorded as such including the total in the Behavioral Component table. NOTE: Increased Distribution must be a specific and predetermined plan. An outline of exactly how funds would be spent needs to be included. Clarify how the summer reading program would be enhanced.
2015-06-01	Jill Cottam	Please make changes dated 5/16/15
2015-06-03	Jill Cottam	See comments
2015-07-20	Jill Cottam	Please see notes above
2016-05-19	Karen Rupp	The amendment does not clarify what expenditures will be used to fund the professional development. Please ensure that the expenditures do not go beyond the distribution.
2016-05-23	Jill Cottam	Per principal request

[BACK](#)