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 J.R. Smith Elementary (Wasatch District)
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2009-2010 SCHOOL PLAN FINAL REPORT

Please be sure the School Community Council or Trust Lands Committee views the training DVD, *A Matter of Trust*. If the school needs to order a new copy, please click [here](#). The DVD may also be viewed from the homepage of the website.

- During the 2009-2010 school year the School Community Council or Trust Lands Committee (for charter schools) met:
7-9 times
- School's identified most critical academic need(s) addressed in the plan:**
Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas, but if the goal is to improve reading (or technology), please only check that area.

Academic areas as identified in the plan

Mathematics
 Reading
 Writing

Academic areas as implemented in the plan

Mathematics
 Reading
 Writing

- Financial proposal and report** - This report is automatically generated from the School Plan entered in the Spring of 2009 and from the District Business Administrator's data entry of School LAND Trust expenditures from the 2009-2010 school year.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Distribution for 2009 - 2010	\$19826	\$22071
Carry-over from 2008 - 2009	\$5283	\$10212
Total Available for expenditure in 2009-2010	\$25109	\$32283
Salaries and Employee Benefits (100 and 200)	\$18109	\$16770
Professional Development and Technical Services (300)	\$3000	\$2098

Repairs and Maintenance (430)	\$0	\$0
Other Purchased Services (Travel / Admission / Printing) (500)	\$0	\$0
General Supplies (610, 630, 733)	\$0	\$0
Textbooks (641)	\$2000	\$1376
Library Books / Periodicals / Audiovisual (644, 645, 646)	\$1000	\$700
Software / Technology related Hardware / Other Equipment (650, 670, 734, 736, 739)	\$1000	\$66
Total Expenditures	\$25109	\$21010
Remaining Funds (Carry-over to 2010 - 2011)	\$0	\$11273

- 3. a** Please describe all expenditures in Other Purchased Services (Travel / Admission / Printing) and how they supported the plan.

This text box is not applicable.

- 3. b** Please describe each expenditure in General Supplies and how it supported the plan.

This text box is not applicable.

- 3. c** Please explain the reason for the carry over to 2010-2011.

There are multiple reasons for the carry over from 2009-2010 to 2010-2011. The first reason is that the cost of salaries and benefits wasn't as great as was initially anticipated. Secondly, the PTA voluntarily offered to cover some of the expenses that the Community Council had anticipated paying for with the plan. Lastly, the cost of the SIOP professional development wasn't as great as was forecast.

- 4.** This is what the School Community Council or Trust Lands Committee planned to do and how they planned for the money to be spent.

At J.R. Smith Elementary we will continue the work of professional learning communities by refining our essential elements in math and reading. Common assessments for these elements will be improved and defined. In addition we will focus on improved instructional strategies for teaching these elements. Professional development will focus on these and other instructional strategies. Funds will be used to provide subs for teachers, to compensate speakers and instructors, and for materials.

We will continue to implement a three tiered model of instruction based on these essential elements. Salaries for remedial or second and third tier instructional assistance will again receive the bulk of school land trust funds. We will continue to fund fluency clinic, but on a more limited basis. Funding for materials for instruction will again be provided.

- 4. a** What did the school do and how was the money spent to improve student academic performance? (Be specific) PLEASE BE SURE TO USE THE SPELL CHECK ICON BELOW EACH TEXT BOX BEFORE MOVING ON TO THE NEXT ITEM.

J.R. Smith Elementary focused on the academic areas of Mathematics, Reading, and Writing. In an effort to improve the learning taking place at our school in these areas we continued to implement a three tiered model of instruction. Money was spent to provide subs for teachers as they worked to refine common, formative assessments in these areas. Teachers worked in groups referred to as Professional Learning Communities (PLC). Money was also spent to provide the opportunity for all teachers to be trained in the

Sheltered Instructional Observation Protocol (SIOP). We spent the bulk of our money for salaries and benefits for salaries to those individuals who were running the second and third tiers of intervention as well as to fund our school's fluency clinic.

5. The following are the committee's specific goals for student improvement entered in the plan.

The strategic goal of the Wasatch County School Board is to have 100% of third grade students proficient in math and reading by 2015. The goal of J.R. Smith Elementary is to move toward achieving that goal by increasing the number of students that are proficient on CRT tests in Math and Reading.

5. a Please explain how the goals described above were achieved or not achieved and why.

J.R. Smith Elementary made very significant gains towards the strategic goal of the Wasatch County School Board of having 100% of the third grade students proficient in math and reading by 2015 as measured by our CRT Test results. Progress towards this goal was made in large part by using common, formative assessments to keep track of student progress, making effective use of second and third tier interventions and increasing the first dose of instruction through implementing strategies learned in the SIOP training. The single greatest factor was a systematic, school-wide focus on vocabulary instruction.

6. The following is how the committee planned to measure/assess academic improvement.

Summary progress monitoring will be measured by proficiency scores on the CRT reading and math tests as well as D.R.A. reading scores. Throughout the year teachers will assess each essential element for mastery. In addition they will use quarterly benchmark testing in reading and math to measure progress toward proficiency on the CRT test.

6. a Please show the before and after measurements and how academic performance was improved. How to enter a chart

JR Smith AYP Language Arts Data 2002-2010

Year	2002 Language Arts	2003 Language Arts	2004 Language Arts	2005 Language Arts	2006 Language Arts	2007 Language Arts	2008 Language Arts	2009 Language Arts	2010 Language Arts	CHANGE
Whole School	83%	81%	77%	85%	87%	86%	83%	79%	89%	10%
Caucasian	84%	86%	85%	87%	89%	91%	88%	87%	92%	5%
Hispanic	65%	43%	26%	67%	79%	53%	63%	50%	79%	29%
Economically Disadvantaged	73%	60%	52%	72%	88%	72%	72%	59%	84%	25%
Limited English Proficient	62%	45%	32%	70%	79%	55%	61%	46%	78%	32%
Students with Disabilities	40%	44%	52%	76%	70%	64%	63%	58%	69%	11%

JR Smith AYP Math Data 2002-2010

Year	2002 Math	2003 Math	2004 Math	2005 Math	2006 Math	2007 Math	2008 Math	2009 Math	2010 Math	CHANGE
Whole School	78%	76%	82%	85%	89%	90%	85%	78%	91%	13%
Caucasian	79%	80%	86%	88%	89%	95%	90%	84%	95%	11%
Hispanic	60%	48%	56%	58%	86%	65%	61%	57%	76%	9%
Economically Disadvantaged	66%	54%	68%	76%	84%	80%	71%	62%	85%	23%
Limited English Proficient	62%	50%	58%	58%	89%	67%	61%	57%	74%	17%
Students with Disabilities	57%	47%	56%	70%	70%	72%	67%	49%	73%	24%

7. In the school plan, there was an opportunity to explain how additional funds, exceeding the estimated distribution, would be spent. The following is what was reported.

If additional funds were received during the school year they would be used to purchase additional materials for reading. This year the school was able to begin a take home library through some grant funds. We would love the opportunity to expand this valuable tool.

7. a The distribution to schools in 2009-2010 was approximately 10% more than School Community Councils planned for in the approved School Plans. How were the additional funds spent?

The additional funds received during the 2009-2010 school year were greatly appreciated. They enabled us to purchase additional materials for reading. We continue to see a need to provide an increased variety of texts available for students to take home and read. Our take home library continues to grow.

8. The school plan was advertised to the community in the following ways:

School newsletter
 School assembly
 School website

9. The State Board Rule requires reporting of the dates when local boards approved the other four plans community councils are responsible for. Please enter the most recent approval date for each plan listed.

2010-2011 School Plans Date (mm/dd/yyyy)

School Improvement Plan required for all schools	Not Yet Approved
Professional Development Plan required for all schools	Not Yet Approved
Reading Achievement Plan required for all schools with K-3 grades	Not Yet Approved
Child Access Routing Plan required for all elementary, middle & jr high schools	Not Yet Approved

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.

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