

Final Report 2016-2017 - 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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$0	N/A	\$2,567
Distribution for 2016-2017	\$39,852	N/A	\$43,404
Total Available for Expenditure in 2016-2017	\$39,852	N/A	\$45,971
Salaries and Employee Benefits (100 and 200)	\$26,200	\$19,329	\$14,643
Employee Benefits (200)	\$0	\$0	\$4,686
Professional and Technical Services (300)	\$5,000	\$4,605	\$4,605
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$15,456
General Supplies (610)	\$852	\$852	\$1,600
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$4,000	\$4,981	\$4,981
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$36,052	\$29,767	\$45,971
Remaining Funds (Carry-Over to 2017-2018)	\$3,800	N/A	\$0

Goal #1 Goal

Goal number 1 is to provide high quality, on going professional learning for the teachers

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Foreign Language

Measurements

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

NWEA data on students from their beginning of year scores to end of year NWEA scores to show student achievement of their growth goals within the NWEA system. The goal is for at least 80% of students to meet their NWEA growth goals.

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

505 students were tested at end of year for NWEA Math. Of the students tested, 323 met their growth goals. This means 64% met their growth goal for math as defined by NWEA.

As it relates to reading, 500 students were tested at end of year for NWEA Reading. Of those tested, 315 had met their growth goal, 63%.

Action Plan Steps

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

Certified employees 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. Modest stipends for certified employees participating professional development on non-contract days during the summer.

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

Last year, 10 of our teachers were new to our school. This year, 13 of our teachers are new to our school. This creates a great need to provide ongoing professional development experiences for our teachers. In November of last year, we took a team of teachers to a Professional Learning Community Conference in Jacksonville, Florida. We took another team of teachers to another PLC conference this past summer in San Jose, California. Each of these experiences served to solidify the ideals of the PLC process. The parent side of our council, under the direction of Rachel Kahler, Chair, is anxious for us to implement every aspect of the PLC process. As we began this summer, we brought every teacher together to provide intense training based on what we had learned. Each teacher received a \$100 (plus benefits) stipend for the summer P.D.

Other teachers also attended other professional development activities that were relevant to their assignments.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Modest stipends for certified employee participation in professional development activities during non-contract time.	\$5,000	\$4,381	As Described.
Professional and Technical Services (300)	Multiple professional development activities for certified employees of J.R. Smith Elementary.	\$5,000	\$4,605	As described.
	Total:	\$10,000	\$8,986	

Goal #2 Goal

Goal number 2 is to increase the reading proficiency of students, specifically kindergarten students from 62% green on DIBELS MOY (2015-16) to 83% green on DIBELS MOY (2016-17), by increasing the amount of literacy materials in the school by the end of the 2016-2017 school year.

Academic Areas

- Reading

Measurements

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

Using DIBELS MOY Data to move kindergarten from 62% to 83% of students green (proficient) on their composite score.

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

As per state statute, S.B. 150, we use DIBELS to measure student reading. In the 2015-16 school year, at middle of year (MOY), 62% of our kindergarten students were proficient. A year later, as we worked to implement this plan during the 2016-17 school year, at middle of year (MOY), 51%.

Action Plan Steps

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.

The hiring of an aide to help with kindergarten intervention.

The hiring of educators to man our summer reading program (focused on kindergarten bot not limited to) to man our summer reading program and keeping the library open during the summer so that students can come one day a week for about nine weeks to receive reading instruction.

Prizes for students who participate in summer reading and summer library time.

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

We bought a lot of library books; all the library book money was spent as described in the plan. We struggled to find and keep an aide. The established wages of uniform hiring just isn't enough to keep aides. We did run our summer reading program as described.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Kindergarten intervention aide (\$15,000) Staff for summer reading and library time (\$5,000)	\$20,000	\$13,748	Due to the low hiring pool, we struggled to staff the aide position. This resulted in not as much of the money being spent for this as was planned. We used the summer reading and library time money as described. The remaining balance was put towards a PLC conference as per the council's directive in 2017.
General Supplies (610)	Prizes for summer reading and library time.	\$852	\$852	As described
Library Books (644)	Literacy materials	\$4,000	\$4,981	As Described
	Total:	\$24,852	\$19,581	

**Goal #3
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 2016-17 DIBELS Composite data shows that at BOY we had 34% well below. At middle of year we had 32% well bellow and at EOY we had 24%. Clearly, we were investing a lot of energy in reducing the number of well below students and saw positive results.

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.

We implemented all aspects of the PBS/UBI for students and staff. We have school wide rules posted. We had regular assemblies and nominal incentives. Our student council was active. We had service projects. Students went to the student leadership workshop.

Behavioral Component

Category	Description	Final Explanation
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 10 lists, the number that corresponds to what they rolled with the random number generator. When a list gets 20 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
Salaries and Employee Benefits (100 and 200)	Stipends for adults to mentor students and for employee who runs lunch detention (3 @ \$400). All as duties beyond contracted, voluntarily giving up duty free lunches, etc.	\$1,200	\$1,200	As Described
	Total:	\$1,200	\$1,200	

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. 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. Once 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.

As the 2017-18 plan was being written and approved by the council in early winter of 2017, the council directed that money be spent towards a PLC conference. Later in the year it became apparent that about \$12,761 was available to be spent. This money was spent on a PLC conference in San Jose, as was the direction of the council. For lack of a better place to note it, in the graphic showing the school's planned and actual expenses, the school entered categories 100 and 200 in the same line. A sum of \$748 was also spent for category 610 prizes for students for achieving goals. This \$748 plus the \$852 planned makes for the total of \$1,600 that was spent for category 610. The actual expenses of \$45,971 (as entered by the district business administrator) minus the actual expenditures (entered by the school) is \$16,204. Of this \$16,204, \$15,456 was spent for the PLC conference. The difference is \$748 that was spent in category 610, for prizes for students who met their goals. The total available for expenditure in 2016-17 was \$6,119 more than the planned. The difference between planned and actual salary/benefits expenditures was \$6,871. These two amounts comes to a total of \$13,742. From this amount, \$981 was spent on library books. This leaves \$12,761 that was spent on the PLC conference. \$2,695 was added to that amount to make the \$15,456 for the conference.

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 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 website
- School marquee

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	2	2016-03-29

Plan Attachments

Upload Date	Title	Description
2016-03-22	DIBELS Data show multi-year progress of JRS Kinder	Historical data showing before the council focused on closing the gap in kindergarten and after.

Plan Amendments

Approved Amendment #1

Submitted By:

Ryan Brown

Submit Date:

2017-03-13

Admin Reviewer:

Karen Rupp

Admin Review Date:

2017-03-17

District Reviewer:

Stacey Moore

District Approval Date:

2017-03-17

Board Approval Date:

2017-03-17

Number Approved:

6

Number Not Approved:

0

Absent:

0

Vote Date:

2017-02-21

Explanation for Amendment:

Minutes from January 20, 2017 reflect that: 1. Remove the wording 'lunch detention' from the behavioral component of the plan. The reason is that the state has instructed us to not use Trustland funds for lunch detention. This money will be instead used to fund Positive Behavior Supports by recognizing students for pro-social behaviors. 2. Move \$2,678 from the behavioral component of the plan to the professional development portion of the plan. We need to move this money, by state statute, away from the behavioral component and based on the conversation of those present last meeting I was left with the understanding the mood of the council was for Professional Learning Communities (PLC) training, or to instructional programs.

Please Note

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

Comments

Date	Name	Comment
2016-06-07	Karen Rupp	Goal #2 & #3 - Please be aware that State Board Rule R277-477-4(7) passed on May 13, 2016 states 'Student incentives implemented as part of an academic goal in the School LAND Trust Program may not exceed \$2 per awarded student in an academic school year.' In addition, please ensure that in Goal #3 - in salaries and benefits it talks about an employee to run the lunch detention. Please ensure that trust funds are to be used for direct instruction of students.
2017-03-17	Stacey Moore	WCSD Board Approval of Amendments made on 3.16.17 s.m.

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