

School LAND Trust Program 2010 - 2011 J.R. Smith Elementary Final Report

1. During the 2010 - 2011 school year the School Community Council or Trust Lands Committee (for charter schools) met:

7-9 times

2. 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

3. Financial proposal and report - This report is automatically generated from the School Plan entered in the Spring of 2010 and from the District Business Administrator's data entry of School LAND Trust expenditures from the 2010 - 2011 school year.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Distribution for 2010 - 2011	\$19,826	\$20,042
Carry-over from 2009 - 2010	\$5,283	\$11,273
Total Avail for expenditure in 2010 - 2011	\$25,109	\$31,315
Salaries and Employee Benefits (100 and 200)	\$18,109	\$22,200
Professional Development and Technical Services (300)	\$3,000	\$3,045
Repairs and Maintenance (430)	\$0	\$0
Other Purchased Services (Travel / Admission / Printing) (500)	\$0	\$0
General Supplies (610)	\$0	\$2,000
Textbooks (641)	\$2,000	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$1,000	\$1,000
Software / Technology related Hardware / Other Equipment (670, 730)	\$1,000	\$0
Total Expenditures	\$25,109	\$28,245
Remain Funds (Carry-over to 2011 - 2012)	\$0	\$3,070

School LAND Trust Program 2010 - 2011 J.R. Smith Elementary Final Report

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

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

This expenditure was entered wrong; it should have been entered as the planned "Textbooks" item.

3. c Please explain the reason for the carry over to 2011 - 2012 (carry-over of more than 10% of the available funds).

\$1,000 of the carry-over is for item Software / Technology related Hardware / Other Equipment (670, 730); the software was initially purchased by the district office. Records at J.R. Smith Elementary indicate an invoice was never received. I've called and requested an invoice. Once the invoice comes and the \$1,000 is paid back to the district office, the actual carry-over will be \$2,070; which is \$65.80 over the 10% carry over amount. My actual carry-over from the previous year was greater than I was anticipating due to the PTA funding the purchase of software/ technology related hardware/ other equipment (670, 730) during a previous year as a gift to the school.

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.

Through the Professional Learning Community Model the teachers of J.R. Smith Elementary will continue to refine instruction and identify students who are not reaching learning targets. Utilizing the three tiered model of instruction a second level of instruction will be provided. Paraprofessionals will be hired to assist in providing remedial instruction including reading skills development and fluency. Teachers will be hired to provide summer instruction for students not meeting proficiency. Funding for materials will be provided from Lands Trust Materials.

Professional Development for teachers will focus on improved instructional strategies to assist in meeting proficiency goals. Funds will be used for instructors, substitute teachers, and training materials.

4. a What did the school do and how was the money spent to improve student academic performance? (Be specific)

Of the students who took the CRT in the spring 2011 at J.R. Smith Elementary, and are still enrolled, the vast majority are doing well in both language arts and math. However, the need for intervention in language arts isn't as great as math; more students are doing well in language arts than math. This reflects the fact that while we do provide intervention in both content areas, J.R. Smith Elementary's current intervention systems are language arts heavy. J.R. Smith Elementary continues to aggressively seek ways to enhance intervention for math in an ongoing effort to achieve a more balanced intervention support system.

Math is an area of on-going focus for J.R. Smith Elementary. It is the stated goal and purpose to close the learning gap and have students prepared for college or career. It is exciting to note that by using the Utah

School LAND Trust Program 2010 - 2011 J.R. Smith Elementary Final Report

State Office of Education's website and Public School Data Gateway one can clearly see that J.R. Smith Elementary is tied first in the state, among comparable schools, for percent proficient in mathematics. JR Smith AYP

Year	2002 Math	2003 Math	2004 Math	2005 Math
Whole School	78%	76%	82%	85%
Caucasian	79%	80%	86%	88%
Hispanic	60%	48%	56%	58%
Economically Disadvantaged	66%	54%	68%	76%
Limited English Proficient	62%	50%	58%	58%
Students with Disabilities	57%	47%	56%	70%

This last academic year was the first year of implementation for a new textbook adoption. The purpose of this textbook adoption was varied, but one intended benefit was to prepare the teachers and students for the new common core. The new textbooks are aligned to a greater degree to the new common core than the previous ones. One known fact is that it can take multiple years to see the benefit, in terms of student academic growth, from a textbook adoption. Such was the case at J.R. Smith. Below is a table showing our historical CRT data. Scores did go down. It is anticipated that by 2015 we will meet the district strategic goal as stated in the plan. It is also anticipated that long term gains will be realized as our students and teachers are prepared for the new common core. It is exciting to note that by using the Utah State Office of Education's website and Public School Data Gateway one can clearly see that J.R. Smith Elementary is ranked second in the state, among comparable schools, for percent proficient in language arts. JR Smith AYP Language Arts Data 2002-2011

Year	2002 Language Arts	2003 Language Arts	2004 Language Arts	2005 Language Arts
Whole School	83%	81%	77%	85%
Caucasian	84%	86%	85%	87%
Hispanic	65%	43%	26%	67%
Economically Disadvantaged	73%	60%	52%	72%
Limited English Proficient	62%	45%	32%	70%
Students with Disabilities	40%	44%	52%	76%

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

The academic goal of Wasatch County School District is to have 100% of third grade students proficient in math and reading by 2015. The school improvement goals of J.R. Smith Elementary are reflective of that goal. Our goal is to increase the number of students who reach the proficient level of the CRT reading and math tests. School Land Trust Funds will be used to provide intervention for struggling students.

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

In June of 2011 approximately \$3,000 of the Trust-lands money was spent to pay for the principal and entire fourth grade team to attend a conference regarding the implementation of Professional Learning Communities in schools. The team went with a specific question in mind regarding how to facilitate "re-teach and enrich". As a direct result of attending that professional development the team was able to establish a more refined

School LAND Trust Program 2010 - 2011 J.R. Smith Elementary Final Report

re-teach and enrich model. This re-teach and enrich model is benefiting students in all the identified core areas of math, reading and writing.

Through-out the school year paraprofessionals were being paid from Trust-lands to assist in providing remedial instruction including reading skills development and fluency. This provided enhanced learning opportunities both during the school day and before the school day. Students came before school to receive instruction in reading fluency. Additional extended learning opportunities also took place during the summer months. For this portion of the plan implementation, teachers were hired. Once a week, for nine weeks, identified, targeted students came to school to be assessed in their reading skills and then received targeted instruction. From there texts were sent home with the students to use and they practiced their reading during the course of the week. These materials were purchased, in part, with Trust-lands funds.

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

Summary progress toward goals will be measured by proficiency on the reading and math CRT tests. Progress monitoring throughout the year will include monthly running records, quarterly benchmark assessments, core reading assessments, and teacher common assessments.

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

Below is a table that shows how the Dibels composite scores improved at the beginning of year benchmarking from 2010 to 2011. In almost every case the scores went up. This is attributed to the hard work of students, teachers, administration and parents. Every stakeholder has worked tirelessly to improve instruction. J.R. Smith Elementary is excited to see if the same trend continues with the middle of year assessments. Dibels Growth Data

2010	2011
First Grade	92.3 104.5
Second Grade	154.5 154.6
Third Grade	230.8 253.7
Fourth Grade	315.3 306.4

Below is a table showing the historical data of the Language Arts CRT for J.R. Smith Elementary. From 2010 to 2011 there was a dip in student performance in all sub-group areas with the exception of Hispanic, economically disadvantaged and limited English proficient. These areas, often the most expensive to educate showed continued growth. One possible reason is the fact that the Trust-lands monies were directed to a large degree at intervention/remediation efforts; these sub-groups of students would be the ones to benefit most from these efforts. JR Smith AYP Language Arts Data 2002-2011

Year	2002 Language Arts	2003 Language Arts	2004 Language Arts	2005 Language Arts
Whole School	83%	81%	77%	85%
Caucasian	84%	86%	85%	87%
Hispanic	65%	43%	26%	67%
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School LAND Trust Program 2010 - 2011 J.R. Smith Elementary Final Report

In this case the reader is looking at a table showing the historical CRT Data for J.R. Smith Elementary, as it relates to mathematics. Scores improved for Hispanic, limited English proficient students and students with disabilities. As noted, in the section regarding CRT Language Arts scores, one possible explanation is the allocation of extra funds and energies in that direction. JR Smith AYP Math Data 2002-2011

Year	2002 Math	2003 Math	2004 Math	2005 Math
Whole School	78%	76%	82%	85%
Caucasian	79%	80%	86%	88%
Hispanic	60%	48%	56%	58%
Economically Disadvantaged	66%	54%	68%	76%
Limited English Proficient	62%	50%	58%	58%
Students with Disabilities	57%	47%	56%	70%

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.

Additional funds received will be used toward purchasing books for the take home library and the school library or additional remediation assistance.

7. a The distribution to schools in 2010 - 2011 was approximately 5% more than School Community Councils planned for in the approved School Plans. How were the additional funds spent?

Some additional monies were put towards professional development. This professional development was for teachers to refine their skills as "re-teach and enrich". The concept of re-teach and enrich benefits all students. It does indeed provide additional remediation assistance. Additional funds also were spent on salary and benefits of the individuals who were providing additional remediation assistance.

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

- School newsletter
- School website
- School assembly
- Other: Please Explain.

In PTA a meeting data from the plan was shared.

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.

2011 - 2012 School Plans	Available
School Improvement Plan (required for all schools)	04/21/2011
Professional Development Plan (required for all schools)	04/21/2011
Reading Achievement Plan (required for all schools with K-3 grades)	04/21/2011
Child Access Routing Plan (required for all elementary, middle & jr high schools)	04/21/2011

School LAND Trust Program 2010 - 2011 J.R. Smith Elementary Final Report

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.