

# North Cache Center MD 2012 - 2013 Progress Report and 2013 - 2014 School Plan

## Progress Report 2012 - 2013

### 1. Principal and School

School:North Cache Center MD

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### 2. Most critical academic need(s) identified in the School Plan

(automatically generated from the 2012-2013 School Plan)

- Mathematics • Reading • Science • Writing

### 3. Briefly report how the school is implementing the 2012-2013 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

We have continued with our Team Taught Math and Language Arts Classes for both 8th grade students and 9th grade students. This allows 2 teachers to be with many of our at risk students in an attempt to help them gain the skills necessary to continue progressing in those respective courses. These classes are set up so that the students have the opportunity to catch up to most of their peers when they put forth effort.

We have continued to fund the Utah Write program for all 9th grade students with School LAND Trust monies. This provides all students in our school the opportunity to continue working on the writing skills that will help them today and in the future classes both in high school and college.

We have expanded our AMP (Adult Mentor Program) to allow more students access to adult mentors. They help our at risk students gain the skills to be more successful in the class room. They work on study habits, provide incentives, help with organization skills, and an additional adult to monitor their school work. We have used the School LAND Trust monies to pay for the adult mentors salary and pay for supplies the adult mentors are using (paper, pencils, homework supplies).

### 4. Enter the total amount you ESTIMATE spending to implement the current 2012-2013 School Plan.

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2012-2013. The ESTIMATED Carry Over to 2013 - 2014 will be automatically generated to the 2013-2014 School Plan.

Carry Over from 2011 - 2012	\$6,894
Distribution for 2012 - 2013	\$54,616
Total Available Funds	\$61,510
ESTIMATED spending for 2012 - 2013	\$51,414
ESTIMATED Carry Over to 2013 - 2014	\$10,096

**5. The State Board Rule requires schools to report the dates when local boards approved the other four plans community councils are responsible for. The information displayed was entered in the 2012 - 2013 Final Report. Please update, if necessary. The dates when local school boards approved each plan may be viewed on each school page and will be updated with any changes you make here.**

**THESE ARE PLANS THAT ARE BEING IMPLEMENTED IN THE 2012 - 2013 SCHOOL YEAR and must have a 2012 approval date.**

Charter schools: Choose Not Applicable for all plans, except where the school has a Reading Achievement Plan.

School Improvement Plan	05/24/2012
Professional Development Plan (required for all schools)	05/24/2012
Reading Achievement Plan (required for all schools with K-3 grades)	Not Applicable
Child Access Routing Plan (not required for high schools)	05/24/2012

NOTE for Charter Schools. Charter Schools are only required to have a Reading Achievement Plan, if the school receives funding for the program. The other plans are not required.

## School Plan 2013 - 2014

**1. Briefly describe the School LAND Trust Plan by explaining each goal the council has identified.** Plans should be research based. If your school has more than five goals, you will need to describe additional goals within the fifth goal.

### Goal #1

#### State the SPECIFIC goal

With the changes to the Common Core in math, we will have 95% of our students pass their math courses this school year. In order to accomplish this we will need more and better collaboration among our math teachers. We will provide them with additional staff developments as needed to help them improve their skills and knowledge of the new core. This additional staff development will also help assist our teachers in developing pre assessments so we can monitor our students progress. Some of the staff development will take place at the district level with some taking place at the school level.

#### Choose the academic area for this goal from the list. You may select more than one area.

Mathematics

#### Identify the measurement(s) you will use to determine if you are making progress towards the goal

We will use pre and post tests. Some of the tests will be in the UTIPS program or the new testing program that is going to be implemented in the coming year. We will use grades from math class. We will use 2013-14 grades as well as 2012-13 grades to help determine students needs for the team taught math class.

#### Outline the steps of the action plan to reach this goal.

We will have a pre and post test to check our students progress. We will also use our students grades to determine progress. We will review previous years grades, review the pre tests from our students and determine what the students needs are in each class. With this information, we will determine what skills we need to teach for our students to be successful. Then we will administer a post test to see our students progress, and re teach those skills that are not at sufficient levels. We will recommend additional students for our team taught math classes as needed to help them improve.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

*Salaries and Employee Benefits (100 and 200)* \$16500

Salaries for our AMP (Adult Mentor Program) aides to help in our math classes and during home room time.  
*Professional and Technical Services (300)* \$1800

This will be used for professional development for our math teachers.  
*General Supplies (610)* \$998

Paper, pencils and calculators for the adult mentors to monitor progress and give help during home room.

## Goal #2

### State the SPECIFIC goal

All of our students both in 8th grade and 9th grade in their language arts class will have the opportunity to use the Utah Write program to improve their writing skills. We will have all students take a pre test assignment, and we will use that as a base line for the year. They will take this early in the school year, and then 2 or 3 times during the course of the year they will have the opportunity to take additional assignments to show improvement. Then in March all 8th grade students will take the DWA (Direct Writing Assessment). We will use this as the final assessment for the writing. The 9th grade students will use a prompt from the Utah Write as their final assessment. We will have 98% of our 8th grad students reach a minimum score of 18, and those who score higher than 18 on the pre assessments will increase by 2-3 points on the DWA.

We are going to provide our at risk students an additional class to help with writing skills. Those students who are at risk and need additional help to improve their organization, paragraph building, planning, and grammar will be enrolled in this additional course. The students enrolled in this class will be determined from by their Language Arts teachers, and their pre assessments through the Utah Write program.

We have team taught Language Arts class to help students who are at risk. We use the DAR (Diagnostic Assessment of Reading) to identify those students who would directly benefit by being participants in the "Language!" Program. We use the first DAR assessment of the year as a baseline for measurement of growth throughout the year. The students will take these DAR assessments at different times throughout the school year to monitor their progress.

### Choose the academic area for this goal from the list. You may select more than one area.

Reading

Writing

### Identify the measurement(s) you will use to determine if you are making progress towards the goal

We will use the Utah Write program to determine progress in our students writing. They will take a pre assessment at the first of the year, and a post assessment (DWA) in March as the post assessment.

We will use the DAR assessments to assess our students reading in our Team Taught Language Arts classes. We will use one during September, and every 6 - 8 weeks after that we will take another DAR assessment to see progress.

### Outline the steps of the action plan to reach this goal.

We will take a prompt from the Utah Write program early in the school year to see how each student scores on their writing. We will then have each 8th grade student take the DWA in early March and see how they progressed.

We continue to collaborate with our feeder schools in proctoring the Diagnostic Assessment of Reading in an attempt to identify those students who would directly benefit by being participants in the "Language!" Program. The DAR assessment also serves as a baseline for measurement of growth throughout the year. The students in the "Language!" Program participate in consistent benchmarking assessments.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

*Salaries and Employee Benefits (100 and 200)* \$16500

Salaries for the adult mentors in the AMP program.

*General Supplies (610)* \$1298

Paper, pencils and other classroom supplies to help the mentors monitor students progress in the Language Arts classes.

Supplies and study helps for the new writing class.



Software (670)

\$2800

The costs for the Utah Write program for all 9th grade students.

### Goal #3

#### State the SPECIFIC goal

Show improvement on test scores for Science classes. We will have all students scoring below 70% on the pre test show improvement of 15-20% on their post test. Students scoring above 70% will show improvement of 5-15% improvement. We will have all students scoring at least 75% on the post tests.

#### Choose the academic area for this goal from the list. You may select more than one area.

Science

#### Identify the measurement(s) you will use to determine if you are making progress towards the goal

We will use the UTIPS program for our pre and post tests for the individual areas, and use the CRT or year end core test for the final post test.

#### Outline the steps of the action plan to reach this goal.

We will have our students take the UTIPS test as a pre assessment. We will teach the curriculum, and have all students take the UTIPS test again as a post test and monitor progress. At the end of the courses we will have all students take the CRT or end of level test to see the overall progress. We will use the CRT scores from 7th grade as a pre test for the overall curriculum as well.

**Planned expenditures — use the dropdown menu to select an expenditure category. You may select more than one category for this goal. Then enter the amount you plan to spend in that category with a short explanation describing the expenditure. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.**

Salaries and Employee Benefits (100 and 200) \$16500

Salaries for the adult mentor program.

General Supplies (610) \$998

Paper, pencils and other needed supplies to monitor progress in our science classes.

#### 2. Financial Proposal (This chart is automatically calculated from entries made in each goal.)

				Estimated Carry-over from 2012-2013	\$10,096
				Estimated Distribution in 2013-2014	\$52,810
				<b>Total ESTIMATED Available Funds for 2013-2014</b>	<b>\$62,906</b>
	<b>Goal #1</b>	<b>Goal #2</b>	<b>Goal #3</b>		<b>Totals</b>
Salaries and Employee Benefits (100 and 200)	\$16,500	\$16,500	\$16,500		\$49,500
Professional and Technical Services (300)	\$1,800	\$0	\$0		\$1,800
Repairs and Maintenance (400)	\$0	\$0	\$0		\$0

Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0	\$0
General Supplies (610)	\$998	\$1,298	\$998	\$3,294
Textbooks (641)	\$0	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0	\$0
Software (670)	\$0	\$2,800	\$0	\$2,800
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0	\$0

ESTIMATED Total Spent 2013 - 2014 \$57,394

ESTIMATED Carry Over 2014 - 2015 \$5,512

**3. For plans that will carry-over more than 10% of the school's 2013 - 2014 distribution, please explain below.**

Funds identified to be carried over should be identified for a specific future need and should not be used as a savings account.

Not Applicable

**4. Plans for expenditures of an increased distribution:**

The 2013-2014 distribution in this plan is an estimate. If the actual July distribution is more than the estimate, how will additional funds be spent to implement the goals described in the plan? Please indicate the goal number identified in Question 2 and explain how the increased funds will further implement the action plan. Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

We will hire additional adult mentors that can help specifically in math and science.

**5. How will the plan and results be publicized to your community?** (Please check all that apply.) If you would like free stickers and/or a stamp or identify School LAND Trust purchases such as books or computers, click here to request them.

- School newsletter
- School website

6. The vote of the council/committee to approve the 2013 - 2014 School LAND Trust Plan was recorded in the minutes and took place on:

04/19/2013

7 Approved

0 Not Approved

4 Absent