

School LAND Trust Program 2011 - 2012 North Cache Center MD Final

Report

1. ACADEMIC AREAS

ACADEMIC AREAS AS IDENTIFIED IN THE PLAN

Mathematics
Reading
Science
Writing

ACADEMIC AREAS AS IMPLEMENTED IN THE PLAN

Mathematics
Reading
Science
Writing

2. FINANCIAL PROPOSAL AND REPORT

AVAILABLE FUNDS	PLANNED	ACTUAL
Carry-over from 2010 - 2011	\$15,546	\$21,153
Distribution for 2011 - 2012	\$39,086	\$47,110
Total Available for expenditure in 2011 - 2012	\$54,632	\$68,263
Salaries and Employee Benefits (100 and 200)	\$46,859	\$54,955
Professional Development and Technical Services (300)	\$2,000	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$2,995	\$0
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$2,778	\$6,414
Total Expenditures	\$54,632	\$61,369
Remaining Funds (Carry-over to 2012 - 2013)	\$0	\$6,894

2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

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2. b EXPENDITURES IN GENERAL SUPPLIES

2. c EXPLANATION OF CARRY OVER TO 2012-2013

North Cache plans on using these carry-over monies to purchase 15 iPad's for our students in AMP. The iPad's will reinforce some of the academic classes in which they are currently enrolled (math, science, and language arts etc.). We will also be able to use these Ipad's in our in-school suspension program to enrich and enhance the learning in class under the direction of our ISP Director. Purchasing 15 iPad's at approximately \$386.00 will cost approximately \$5,790.

3. BOARD APPROVED PLAN

We will continue the process of identifying students who struggle in the area of mathematics. We have created a team-taught class that extends the Algebra curriculum to two years. Our teachers will continue to provide formative CDAS assessments. Trustland monies have been budgeted and will be used to provide further training as it relates to the new common core that is to be adopted in the coming year.

We are providing language art services, reading and writing, in four team-teaching situations to students who scored a one or two on their CRT scores or read below grade level. We will continue to use a curricular program called "Language!." This program allows us to assist in literary development of students with reading levels at least two grade levels below their peers. To improve our students' writing skills we have been using programs called Utah Write, Fluent Reader, Language!, and Step Up to Writing Curricular material .

Our science department continues to work closely together in creating common formative CDAS assessments in an effort to align the curriculum between 8th and 9th grade. They will also continue to employ the PLC model in reviewing each assessment to determine areas of strength and weakness regarding each unit taught i.e. where students are struggling, differentiation strategies, etc...

Norch Cache 8-9 Center organized an academic aide homeroom program this past year, funded by Trustland funds, in an effort to identify and focus on 7-8% of the school population that is struggling academically as evidenced through their grades and year-end CRT scores in the areas of Language Arts, Science, and Math. We will continue to work with those struggling students this year and further develop the efficiency and effectiveness of given program.

3. a PLAN REPORT

North Cache has provided a twenty-seven minute homeroom or advisory period to our school schedule for all students. However, for students who struggle academically in the core areas of math, science, and language arts, we have placed them in a homeroom class with a teacher and two to three adult aides. These adult aides serve as mentors to these at risk students and provide them with tools to be more successful in the classroom. The mentors help these students with study habits, organizational tools, and one-on-one time encouraging them to complete assigned work.

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Salaries for these adult aides have come from the Trust land monies. In addition to salaries, we provided needed supplies to help them complete the various tasks that were asked of them. Many of the students that were placed in the homeroom classes with the mentor adult aides improved the number of classes that were passed and improved their GPA.

North Cache has continued to provide our students access to the Utah Write Program. This is a software program that our Language Arts teachers use to help with writing skills. Part of the cost for this program is paid for through our Trust land monies. This writing program provides students with immediate feedback on the six traits of writing, and the teacher is also able to review the essays written and provide additional feedback. This program has been a valuable tool for our Language Arts programs. The students love the fact that the computer can give them the immediate feedback, and the teachers like that they can also review the essays.

North Cache science department decided to use the UTIPS program to help with the pre/post tests. By using UTIPS as the formative assessments, the scores our students received on their tests were saved on-line so that our teachers could gain access to them much easier. The tests were already created and our teachers would not have to recreate these assessments.

4. BOARD APPROVED GOALS

The North Cache Math Department will be changing from the old core to the new, rigorous common math core. Our goal is to have at least 95% of our students pass their math courses for the school year. There will be an increased need for collaboration among the math instructors. If monies are available, a staff-development day for the math teachers of the school would be beneficial.

In the area of language arts, the 8th and 9th grade writing scores will be an average 20.0 by the end of the 2010-2011 school year as measured by the Utah Writes Program. We will continue our team-teaching approach and using a special program called, Language!. Our 8th and 9th grade team taught students will improve their Diagnostic Assessment of Reading (DAR) by a 1.25 grade increase and their "Language!" Progress Indicators by a 1.25 grade increase.

In science, our science teachers will create four formative pre/post tests on 8th grade science standards to measure student progress. Our goal is to improve the pre/post test scores by 20% .

4. a REPORT OF GOAL ACHIEVEMENT

North Cache continues to work with our lower level math students by providing both 8th grade students and 9th grade team taught classes. Students who are struggling in their math courses, based upon both grades and CRT scores from the previous years, are invited as members of these team taught classes. These classes provide the students with multiple teachers in the classroom answering questions and providing assistance. Since these classes are smaller in numbers, the students have more individual attention. We need to continue to improve in our overall number of students who pass all three trimesters of their math classes. However, we feel that we did see some progress in the overall numbers. We had almost 93% of our students pass all three trimesters of mathematics.

North Cache continues to provide our students access to the Utah Write Program. This computer program allows students to type essay responses to a writing prompt. Then the program grades these essays quickly so that the student gets immediate feedback on how they did in their typed responses. The essay is graded on the six traits of writing; ideas and content, organization, voice,

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word choice, sentence fluency, and conventions. The student is then allowed multiple opportunities to improve on their scores. The teacher is also given opportunities to review the essays and give the student feedback. North Cache has seen our writing scores improve with the Utah Write program. The essays are scored 1-30 with 30 being the highest score. The school average for North Cache was 21.48 for school year 2011-12. All of the Language Arts teachers used this program for the writing of essays. Many of them used them three or four times during the course of the year, if not more often.

North Cache decided that in order to provide our students more specific instruction, our science teachers are going to have pre and post assessments. By providing pre assessments on specific topics, our teachers will be able to determine areas of both strength and weakness. Then they will be able to gear their instruction appropriately. By providing the students with pre assessments and reviewing those assessments with each other, the teachers were able to plan their instruction, collaborate with each other, and provide more learning opportunities in areas that needed the additional attention. In every class, and in every area the post assessment, averages improved. The science teachers feel there is still room for growth, so they plan on doing this again this year. They are also going to add a couple of new pre and post assessments that will be given.

North Cache has organized the AMP (Academic Mentor Program) for students who are at risk in terms of failing classes. These students are placed in homerooms with our adult mentors and the adult mentors provide additional support to these students. The mentors encourage the at-risk students to complete assigned work, provide help with organization skills, and help develop better study habits. The students in the AMP homerooms saw a drop in the number of assignments that were handed in. Much of this was due to the aides taking the extra time with the students and providing them with the some individual attention and encouragement.

5. BOARD APPROVED MEASURES

Our math goal is directly tied to student grades. Both math teachers and individual homeroom teachers will monitor all student grades but more specifically those students' grades who have been identified as struggling academically. Those grades will be compared to previous year grades to determine the effectiveness of the math programs in place.

Our language arts "Language!" program is 100% dependent on data collection and analysis. We will perform the DAR (Diagnostic Assessment of Reading) on students with low CRT(year-end) language arts scores to determine eligibility for the program. Once enrolled in the program, these students will be monitored for reading fluency and comprehension using Aimsweb, an assessment software program, and content mastery assessments within the Language! curriculum. Finally, we will perform an exit DAR to measure overall growth in reading comprehension and fluency.

This is the second year we have added science to our School Trustland Plan. In science, our teachers will create four formative pre/post tests on 8th grade science standards to measure student progress. Our goal is to improve the pre/post test scores by 20%. The 8th grade science teachers will be paid a base rate to create these four formative assessments which will be used by all our science teachers. Various formative assessment tools will be used such as: a class set of clickers, UTIPS, computers and grade cams.

5. a REPORT OF MEASUREMENTS

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At North Cache we had 1079 students who were enrolled in math class all three trimesters with us. Of these students, we had a total of 999 of them pass all three trimesters of their math class, which is almost 93% pass rate. We will continue to focus on our low level students to help them be successful in their math classes.

At North Cache we continue to focus our attention on those students who are struggling in their Language Arts program. We have all of our students in the Team Taught classes perform the Diagnostic Assessment of Reading (DAR). We then work through the "Language!" Program to help these students improve their reading. We looked at each students DAR score from the previous spring and compared the data. Every student in these team taught courses saw some improvement with the overall being .88 grade improvement. The average in spring 2011 was 5.57 grade level equivalent score, and the average in Spring 2012 was 6.34 grade level equivalent score.

At North Cache the science department used UTIPS as the pre and post assessments. The goal was improve the scores by 20%. On average there was an improvement of from 71% on the pre assessment to 79% on the post assessment. We had a total of 484 students take both the pre and post assessments, with ninety-one of them improving by 20%, 121 students improving between 10-19%, and eighty-four students improving up to 9%. The science teachers are going to continue using these pre and post assessments more monitor progress. They have decided to make a couple of adjustments so that the students take these assessments more seriously.

6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

If there are any increased distribution of funds, we will use that money to hire additional adult aides for our core classes...reading, writing, math and science to support our direct instruction of academically at-risk students.

6. a THE DISTRIBUTION TO SCHOOLS IN 2011 - 2012 WAS APPROXIMATELY 20% MORE THAN SCHOOL COMMUNITY COUNCILS PLANNED FOR IN THE APPROVED SCHOOL PLANS. HOW WERE THE ADDITIONAL FUNDS SPENT?

The plan for using the additional funds is to improve the availability of technology to help our students continue to improve on their overall grades and scores in school. We plan on using some of the funds to purchase a new set of iPad's to be used in the AMP program. These iPad's will reinforce the academic classes during the homeroom time, and can also be used in the schools in-school suspension class room to enrich the learning of those students that have been assigned to ISP for the day or class period.

7. THE SCHOOL PLAN WAS ADVERTISED TO THE COMMUNITY IN THE FOLLOWING WAYS: School Website

OTHER: PLEASE EXPLAIN.

8. POLICY MAKERS WE HAVE COMMUNICATED WITH

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State Leaders

US Seanators

STATE SENATORS

US REPRESENTATIVES

STATE REPRESENTATIVES

DISTRICT SCHOOL BOARD

STATE SCHOOL BOARD

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.

2012 - 2013 SCHOOL PLANS

Available

SCHOOL IMPROVEMENT PLAN (required for all schools)

05/25/2012

PROFESSIONAL DEVELOPMENT PLAN (required for all schools)

05/25/2012

READING ACHIEVEMENT PLAN (required for all schools with K-3 grades)

Not Required

CHILD ACCESS ROUTING PLAN (required for all elementary, middle & jr high)

05/25/2012

10. A SUMMARY OF THIS FINAL REPORT MUST BE PROVIDED TO PARENTS AND POSTED ON THE WEBSITE BY NOVEMBER 15TH OF THE 2012-2013 SCHOOL YEAR. WHEN WAS THIS TASK COMPLETED?

Not required for Charter Schools.

11/14/2012