

# School Plan

## Progress Report 2013 - 2014

### 1. Principal and School

School:Eastmont MD

Name:Stacy Kurtzhals

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

(automatically generated from the 2013-2014 School Plan)

- Reading
- Science

### 3. Provide a brief update for your local school board about how the school is implementing the 2013-2014 School Plan and how the School LAND Trust money is being spent. BE SPECIFIC!

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#### Reading Goal:

- To increase the percent of students performing at Proficient and Advanced level on the Scholastic Reading Inventory to 70% by the end of the year.

Outcomes of implementation:

As of the winter SRI, the number of students in the proficient or advanced range of the SRI is 47%. This is an increase from the fall of 7%. There will be one other test given in the spring.

\$43,000 was spent on replacing the computer writing lab for use with SRI testing as well as increasing written language and for additional technology to support both the reading and science goals.

#### Science Goal:

- Increase student performance on the 2014 Science CRT tests: **Science 6:** 80% proficiency (There is currently no baseline data for student performance in Science 6 within the Eastmont instructional program. However in 2012, the average proficiency rate in CSD for Science 6 was 76.6%) **Science 7:** 85% (2012: 81%) **Integrated Science 8:** 90% (2012: 87%)

The following strategies and programs have been fully implemented:

- Tutors were hired to support students in the learning support center. Students can access instruction and/or academic remediation support after school and when removed from peers in a disciplinary setting (e.g. ISS or ZAP) in the Learning Support Center (for all subjects, including Science).
- Teachers provided re-teaching and extra support in Concept Mastery classes during Patriot Time (flex period) to students needing more time and support as identified by formative assessments.

Outcomes of implementation:

- The science SAGE (taking the place of CRT), has not been given yet this year. Currently, 92.3% of 6thgrade, 80% of 7thgrade, and 78.8% of 8thgrade students are achieving mastery in science classes. This score is based on students receiving an A or B (80% or higher) on their final grade in the classes.

*Expenditures - Salaries and Employee Benefits (100 and 200)*

\$15500

Two tutors will be hired to provide instruction and tutoring support to students in the Learning Support Center.

**4. Enter the total amount you ESTIMATE spending to implement the current 2013-2014 School Plan.**

The Carry Over, distribution and total available funds are actual. Please enter the ESTIMATE the school expects to spend in 2013-2014. The ESTIMATED Carry Over to 2014 - 2015 will be automatically generated to the 2014-2015 School Plan.

Carry Over from 2012 - 2013	\$7,892
Distribution for 2013 - 2014	\$53,675
Total Available Funds	\$61,567
ESTIMATED spending for 2013 - 2014	\$58,500
ESTIMATED Carry Over to 2014 - 2015	\$3,067

**5. The State Board Rule requires schools to report the dates when local boards approved the other plans for which community councils are responsible. 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 2013 - 2014 SCHOOL YEAR and must have a 2013 approval date.**

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

School Improvement Plan (required for all schools) 12/13/2013

Professional Development Plan (required for all schools) 12/13/2013

Reading Achievement Plan (required for all schools with K-3 grades) Not Applicable

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 2014 - 2015

### 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 including when the school will reach the goal. List ACTION PLAN steps below.

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By the end of the 2015 school year, Eastmont Middle School will increase students performing at Proficient and Advanced levels of reading comprehension on the Scholastic Reading Inventory (SRI) to 60% proficiency. Currently, 47% of students are achieving this goal.

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

Reading

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

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Scholastic Reading Inventory is a measurement given in the fall, winter, and spring. The table below shows ranges for the SRI. Currently, 47% of Eastmont students are testing in the Proficient and Advanced ranges.

	Below Basic	Basic	Proficient	Advanced
6th	BR - 699	700 - 954	955 - 1020	1021 - 1700+
7th	BR - 749	750 - 995	996 - 1060	1061 - 1700+
8th	BR - 799	800 - 1038	1039 - 1155	1156 - 1700+

List the specific steps of the ACTION PLAN to reach this goal.

- 
- Purchase of equipment computer lab to assess student growth in reading.

- From the information gathered during testing, student interventions and staff developments were planned.

School-wide staff development:

- Continue development and implementation of reading opportunities to respond.
- Increase school-wide academic vocabulary.
- Through instructional problem solving teams, pick out core vocabulary words that can be taught to students using the explicit vocabulary instruction model.
- Develop methods for small group instruction within the core classroom. The training for this process will be provided through the evidence based learning department at the district level to core classroom teachers.

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 and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

*Equipment (Computer Hardware, Instruments, Furniture) (730)*

\$30000

36 computers in one of the student computer labs will be replaced\* in June, 2014. Funding will be supplemented from other budgets. Computers are used for SRI testing and for accessing reading materials.

## Goal #2

State the SPECIFIC goal including when the school will reach the goal. List ACTION PLAN steps below.

Eastmont Middle School will reduce the number of students not achieving mastery of concepts in core classes by 10%. Mastery of concepts is defined by students receiving a grade no lower than a B- in a class.

### 6th grade

	1st term	2nd term	Average of terms	10% decrease goal
Science	7.4%	9.7%	8.6%	7.7%
ELA	11.5%	10.4%	11.0%	9.9%
Math	11.5%	13.8%	12.7%	11.4%
SS	9.7%	7.0%	8.4%	7.5%

### 7th grade

	1st term	2nd term	Average of terms	10% decrease goal
Science	22.5%	20.0%	21.3%	19.1%
ELA	17.6%	21.6%	19.6%	17.6%
Math	20.0%	10.8%	15.4%	13.9%
SS	6.0%	14.0%	10.0%	9.0%

**8th grade**

	1st term	2nd term	Average of terms	10% decrease goal
Science	6.8%	8.9%	7.9%	7.1%
ELA	8.3%	21.2%	14.8%	13.3%
Math	10.2%	18.4%	14.3%	12.9%
SS	13.8%	19.3%	16.6%	14.9%

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

Mathematics Reading Science Writing Social Studies

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

Measurement of this goal will be determined by student grades. Eastmont students achieving mastery will be defined by students attaining a grade no lower than a b- (80%) in a core class. Listed below is the percentage of students not achieving mastery in each core class.

**6th grade**

	1st term	2nd term	Average of both terms	10% decrease goal
Science	7.4%	9.7%	8.6%	7.7%
ELA	11.5%	10.4%	11.0%	9.9%
Math	11.5%	13.8%	12.7%	11.4%
SS	9.7%	7.0%	8.4%	7.5%

**7th grade**

	1st term	2nd term	Average of both terms	10% decrease goal
Science	22.5%	20.0%	21.3%	19.1%
ELA	17.6%	21.6%	19.6%	17.6%
Math	20.0%	10.8%	15.4%	13.9%
SS	6.0%	14.0%	10.0%	9.0%

**8th grade**

	1st term	2nd term	Average of both terms	10% decrease goal
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Science	6.8%	8.9%	7.9%	7.1%
ELA	8.3%	21.2%	14.8%	13.3%
Math	10.2%	18.4%	14.3%	12.9%
SS	13.8%	19.3%	16.6%	14.9%

List the specific steps of the ACTION PLAN to reach this goal.

- 
- Two tutors will be hired to support the student support center. Students can access instruction and/or academic remediation support after school and when removed from their peers in a disciplinary setting (e.g. ISS or ZAP) in the Learning Support Center.
  - Supplies will be ordered for teachers to re teach and stretch learning of core concepts during Patriot Time. Teachers will provide re-teaching and extra support in Concept Mastery classes during Patriot Time (flex period) to students needing more time and support as identified by formative assessments.
  - Teachers meet in instructional problem solving teams to collaborate on appropriate student learning targets, formative and summative assessments, and the embedding of real-world applications of the core standards. From this information, they create remediation and extension activities for students during Patriot Time.
  - Teachers will receive weekly reports from the counseling center with a list of students not achieving Mastery in their classes.

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 and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

*Salaries and Employee Benefits (100 and 200)*

\$15500

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Two tutors will be hired to provide instruction and tutoring support to students in the Learning Support Center.

*General Supplies (610)*

\$3000

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This money will be for supplies for remediation and extension activities for supplementing core instruction.

### **Goal #3**

State the SPECIFIC goal including when the school will reach the goal. List ACTION PLAN steps below.

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The students at Eastmont Middle School will increase the number of proficient students on the math computation (MCOMP) and math calculation (MCAP) by 10% each testing period. MCOMP and MCAP

tests are given in the fall, winter and spring. MCAP goals – 6thgrade 99%, 7thgrade 81% and 8thgrade 81%. MCOMP goals – 6thgrade-95%, 7thgrade- 84% and 8thgrade 67%.

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

Mathematics

Identify the specific measurement(s) you will use to determine if you are making progress towards the goal. Include the baseline and completed measurement.

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Students will be given the MCOMP and MCAP tests in the fall, winter and spring. Eastmont’s winter scores show our 6th grade has 90% of students above target on the MCAP and 86% of our students above target on the MCOMP. Currently 73% of our 7th grade students are above target on the MCAP and 76% of our students are above the target on the MCOMP. Currently 73% of our 8th grade students are above target on the MCAP and 61% of our students are above the target on the MCOMP.

List the specific steps of the ACTION PLAN to reach this goal.

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- Summer Math Camp will be held for incoming students identified as struggling by M-Comp/M-Cap and their teachers.
  - Teachers meet in Data Teams to collaborate on appropriate student learning targets, formative and summative assessments, and the embedding of real-world applications of the math standards.
  - Teachers increase their knowledge of and skill in using highly effective instructional strategies by attending PD focused on the 7 CSD instructional priorities (as applied to math) and then implementing the strategies. The Achievement Coach and mentors will support implementation.
  - Teachers will provide re-teaching and extra support in Concept Mastery classes during Patriot Time (flex period) to students needing more time and support as identified by formative assessments.
  - Through the two tutors hired students can access instruction and/or academic remediation support after school and when removed from their peers in a disciplinary setting (e.g. ISS or ZAP) in the Learning Support Center (for all subjects, including math).

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 and how it is part of the ACTION PLAN. EXAMPLE for an expenditure in Salaries and Employee Benefits: One aide assisting with math instruction.

*Salaries and Employee Benefits (100 and 200)*

\$5000

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Salaries for teachers for Summer Math Camp

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

Estimated Carry-over from 2013-2014 \$ 3,067  
 Estimated Distribution in 2014-2015 \$ 52,691  
 Total ESTIMATED Available Funds for 2014-2015 \$ 55,758

Salaries and Employee Benefits (100 and 200)  
 Professional and Technical Services (300)  
 Repairs and Maintenance (400)  
 Other Purchased Services (Admission and Printing) (500)  
 Travel (580)  
 General Supplies (610)  
 Textbooks (641)  
 Library Books (644)  
 Periodicals, AV Materials (650-660)  
 Software (670)  
 Equipment (Computer Hardware, Instruments, Furniture) (730)  
**Goal #1**

\$0

\$0

\$0

\$0

\$0

\$0

\$0

\$0

\$0

\$0

\$30,000

**Goal #2**

\$15,500

\$0

\$0

\$0

\$0

\$3,000

\$0

\$0



	\$0
	\$0
	\$0
<b>Goal #3</b>	\$5,000
	\$0
	\$0
	\$0
	\$0
	\$0
	\$0
	\$0
	\$0
	\$0
	\$0
	\$0
<b>Totals</b>	\$20,500
	\$0
	\$0
	\$0
	\$0
	\$3,000
	\$0
	\$0
	\$0
	\$0
	\$30,000

ESTIMATED Total Spent 2014 - 2015 \$ 53500  
ESTIMATED Carry Over 2015 - 2016 \$ 2,258

**3. Please explain the reason for the ESTIMATED Carry-over to 2015 - 2016 of \$2,258. It is more than 10% of the ESTIMATED Distribution for 2014 - 2015.**

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

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

The 2014-2015 distribution in this plan is an estimate. If the actual 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.

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We would use additional funds to pay for a greater portion of the computer lab rotation costs and to increase the number of hours tutors have to support core instruction.

**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 to identify School LAND Trust purchases such as books or computers, click here to request them.

- Letters to policy makers and/or administrators of trust lands and trust funds.
  - School website
  - School marquee
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6. The vote of the council/committee to approve the 2014 - 2015 School LAND Trust Plan was recorded in the minutes and took place on:

03/11/2014 10 Approved, 0 Not Approved, 3 Absent