

Final Report 2013-2014 - Ranches Academy

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012-2013	\$0	N/A	\$1,013
Distribution for 2013-2014	\$16,263	N/A	\$22,483
Total Available for Expenditure in 2013-2014	\$16,263	N/A	\$23,496
Salaries and Employee Benefits (100 and 200)	\$0	\$0	\$20,255
Employee Benefits (200)	\$0	\$0	\$1,549
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$1,692
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$23,496
Remaining Funds (Carry-Over to 2014-2015)	\$16,263	N/A	\$0

Goal #1 Goal

The Ranches Academy will strive to increase reading fluency and comprehension for 2013-2014 school year. The focus for this goal will be students reading below grade level in grades kindergarten through sixth grade. The focus will be on grades K-3 as it is a state goal for all students to be reading on grade level by the end of third grade. We will also work with the students in grades 4-6 who are struggling readers. Our goal for k-3 grades are for 90% of the students to be on grade level in reading by the end

9/21/2018 <https://secure.utah.gov/slt-admin/public/approvedPlan/approvedPlan.html?code=99217&year=2014>
of the school year. We will follow up with this goal by aiming for 100% for the 2014-2015 school year. For grades 4-6 we hope to decrease the number of students reading below grade level by 5%. We will look at May 2013 data in comparison to May 2014 data.

Academic Areas

- Reading

Measurements

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

We will use DIBELS Next for all data purposes. In kindergarten we will use the composite score and grades 2-6 we will use the DORF as it targets fluency.

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

In reviewing the data from May 2013 to May 2014, the 4-6 grade students reading below grade level decreased by 4%. Our goal was 5%, but some of the students moved which changed our data. For grades kindergarten through 3rd grade, 89% of our students were reading on grade level in May 2014. For this measure, our goal was 90%. Again being a small school, the movement of a few students changes the data by several percentage points.

Action Plan Steps

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

School Land Trust money will be used to purchase a reading specialist and leveled readers. The position will be part time. The reading specialist will work with students reading below grade level. It is planned that those in grades k-3 will be pulled at least 3 times a week one to one or two to one. The upper grade students reading below grade level will be pulled at least two days a week in small groups based off of their instructional needs.

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

\$21,804 was spent on salaries and benefits in the 100s and 200s. This went toward the reading specialist and a few teaching assistants that served students in reading remediation that did not fit the schedule of

the reading specialist. \$1,692 was spent on leveled readers in the 641 category. The reading material was used primarily in grades kindergarten and first grades.

Increased Distribution (and Unplanned Expenditures)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

If there is an increase in funding, we will extend the hours of the reading specialist to better serve our population.

Description of how any additional funds exceeding the estimated distribution were actually spent.

Not Applicable

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

The school plan was actually publicized to the community in the following way(s):

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Representative:

Dist. 2 Lifferth, David E.

