

# Final Report 2017-2018 - Ranches Academy

This Final Report is currently pending initial review by a School LAND Trust Administrator.  
You may unlock the Final Report to edit/update non-substantive changes without a vote.

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$0	N/A	\$0
Distribution for 2017-2018	\$33,089	N/A	\$33,315
Total Available for Expenditure in 2017-2018	\$33,089	N/A	\$33,315
Salaries and Employee Benefits (100 and 200)	\$4,840	\$4,840	\$4,840
Employee Benefits (200)	\$0	\$0	\$146
Professional and Technical Services (300)	\$2,000	\$2,000	\$2,000
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)	\$3,000	\$3,000	\$3,064
Textbooks (641)	\$860	\$860	\$849
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)	\$6,892	\$6,892	\$6,892
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$15,497	\$15,497	\$15,524
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$33,089	\$33,089	\$33,315
Remaining Funds (Carry-Over to 2018-2019)	\$0	N/A	\$0

## Goal #1 Goal

Students in The Ranches Academy will show growth or proficiency on the Utah Math Core Standards.

## Academic Areas

- Mathematics

## Measurements

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

Kindergarten- 90% of students will meet EOY benchmark according to Math DIBELS.

1st Grade- 80% of students will be proficient in 1st grade math standards measured by benchmark assessments.

2nd Grade- 60% of students will be proficient in addition facts measured by fluency drills/assessments.

3rd Grade- 60% of students will be proficient in multiplication facts measured by fluency drills/assessments.

4th-6th Grades- Students will increase SAGE proficiency math scores by 10% from May 2017-May 2018.

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

Kindergarten- 88% of students were on grade level according to Standard Based Formative Assessments (Math DIBELS was not used as the vendor changed).

1st grade- 81% of students were proficient in math standards measured by benchmark assessments.

2nd grade- 68% of students were proficient in addition facts measured by fluency drills/assessments.

3rd-6th grade- In 2017, 52% were proficient and in 2018, 63% were proficient.

**Action Plan Steps**

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

Chromebooks will be purchased to support online resources and software that aligns with Utah State Standards in mathematics. Software programs may include Prodigy, IXL, MathPro, and Splash Math. Teachers will administer benchmark assessments as well as progress monitor growth toward the goal. Instruction, software, and time on the chromebooks will be adjusted as needed. Teachers will receive a stipend for time spent creating math tasks that align with state standards and our adopted curriculum. Teachers will access online resources and purchase pre-made Math Tasks.

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

Chromebooks were purchased to support online resources and software that aligns with Utah State Standards. Software programs used were, Prodigy, IXL, MathPro, and Splash Math. Teachers monitored students and adjusted instruction as needed. Teachers received a stipend for spending time outside contract hours to develop and plan Math Tasks in addition to accessing online resources.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Additional teacher hours to research and create math tasks for instruction	\$1,200	\$1,200	As Described
General Supplies (610)	Supplies to create math tasks	\$1,200	\$1,200	As Described
Software (670)	Prodigy, IXL, Splash Math, and Math Pro Software	\$3,656	\$3,656	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	38 Chromebook Laptop Computers	\$7,600	\$7,600	As Described
Total:		\$13,656	\$13,656	

**Goal #2  
Goal**

On the SAGE Summative 2018, ELA scores will increase by 5%. By May 2018, 100% percent of students in grades kindergarten thru 2nd grade will show growth according to their DIBELS Composite Score.

**Academic Areas**

- Reading

**Measurements**

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

The SAGE ELA scores will increase by 5% from May 2017 to May 2018. DIBELS BOY Composite Scores will be compared to DIBELS EOY Composite scores to determine growth made by all K-2 students.

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

On average, our students in grades 3-6 did not meet the goal of an increase of 5%. In 2017, 56% were proficient in comparison to 54% in 2018. Being a small LEA, a few students make a big difference in our percent proficient. The 3rd grade group in 2018 also had a higher percentage of students with disabilities. Below is the percent proficient by grade, as some grades did meet our target of a 5% increase.

ELA	2017	2018
3rd	71	42
4th	54	67
5th	50	51
6th	48	57

According to DIBELS EOY Composite Scores, 100% of students in grades K-2 showed growth.

**Action Plan Steps**

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

Additional computers will be purchased for students to access online reading programs such as RAZZ Kids, Reading A-Z, Book Flicks, and BrainPop. Reading training will be provided for all Kindergarten and 1st grade teachers and teaching assistants. First grade Teaching Assistants will work in the classroom an additional 4 hours each week for Reading RTI groups.

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

Chromebooks were purchased for students to access online reading programs such as RAZZ Kids, Reading A-Z, Book Flicks, and Brain Pop. Kindergarten and 1st grade staff received training on reading instruction and differentiation. First grade teaching assistants stayed an additional 4 hours a week and worked with students individually and in small group to work on phonics and decoding.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Currently employed 1st grade Teaching Assistants will be in the classroom an additional 4 hours per week	\$3,640	\$3,640	As Described
Professional and Technical Services (300)	Reading Training for K and 1st grade Teachers	\$2,000	\$2,000	As Described
Textbooks (641)	Novel sets	\$860	\$860	As Described
Software (670)	BookFlix, RAZ Reading, A-Z Reading, Flocabulary, BrainPOP, and BrainPOP, Jr Software	\$3,236	\$3,236	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	38 Chromebook Laptop Computers	\$7,897	\$7,897	As Described
	Total:	\$17,633	\$17,633	

**Goal #3  
Goal**

The percentage of students scoring proficient on the SAGE Science in grades 4-6 will be 60% or higher.

**Academic Areas**

- Science

## Measurements

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

Sixty percent of students in grades 4-6 will score proficient on SAGE Science.

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

The state has not released the 6th grade science scores. The average for 4th and 5th grade students proficient in science was 72% for 2018.

## Action Plan Steps

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

Supplies will be purchased to support grade level instruction in Utah Science Core Standards. This will provide students a deeper understanding and ability to demonstrate mastery on science standards.

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

Supplies were purchased to support grade level instruction in Utah Science Standards. The students participated in many hands-on activities that supported the objective or standard.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Hands on Science materials, Weather Instruments, Water Cycle Model, Grow Lab, Soil Profile Example, Rocks/Fossils	\$1,800	\$1,800	As Described
	Total:	\$1,800	\$1,800	

## Increased Distribution (and Unplanned Expenditures)

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

Additional funds will be used to purchase teacher resources, provide additional training, and/or increase TA hours for more reading interventions.

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

As Described

## Publicity

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

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

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

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

## Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-09-21**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
5	0	0	2017-03-09	2017-03-09

**No Comments at this time**

[BACK](#)



The School LAND Trust Program, established by the legislature in 1999, distributes the “annual dividend” from the permanent State School Fund through school districts and charter schools for all public schools in the state. Elected parents, elected teachers, and the school’s principal serve on School Community Councils. School Community Councils in each school prepare a plan to address the school’s greatest academic need. Local School Boards approve the plans, and funding is sent to each school with an approved plan before the school year begins.

[The Ranches Academy 2016 - 2017 School Plan](#)

[The Ranches Academy 2015 - 2016 Progress Report](#)

[The Ranches Academy 2015 - 2016 School Plan](#)

[The Ranches Academy 2015 - 2016 Final Report](#)

[The Ranches Academy 2014 - 2015 Final Report](#)

The Ranches Academy 2013 - 2014 Progress Report and 2014 - 2015  
School Plan

The Ranches Academy Final Report 2012 - 2013

The Ranches Academy 2017 - 2018 Final Report

Hosted by:



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