

Final Report 2018-2019 - 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$0	N/A	\$0
Distribution for 2018-2019	\$36,552	N/A	\$38,867
Total Available for Expenditure in 2018-2019	\$36,552	N/A	\$38,867
Salaries and Employee Benefits (100 and 200)	\$5,214	\$5,806	\$5,338
Employee Benefits (200)	\$0	\$0	\$467
Professional and Technical Services (300)	\$7,626	\$3,400	\$3,400
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)	\$1,572	\$1,595	\$1,594
Textbooks (641)	\$890	\$889	\$889
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$3,000	\$1,436	\$0
Software (670)	\$5,250	\$5,696	\$7,132
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$4,800	\$4,800	\$14,145
Technology Equipment > \$5,000 (734)	\$8,200	\$9,345	\$0
Total Expenditures	\$36,552	\$32,967	\$32,965
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$5,902

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.

By May 2019:

Kindergarten & 1st grades- 80% of students will demonstrate mastery in Numbers and Operations in Base Ten according to Standard Based Report Cards.

2nd Grade- 80% of students will be proficient in addition and subtraction facts measured by fluency drills/assessments and markings on Standard Based Report Cards.

3rd Grade- 75% of students will be proficient in multiplication facts measured by fluency drills/assessments and markings on Standard Based Report Cards.

4th, 5th, and 6th Grades- 75% of students will be proficient in Numbers and Operations in Base Ten measured by markings on Standard Based Report Cards.

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

Kindergarten & 1st grades- 81% of students demonstrated mastery in Numbers and Operations in Base Ten according to Standard Based Report Cards. 2nd Grade- 83% of students were proficient in addition and subtraction facts measured by fluency drills/assessments and markings on Standard Based Report Cards. 3rd Grade- 72% of students were proficient in multiplication facts measured by fluency drills/assessments and markings on Standard Based Report Cards. 4th, 5th, and 6th Grades- 77% of students were proficient in Numbers and Operations in Base Ten measured by markings on Standard Based Report Cards. All areas met or exceeded goals with the exception of 3rd grade.

Action Plan Steps

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

Online resources and software that align with Utah State Standards in mathematics will be purchased such as; 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 technology 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. Hands-on math manipulatives will be purchased to support curriculum and state standards.

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

Online resources and software that align with Utah State Standards in mathematics were purchased such as; Prodigy, IXL, MathPro, and Splash Math. Teachers administered benchmark assessments as well as progress monitor growth toward our goal. Instruction, software, and time on technology was adjusted as needed. Teachers received a stipend for time spent creating math tasks that align with state standards and our adopted curriculum. Hands-on math manipulatives were purchased to support curriculum and state standards.

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 that align with standards.	\$1,278	\$1,275	As Described
General Supplies (610)	Math Manipulatives	\$522	\$522	As Described
Technology Related Hardware/Software (< \$5,000 per item) (650)	Math software and online resources	\$3,000	\$1,436	As Described
	Total:	\$4,800	\$3,233	

**Goal #2
Goal**

On the SAGE Summative 2019, ELA scores will increase by 5%. By May 2019, 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 2018 to May 2019. 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.

Our SAGE ELA scores in 2018 were 54% proficient and in 2019 62% were proficient, which is a 8% growth. By May 30, 2019, 98% of students at The Ranches Academy showed growth on DIBELS. 2 students in 1st grade did not show growth. These students had 15 and 16 absences and 133 and 93 tardies. 7 students in 6th grade did not show growth. Of the 7, 2 students had excessive absences and tardies (1 had 20 absences and 18 tardies and 1 had 12 absences and 45 tardies). The remaining 5 students had to switch groups several times due to behavior issues and lack of motivation. Of the 7, all are on or above grade level.

Action Plan Steps

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

I-pads and chromebooks will be purchased for students to access online reading programs such as RAZZ Kids, Reading A-Z, Book Flicks, and BrainPop. Teaching Assistants will work in the classroom an additional 4 hours each week for Reading RTI groups. Guided reading books and literature book sets will be purchased to support the state standards.

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

I-pads and chromebooks were purchased for students to access online reading programs such as RAZZ Kids, Reading A-Z, Book Flicks, and BrainPop. Teaching Assistants worked in the classroom an additional 4 hours each week for Reading RTI groups. Guided reading books and literature book sets were purchased to support the state standards.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Teaching Assistants will be in the classroom an additional 4 hours per week.	\$3,936	\$4,531	As Described
General Supplies (610)	Reading resources to support guided reading and literature sets.	\$50	\$50	As Described
Textbooks (641)	Guided reading books and informational text passages.	\$890	\$889	As Described
Software (670)	BookFlix, RAZ Reading, A-Z Reading, Flocabulary, BrainPOP, and BrainPOP, Jr Software	\$2,500	\$1,596	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Charging stations will be purchased to store and charge ipad and chromebook labs in each classroom.	\$4,800	\$4,800	As Described
Technology Equipment > \$5,000 (734)	ipads and Chromebooks	\$8,200	\$9,345	As Described
	Total:	\$20,376	\$21,211	

Goal #3 Goal

For the 2017 year, 58% of 4-6 grade students scored proficient or higher on the SAGE. For May of 2019, our goal is to have 62% score proficient on SAGE in Science.

Academic Areas

- Science

Measurements

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

The percentage of students scoring proficient on the 2019 SAGE Science in grades 4-6 will be 62% or higher.

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

The percentage of students scoring proficient on the 2019 SAGE Science in grades 4-6 was 70%, which exceeds our goal of 62%.

Action Plan Steps

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 Core Standards. This provided students a deeper understanding and ability to demonstrate mastery on science standards.

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, Magnets, etc.	\$1,000	\$1,023	As Described
Software (670)	GIZMO software to support science standards	\$2,750	\$4,100	As Described
Total:		\$3,750	\$5,123	

**Goal #4
Goal**

Student writing will improve from September 2018 to May 2019.

Academic Areas

- Writing

Measurements

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

In grades kindergarten through 5th grade, 80% of students will demonstrate mastery in opinion writing pieces on end of year Standard Based Report Cards.

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

In grades kindergarten through 5th grade, 78% of students demonstrated mastery in opinion writing pieces on end of year Standard Based Report Cards. This is 2% lower than our goal.

Action Plan Steps

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

We will have the same trainer that has come for 2 years do additional writing training and meet with each grade level to discuss student samples and answer questions. One day of opinion piece writing training will be before the school year starts and the other day will be a few months later.

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

We will have the same trainer that has come for 2 years do additional writing training and meet with each grade level to discuss student samples and answer questions. The trainer was only available to come one of the two days we scheduled.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Professional and Technical Services (300)	Write Tools trainer will come to the school for two days of training.	\$7,626	\$3,400	Trainer was not able to come one of the two days.
	Total:	\$7,626	\$3,400	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$5,902 to the 2019-2020 school year. This is 15% of the distribution received in 2018-2019 of \$38,867. Please describe the reason for a carry-over of more than 10% of the distribution.

We had originally scheduled the writing trainer to come for two days of training. She only ended up coming one of the two days arranged.

Funding Changes (and Unplanned Expenditures)

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

Goal 2- Increased funds will be used to purchase additional guided reading books, ipads, and chromebooks. This will help increase achievement in reading.

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

As Described.

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date	Board Approval Date
6	0	0	2018-03-01	2018-03-01

No Comments at this time

