

# Final Report 2024-2025

2024 - 2025 ▼

**Final Report is submitted at this time!**  
This Final Report is in LEA or Charter Authorizer review.

## Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2024), Amendments, and the LEA's data entry of the School LAND Trust expenditures coming from the Utah Public Education Finance System (UPEFS).

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Carry-Over from <u>2023-2024</u>	\$0.00	\$0.00	\$0.00
Distribution for <u>2024-2025</u>	\$89,365.85	\$0.00	\$89,365.85
Total Available for Expenditure in <u>2024-2025</u>	\$89,365.85	\$0.00	\$89,365.85
Salaries and Benefits	\$82,560.94	\$0.00	\$79,173.03
Contracted Services	\$0.00	\$0.00	\$3,010.50
Professional Development	\$0.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$6,356.42

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$1,000.00	\$0.00	\$825.90
Technology Device Rental	\$0.00	\$0.00	\$0.00
Video Communication Services	\$0.00	\$0.00	\$0.00
Repair Maintenance	\$0.00	\$0.00	\$0.00
General Supplies	\$5,804.91	\$0.00	\$0.00
Services Goods Fees	\$0.00	\$0.00	\$0.00
Other Needs Explanation	\$0.00	\$0.00	\$0.00
Non Allowable Expenditures	\$0.00	\$0.00	\$0.00
<b>USBE Administrative Adjustment - Scroll to the bottom to see Comments.</b>			\$0.00
Total Expenditures	\$89,365.85	\$0.00	\$89,365.85
Remaining Funds (Carry-Over to 2025-2026)	\$0.00		\$0.00

Goal #1

close

Goal Statement

close

Student proficiency on growth on the ELA core concepts will increase by 5%

## Academic Area

close

- English/Language Arts
- Reading

## Measurements

close

### Measurements

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

The relevant measurements will include Acadience ELA test for grades k-2. For grades 3-6, we will use the state ELA RISE test.

### **Please choose one of the following two options to complete the Measurements section:**

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Our ELA goals showed divergent results between grade bands. The lower grades (K-2) demonstrated steady progress with a 4.6% increase in growth, nearly reaching our 5% target. In contrast, grades 3-6 experienced a 4.75% decrease in growth on the RISE assessment.

**Key Finding:** While RISE scores declined in upper grades, Acadience data for the same cohort showed a 6% increase in growth. This discrepancy suggests that while foundational reading skills are improving, that progress is not yet transferring to the RISE summative assessment. Aligning these two measures will be a primary focus for the upcoming year.

## Action Plan Steps and Expenditures

close

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**These are the Action Steps identified in the plan to reach the goal:**

1. We will continue to employ an instructional coach for the support of our classroom teachers (\$65,560.94 salary \$10,000 benefits)
2. Each month a coach will visit each classroom and walk teachers through instructional strategies. Strategies will include student engagement for classroom management, differentiation, and increased rigor for students who need curriculum extension. Teachers will also receive instructional strategies in providing student feedback so that students understand where they are doing things correctly and where they need to learn.
3. The coach will also attend PLCs to review data from common assessments and state benchmarks with grade level/content teams to ascertain if student learning is increasing and/or what additional differentiation is needed to meet each student's learning.
4. The Instructional Coach will mentor teachers in their first year and will video them three times a year. Teachers will then view the videos with the coach to evaluate progress in engaging students in learning math and ELA concepts. Follow up support for individual teachers will be provided as needed. Coach will assist teachers to help them understand and successfully implement strategies. The previously stated tasks will help provide differentiated learning opportunities for students.
5. The coach will facilitate teachers being able to go and observe master teachers in their classroom which will include substitutes during observation times.
6. The coach will ensure that teachers have training needed on how to access data from online tools used by students and how to read the data to increase student learning.
7. The Instructional Coach will bring feedback to the administration of additional training needed for all teachers to then be incorporated into the school's professional development focusing on evidence based instructional strategies in the area of ELA. The Coach's feedback and formal teacher evaluation will guide Professional Development held to increase student achievement.
8. Teachers will use standards based instruction in the area of ELA with a focus on differentiation and increased rigor.

**Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?**

- Yes  
 No

Plan was implemented according to expenditures described above.

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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Salary: \$65,560.94 Benefits: \$10,000	\$75,560.94
	Total:	\$75,560.94

## Goal #2

close

## Goal Statement

close

Student proficiency on growth on the math core concepts will increase by 5%

## Academic Area

close

- Mathematics

## Measurements

close

### Measurements

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

Student proficiency on growth on the math core concepts will increase by 5%

**Please choose one of the following two options to complete the Measurements section:**

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Mathematics performance was highlighted by exceptional growth in early elementary. Grades K-2 achieved an 16% overall growth increase, significantly outperforming the 5% target. Notably, 2nd grade saw a 34% increase.

In grades 3-6, math growth increased by 1.25%. While positive, this fell short of our 5% goal. Similar to our ELA findings, upper-grade Acadience Math scores rose by 6%, further confirming the need to bridge the gap between progress monitoring tools and state testing outcomes.

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## Action Plan Steps and Expenditures

close

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### **These are the Action Steps identified in the plan to reach the goal:**

1. Online program software will be purchased for use by students in the classroom and at home to strengthen math computational skills. (estimated cost \$1,000)
2. Teachers will collaborate with their grade level teams (PLCs) to stay on target with their grade level curriculum maps to determine best practices as well review common assessments and adjust instruction based on student needs.
3. Teachers will pull down software data on use of software, completed lessons and passing rate of lessons and bring the data to PLCs to review as grade level teams to meet student academic needs.
4. Interventions and reteaching instructional plans will be developed during PLC meetings. These interventions will be for students scoring a 1 or 2 proficiency level on common assessments and/or not passing skills on the purchased software.
5. In collaboration with coaching staff, PLC teams will participate in extended curriculum mapping sessions requiring substitutes for 4 school days out of the year.
6. The Instructional Coach will bring feedback to the administration of additional training needed for all teachers to then be incorporated into the school's professional development focusing on evidence based instructional strategies in the area of Math. The Coach's feedback and formal teacher evaluation will guide Professional Development held to increase student achievement
7. a. Teachers will use standards based instruction in the area of math with a focus on differentiation and increased rigor.

**Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?**

- Yes  
 No

Plan was implemented according to expenditures described above.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Salaries and Benefits for aides and substitutes for professional development: \$4,000	\$4,000.00
Software < \$5,000	Online software program to enhance math computational skills.	\$1,000.00
	Total:	\$5,000.00

### Goal #3

close

### Goal Statement

close

Student proficiency on growth on the science core concepts will increase by 5%

### Academic Area

close

- Science

### Measurements

close

#### Measurements

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

The relevant measurements for grades 3-6, we will use the state science RISE test. For k-2 we will be evaluating implementation of newly designed science lessons throughout the year.

**Please choose one of the following two options to complete the Measurements section:**

1. Explain how academic performance was improved or not, and describe how the before and after measurement data supports the improvement.
2. Explain how academic performance was improved or not, and attach measurement data from before and after plan implementation in the Attachments Section below. (If you choose this option, please put a note in your explanation to "see attached document").

Science performance remained consistent and close to our stated goals:

Grades K-2: Success was measured through administrative and coaching observations. We achieved 95% compliance in the master schedule's designated science blocks, ensuring the new curriculum is being delivered with high fidelity.

Grades 3-6: We achieved a 4% increase in growth, nearing our 5% target and showing a positive upward trend in scientific literacy.

## Action Plan Steps and Expenditures

close

### **These are the Action Steps identified in the plan to reach the goal:**

1. Grade level teachers will work to design rigorous and engaging STEM related lessons to increase emphasis on science core.
2. With the support of our STEM committee, teachers will work to identify opportunities to incorporate STEM related activities in their instruction. Instructional materials will be purchased to support those activities with particular emphasis in younger grades.
3. STEM committee members will be given time to demonstrate lessons in classroom settings throughout the school year. Substitutes and aide support will be available to STEM teachers to support collaborating teachers.
4. Teachers will use standards based instruction in the area of science with a focus on differentiation and increased rigor.
5. The Instructional Coach will bring feedback to the administration of additional training needed for all teachers to then be incorporated into the school's professional development sessions focusing on evidence based instructional strategies in the area of science. The Coach's feedback and formal teacher evaluation will guide Professional Development held to increase student achievement

Category	Description
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**Were the Action Steps (including any approved Funding Changes described below) implemented and associated expenditures spent as described?**

Yes

No

Plan was implemented according to expenditures described above.

Category	Description	Estimated Cost
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Materials needed for instructional activities: projects, experiments, materials needed to expand STEM and science related instruction. \$10804.91	\$5,804.91
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Salaries to cover substitutes to cover classes for teachers for Professional development costs. Professional development costs. \$3000	\$3,000.00
	Total:	\$8,804.91

### Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)	
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$5,804.91	
Software < \$5,000	\$1,000.00	
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$82,560.94	
	Total:	\$89,365.85

### Publicity

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

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

Letters to policymakers and/or administrators of trust lands and trust funds

Other: Please explain

School assembly

- School marquee
- Stickers that identify purchases made with School LAND Trust funds
- School newsletter or website
- Social Media

### Comments

Date	Name	Comment
2026-02-20	jcraig5	Final Report Comment: In the 2024-25 school year, academic performance showed significant strengths in early grades alongside areas for upper-grade refinement. In ELA, K-2 growth increased by 4.6%, nearly meeting our 5% goal, while grades 3-6 saw a 4.75% decrease on RISE. Conversely, Math saw exceptional K-2 growth of 16% (with 2nd grade at 34%), though grades 3-6 growth was limited to 1.25%. Notably, upper-grade Acadience scores in both subjects rose by 6%, revealing a gap between foundational growth and RISE performance that will be a primary focus for next year. Science met expectations with 4% growth in upper grades and 95% schedule compliance in K-2 for new lesson delivery. Moving forward, we are adjusting our professional development to better align schoolwide Acadience gains with RISE assessment rigor.

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