

Box Elder Middle Final Report 2024-2025

2024 - 2025



Final Report Approved

Final Report Approval Details

Submitted By:

500002441

Submit Date:

2026-03-17

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

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 2023-2024	\$0.00	\$0.00	\$0.00
Distribution for 2024-2025	\$187,502.71	\$0.00	\$187,502.71
Total Available for Expenditure in 2024-2025	\$187,502.71	\$0.00	\$187,502.71
Salaries and Benefits	\$191,875.00	\$0.00	\$173,333.27
Contracted Services	\$0.00	\$0.00	\$4,494.80
Professional Development	\$0.00	\$0.00	\$722.34
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$0.00	\$0.00	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$8,952.30
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	\$0.00	\$0.00	\$0.00

Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
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
USBE Administrative Adjustment - Scroll to the bottom to see Comments.			\$0.00
Total Expenditures	\$191,875.00	\$0.00	\$187,502.71
Remaining Funds (Carry-Over to 2025-2026)	-\$4,372.29		\$0.00

Goal #1

close

Goal Statement

close

Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

Academic Area

close

- College and Career Readiness (*secondary schools only*)
- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- English/Language Arts

- Financial Literacy
- Fine Arts
- Graduation Rate Increase (*secondary schools only*)
- Health
- Mathematics
- Physical Education
- Reading
- Science
- Social Studies
- Technology
- World Languages
- Writing

Measurements

close

Measurements

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

We have been looking at our MAP testing data as a council. We have seen an alignment with state test results and MAP test data. We will monitor our progress with 3 annual NWEA MAP test administrations, using our winter assessment as the data piece to drive the Trustlands team decision as that administration will happen with time for our school community council to make any needed adjustments to next year's plan.

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 goal has been based around our MAP proficiency in each grade level . We were hoping to increase our overall proficiency by 2% school wide. Below is a chart from the last couple of years. In 8th grade reading and math we met the 2% increase in proficiency from 33-40% and 46-50% In 9th grade reading we met our proficiency from 46-53%. In 9th grade Math we did not improve but stayed the same with 50% proficiency.

BEMS MAP Proficiency Data

Reading

2022-23 2023-24 2024-25

8th 31% 33% 40%
9th 44% 46% 53%

Math

	2022-23	2023-24	2024-25
8th	44%	46%	50%
9th	48%	50%	50%

Action Plan Steps and Expenditures

close

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

Step 1:

Students will take NWEA MAP assessments at the beginning, middle, and end of year.

Step 2:

Teachers in each content area will work in collaboration using MAP data to focus instruction to aid their students in literacy and math.

Step 3:

Teachers will receive professional development in targeted areas to help address the needs of students.

Step 4:

Students will have math and science tutoring available to them after school to help them in these key academic areas.

Step 5:

The school will hire an online mentor to help our students who are taking classes in online settings to help them access curriculum and assessments as well as to partner with students and families in goal setting and to improve communication. We will also hire four math aides to assist students with instruction and small group work in math. We will pay team leaders to coordinate the training and focus of teachers in each content area. We will pay a reading interventionist to help address the needs of struggling readers. We will pay a reading lab coordinator to assist our struggling readers with reading remediation. We will also pay for part of our instructional coach's salary to make sure all of our teachers have access to great professional development. We will pay for our teachers to collaborate inside their academic teams to drive instruction forward using data from student assessments. We will pay part of the salary of a licensed clinical social worker (LCSW) to aid in meeting the needs of our students so they can focus on academics. We will pay 16 team leaders to lead the work of the professional learning community in each team, with a focus on literacy across the school.

We will hire a literacy specialist who will oversee training of staff and testing of students for placement into remedial reading classes as needed.

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

- Yes
- No

We spent money as it was approved.

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	STEPS 3,4, and 5	\$191,875.00
	Total:	\$191,875.00

Goal #2

close

Goal Statement

close

Box Elder Middle School will increase MAPS proficiency in each grade level on the Winter assessment by 2% overall. Proficiency will be determined by the percentage of students performing in the green (61st to 80th percentile nationally) and blue (80th percentile and up nationally) bands on the assessments in both reading and math. Reading: 2023-2024 results: 8th grade: 31% proficient 9th grade: 44% proficient 2024-2025 goal: 8th grade: 33% proficient 9th grade: 46% proficient Math: 2023-2024 results: 8th grade: 44% proficient 9th grade: 48% proficient 2023-2024 goal: 8th grade: 46% proficient 9th grade: 50% proficient

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Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	STEPS 3,4, and 5	\$191,875.00
	Total:	\$191,875.00

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$191,875.00
Total:	\$191,875.00

Publicity

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

- Letters to policymakers and/or administrators of trust lands and trust funds
- School newsletter or website

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	6	2024-03-18

Comments

Date	Name	Comment
2024-05-10	Paula Plant	Plan Comment: The 5th Action Plan step needs some clarification with the last two sentences.
2024-05-10	Paula Plant	Plan Comment: 'We will hire teachers during their lunch time to help supervise students and keep the school safe, helping all students to focus on academics.' The law requires that the funds be used for the direct instruction of students. Unless the teachers are providing instruction to support math and reading (the measurement tool) this is an inappropriate expenditure and will need to be removed. If the teachers are providing instruction, please reword so that it is clear that instruction is the purpose toward the goal.
2024-05-10	Paula Plant	Plan Comment: 'We will pay for two student government advisors to help with promoting our PBIS plan.' Please provide clarity about how this expenditure supports the goal, including why it is student government advisors promoting the PBIS - to the reader, it could imply that it is PBIS for students in student government. What part of the PBIS plan will they be implementing/teaching towards reaching the goal (reading and math identified in the measurement section). Thank you! Please contact me if you have questions. Paula Plant 801-538-7555 - paula.plant@schools.utah.gov