

Harris Intermediate Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By:

Gerald.Jackman@besd.net

Submit Date:

2026-02-02

Admin Reviewer:

Admin Review Date:

LEA Reviewer:

keithmmecham

LEA Approval Date:

2026-03-17

Board Approval Date:

2024-05-08

Amendment Board Approval Date:

2025-02-12

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	\$11,555.26
Distribution for 2024-2025	\$134,457.07	\$0.00	\$134,457.07
Total Available for Expenditure in 2024-2025	\$134,457.07	\$0.00	\$146,012.33
Salaries and Benefits	\$158,457.07	\$0.00	\$135,379.53
Contracted Services	\$0.00	\$0.00	\$0.00
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	\$0.00
Technology Related Supplies	\$0.00	\$0.00	\$0.00
Hardware, etc.	\$0.00	\$0.00	\$0.00
Software	\$0.00	\$0.00	\$0.00
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	\$158,457.07	\$0.00	\$135,379.53
Remaining Funds (Carry-Over to 2025-2026)	-\$24,000.00		\$10,632.80

Goal #1

close

Goal Statement

close

75% of our 6th & 7th-grade students will be at the 50th percentile for achievement, or make one year's growth as measured by MAP Reading assessment. From the BOY to the EOY in May 2025.

Academic Area

close

- Reading

Measurements

close

Measurements

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

As a guiding coalition and school Community Council, we used the trend data from our RISE end-of-year assessment as well as our MAP growth over time to determine our area of most critical academic need. The MAP proficiency and growth reports help us to see what percentage of students made the year's projected growth. It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our ATSI percentages for ELL and SWD's were below the state average for 2024.

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").

We did not reach our goal based on the end of year MAP reading test. 6th grade had an end of year average of 70.59 and 7th grade had an end of year average of 69.89. We did see an increase in Math MAP data with both grades scoring above 75% on the end of year assessment. Rise Data was also looked at but was not included in the goal so it will not be addressed here.

It should be noted that after the goal was set and plan completed for the 2024-25 year there was a change in administration. When it was apparent that the goal was not met and while looking at other data some barriers to students doing well with their reading were noticed. Overall school behavior and the available behavior resources were a major concern. The current reading program being used was also not being successful with under 5% of students setting or reaching goals. These concerns were discussed with the community council and adjustments have been made for the 2025-26 school year.

Action Plan Steps and Expenditures

close

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

1. Students will be screened using the BOY MAP benchmark in September 2024, so that we will know exactly which differentiated interventions/ extensions to put them in for the start of the 24-25 school year in reading.
2. \$146,457.07 will be spent on Paraprofessionals to help support our 6th grade Language Live intervention classrooms, as well as intervention paras for our Math, ELA, and Science 7th grade weekly interventions.
3. Each student in our school will also take 2 MAP benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
4. PLC teams will use our 6th-grade flex time block and the 7th will use weekly interventions as well as grade-level established class time to help provide interventions and extensions based

on the CFA grade-level data.

5. We will work to participate in district and sister school efforts to increase the PLC process in both schools as we collaborate together.
6. The administration will work with each team once per trimester to conduct a data review of the Reading MAP data for ELA teachers, and Vocabulary and other literacy supports that the non-ELA teachers will provide. The administration will also help teams to record their uptick data for the year to document trend data, which will be used for growth discussions.
7. We will use the reports generated by the MAP assessment to determine yearly growth.
8. We will spend \$12,000 for our instructional coach who helps with instructional strategies and student achievement.

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

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step # 2 = Intervention para's = \$146,457.07 Action step # 8 = Instructional coach = \$12,000	\$158,457.07
	Total:	\$158,457.07

Goal #2

close

Goal Statement

close

75% of our 6th & 7th-grade students will be at the 50th percentile for achievement, or make one year's growth as measured by MAP Reading assessment. From the BOY to the EOY in May 2025.

Academic Area

close

- Reading

Measurements

close

Measurements

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

As a guiding coalition and school Community Council, we used the trend data from our RISE end-of-year assessment as well as our MAP growth over time to determine our area of most critical academic need. The MAP proficiency and growth reports help us to see what percentage of students made the year's projected growth. It was determined by our School Leadership Team and Community Council that both the math and science RISE tests are also tests of reading and our students who struggle or are below grade level, struggle to read the tests. Additionally, our ATSI percentages for ELL and SWD's were below the state average for 2024.

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").

We did not reach our goal based on the end of year MAP reading test. 6th grade had an end of year average of 70.59 and 7th grade had an end of year average of 69.89. We did see an increase in Math MAP data with both grades scoring above 75% on the end of year assessment. Rise Data was also looked at but was not included in the goal so it will not be addressed here.

It should be noted that after the goal was set and plan completed for the 2024-25 year there was a change in administration. When it was apparent that the goal was not met and while looking at other data some barriers to students doing well with their reading were noticed. Overall school behavior and the available behavior resources were a major concern. The current reading program being used was also not being successful with under 5% of students setting or reaching goals. These concerns were discussed with the community council and adjustments have been made for the 2025-26 school year.

Action Plan Steps and Expenditures

close

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

1. Students will be screened using the BOY MAP benchmark in September 2024, so that we will know exactly which differentiated interventions/ extensions to put them in for the start of the 24-25 school year in reading.
2. \$146,457.07 will be spent on Paraprofessionals to help support our 6th grade Language Live intervention classrooms, as well as intervention paras for our Math, ELA, and Science 7th grade weekly interventions.
3. Each student in our school will also take 2 MAP benchmark assessments to determine what short-term goals need to be established to make the end-of-year goal.
4. PLC teams will use our 6th-grade flex time block and the 7th will use weekly interventions as well as grade-level established class time to help provide interventions and extensions based on the CFA grade-level data.
5. We will work to participate in district and sister school efforts to increase the PLC process in both schools as we collaborate together.
6. The administration will work with each team once per trimester to conduct a data review of the Reading MAP data for ELA teachers, and Vocabulary and other literacy supports that the non-ELA teachers will provide. The administration will also help teams to record their uptick data for the year to document trend data, which will be used for growth discussions.
7. We will use the reports generated by the MAP assessment to determine yearly growth.
8. We will spend \$12,000 for our instructional coach who helps with instructional strategies and student achievement.

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

- Yes
- No

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Action Step # 2 = Intervention para's = \$146,457.07 Action step # 8 = Instructional coach = \$12,000	\$158,457.07
	Total:	\$158,457.07

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$158,457.07
Total:	\$158,457.07

Publicity

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

- School newsletter or website
- Social Media

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
7	0	2	2024-03-25

Plan Amendments Amendment #1

Please Note:

This amendment is not yet awaiting any review. Edits can be made.

Number Approved:

0

Number Not Approved:

0

Absent:

0

Council Vote Date:

Explanation for Amendment:

Was the Amendment implemented and associated expenditures spent as described?:

Yes

Comments

Date	Name	Comment
2024-03-25	David Lee	WE had a carry over of about \$24,000 due to the inability to hire additional intervention para hours. This carry over will help to pay for our increased instructional coach costs that were covered by ESSER funding.

BACK