

Golden Spike Elementary Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By: Sekins

Submit Date: 2026-02-23

Admin Reviewer:

Admin Review Date:

LEA Reviewer: heidijo.west@besd.net

LEA Approval Date: 2026-03-24

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	\$1,898.02
Distribution for 2024-2025	\$116,828.61	\$0.00	\$116,828.61
Total Available for Expenditure in 2024-2025	\$116,828.61	\$0.00	\$118,726.63
Salaries and Benefits	\$116,828.59	\$0.00	\$118,585.46

	Planned	Amended	Actual
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Description	Planned Expenditures (entered by the school)	Amended Expenditures (Refer to bottom of Report)	Actual Expenditures (entered by the LEA)
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
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	\$116,828.59	\$0.00	\$118,585.46
Remaining Funds (Carry-Over to 2025-2026)	\$0.02		\$141.17

Goal Statement

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-62% of kindergarten students will blend 10 or more Whole Words Read by the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. - 59% of first-grade students will read 47 WPM AND with 90% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -67% of second-grade students will read 87 WPM AND with 97% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -72% of third-grade students will read 100 WPM AND with 97% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -62% of fourth-grade students will read 115 WPM AND with 98% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment. -56% of fifth-grade students will read 130 WPM AND with 99% Accuracy based on the 2025 EOY benchmark period as determined by the Acadience benchmark assessment.

Academic Area

close

- Reading

Measurements

close

Measurements

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

Acadience reading assessment

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").

Students in grades kindergarten, first, second, and fourth met the goals as listed above. Third and

fifth-grade students had an increase from beginning to the end of the year but did not have the increase necessary to meet the goal.

Action Plan Steps and Expenditures

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

1. Paraprofessionals will be hired to support and reteach tier 1 instruction and provide small-group tier 2 and tier 3 instruction. (\$111,828.61)
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention. Regular meetings with leadership team to determine the needs of the grade-levels and school. (\$5,000)
3. Use adopted tier 1 programs with fidelity (SuperKids and Wonders)
4. Use LETRS Instruction to improve literacy instruction
5. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
6. School-wide professional development will focus on LETRS review from instructional coaches.
7. Regular training for paraprofessionals by coaches on: classroom management, program implementation, and LETRS instruction.
8. Increase amount of reading time and opportunities to respond, with intentional focus on students at risk.
9. Set Pathways of Progress goals by October 15th and monitor student progress regularly.

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

- Yes
 No

Estimated

Category	Description	Estimated Cost
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	1. Paraprofessional salaries to meet the goal 2. Leadership collaborative meetings to support the goal	\$116,828.59
	Total:	\$116,828.59

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$116,828.59
Total:	\$116,828.59

Publicity

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

- 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
6	0	1	2024-04-11

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