

Young Intermediate Final Report 2024-2025

2024 - 2025 ▼

Final Report Approved

Final Report Approval Details

Submitted By:

lewis.whitaker@besd.net

Submit Date:

2026-01-15

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 | \$1,427.11 |
| Distribution for 2024-2025 | \$161,701.05 | \$0.00 | \$161,701.05 |
| Total Available for Expenditure in 2024-2025 | \$161,701.05 | \$0.00 | \$163,128.16 |
| Salaries and Benefits | \$126,230.07 | \$0.00 | \$137,212.40 |
| Contracted Services | \$0.00 | \$0.00 | \$1,135.60 |
| Professional Development | \$2,000.00 | \$0.00 | \$3,653.91 |
| Student Transportation Field Trips | \$4,100.00 | \$0.00 | \$0.00 |
| Books Curriculum Subscriptions | \$10,500.00 | \$0.00 | \$0.00 |
| Technology Related Supplies | \$8,000.00 | \$0.00 | \$0.00 |
| Hardware, etc. | \$0.00 | \$0.00 | \$0.00 |
| Software | \$0.00 | \$0.00 | \$3,557.00 |
| 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 | \$10,373.50 | \$0.00 | \$5,841.63 |

| 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 | \$161,203.57 | \$0.00 | \$151,400.54 |
| Remaining Funds (Carry-Over to 2025-2026) | \$497.48 | | \$11,727.62 |

Goal #1

close

Goal Statement

close

At the end of the 2024-2025 school year, students at Adele C. Young Intermediate School will demonstrate grade-level proficiency in English Language Arts at a rate of 10% higher than in 2023-2024 as measured by end of level RISE assessments. All students will show growth as measure by MAP assessments. At the end of the 2024-2025 school year, ACYI will reduce the number of students reading below grade level by 50% as measured by MAP testing results. All students will show gains in lexile scores as measured by MAP testing.

Academic Area

close

- Educational Technology/Library/Media
- English/Language Arts
- Social Studies

Measurements

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

Data use will be score reports from RISE assessments and score reports from MAP assessments.

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").

Academic performance in English Language Arts showed mixed results and did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in ELA by 10% compared to the 2023–2024 RISE assessment results, ensure growth for all students as measured by MAP assessments, and reduce the number of students reading below grade level by 50%.

RISE assessment data indicates that ELA proficiency slightly decreased from 39.7% in 2023–2024 to 39.4% in 2024–2025, indicating that the targeted increase was not achieved. MAP Winter Reading data also showed a decrease, with proficiency moving from 55% in Winter 2023–2024 to 53% in Winter 2024–2025. While Lexile growth and individual student progress were observed through ongoing instruction and intervention efforts, overall proficiency rates did not reflect the anticipated gains.

Despite these outcomes, targeted instructional supports, literacy interventions, and progress monitoring were implemented throughout the year to support student growth. These efforts helped maintain overall performance levels and provided valuable data to inform instructional adjustments moving forward. Continued focus on data-driven instruction and targeted reading interventions will remain a priority to improve student literacy outcomes.

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

1. Accommodations/Literacy Aides: Aides will be hired (100 hours per week) to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught and general education classes. (\$70,350.59)
2. Pay teacher to work in the summer to: 1) analyze testing data (CFA's, MAPS, and RISE) to identify areas of student need and adjust instruction accordingly, 2) create unit plans to use during the school year, and review literacy strategies. (\$10,835.55)
3. ACYI will use trustlands funds to purchase reading intervention programs to supplement Tier 1 instruction in the English Language Arts Classrooms and to provide Tier 2 and Tier 3 interventions for students. Programs to be purchased include Phonics for Reading, Rewards, PAST, and High Noon Text. (\$10,000)
4. Funding will be provided to the sixth grade English Language Arts department for a field trip as a capstone to their literacy projects. (\$2,600)

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 steps 1 and 2 | \$81,186.14 |
| Books, Ebooks, online curriculum/subscriptions | Action Step 3 | \$10,000.00 |
| Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students | Action step 4 | \$2,600.00 |
| | Total: | \$93,786.14 |

Goal #2

close

Goal Statement

close

By the end of the 2024-2025 school year, students at ACYI will demonstrate grade-level proficiency in Mathematics at a rate 10% higher than in 2023-2024 as measured by RISE assessments. All students will show growth as measured by MAPS testing.

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

Measurements

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

Data used will be score reports from RISE assessments and score reports from MAP assessments.

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").

Academic performance in Mathematics did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in Mathematics by 10% compared to the 2023–2024 RISE assessment results and to ensure growth for all students as measured by MAP assessments.

RISE Mathematics data shows a decrease in proficiency from 40% in 2023–2024 to 38.7% in 2024–2025, indicating that the intended increase in proficiency was not achieved. MAP Winter Mathematics results also reflected a slight decline, with proficiency decreasing from 52% in Winter 2023–2024 to 50% in Winter 2024–2025. While individual student growth was monitored throughout the year and instructional adjustments were made based on MAP data, overall proficiency gains did not reflect the expected outcomes.

Throughout the school year, ACYI implemented targeted math instruction, intervention supports, and ongoing progress monitoring to support student learning. Although these efforts helped maintain instructional focus and identify student needs, the data indicates that additional adjustments and supports will be necessary to improve mathematics achievement and proficiency levels in future school years.

Action Plan Steps and Expenditures

close

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

1. Teacher Professional Development: Professional Development Opportunities will be funded for teachers to attend conferences, develop curriculum, and learn/refine instruction practices. This will include admission to conferences, substitute teachers to cover classes, and payment for additional time outside of teaching contracts. (\$2,000).
2. Daily Practice Sheets: Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation. (\$4,000)
3. PLC Team Leaders: All teachers will be part of a PLC team that meets weekly to review learning standards and curriculum, create common formative assessments, review assessment data and/or plan enrichment/intervention activities for students based on data . PLC team leaders conduct these weekly meetings as well as attend regular leadership meetings to discuss the effectiveness of school-wide intervention efforts and the planning of strategies and program changes to improve their effectiveness. A stipend will be paid to each PLC team leader for this additional responsibility. (\$12,880)
4. Smartboards will be purchased to install in rooms to facilitate curriculum deliver in classrooms. (\$8,000)

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

- Yes
 No

| Category | Description | Estimated Cost |
|---|---------------|----------------|
| Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem) | Action step 1 | \$2,000.00 |
| | Total: | \$26,880.00 |

| 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) | Action step 2 | \$4,000.00 |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | Action step 3 | \$12,880.00 |
| Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands | Action step 4 | \$8,000.00 |
| | Total: | \$26,880.00 |

Goal #3

close

Goal Statement

close

By the end of the 2024-2025 school year, students at ACYI will demonstrate grade-level proficiency in Science at a rate 10% higher than in 2023-2024 as measured by RISE assessments.

Academic Area

close

- CTE (Career and Technical Education)
- Physical Education
- Science

Measurements

close

Measurements

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

Data used will be score reports from RISE assessments.

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").

Academic performance in Science did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in Science by 10% compared to the 2023–2024 RISE assessment results.

RISE Science data indicates a slight decrease in proficiency, with 54.3% of students demonstrating grade-level proficiency in 2023–2024 compared to 53.7% in 2024–2025. As a result, the intended increase in proficiency was not achieved.

Throughout the school year, science instruction focused on alignment to state standards, use of hands-on learning experiences, and ongoing formative assessments to support student understanding. While these instructional efforts helped sustain overall performance levels, assessment data shows that additional instructional adjustments and supports will be needed to improve science proficiency outcomes in future school years.

Action Plan Steps and Expenditures

close

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

1. Intervention Aide: An Intervention Aide will be hired to assist teachers, students and administrators in coordination the daily academic intervention program (SOAR). The aide will access and gather data from the school gradebook program program and assign students interventions from one of their teachers. (\$14,071.72)
2. Technology Devices Aide; An Aide will be hired to oversee the scheduling distribution, and maintenance of the school Chromebooks as well as well as 2 existing computer labs. This aide will also support student and teachers with assistance on technology issues on a daily basis. Such management will extend the life of the hardware as well as its effective distribution and use. (\$18,092.21)
3. Consumable Science Lab Supplies: Hands on Science labs will be conducted throughout the school year in both 6th and 7th grade science classes. Consumable supplies will be purchased to facilitate these labs. (\$6,737.50)
4. OER Textbooks: To accommodate and enrich the learning of students in Science, an Open Educational Resource (OER) textbook will be purchased. This textbook contains a wealth of

information for students and serves as a resource for teachers as they teacher lessons, perform lab experiments, and give assessments with the new Utah Science Standards. (\$500)

5. The seventh grade science will have a field trip to the Box Elder Museum of Natural History. (\$1,500)

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 steps 1 and 2 | \$32,163.93 |
| 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) | Action Step 3 | \$6,373.50 |
| Books, Ebooks, online curriculum/subscriptions | Action 4 | \$500.00 |
| Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students | Action step 5 | \$1,500.00 |
| | Total: | \$40,537.43 |

Goal #4

close

Goal Statement

close

At the end of the 2024-2025 school year, students at Adele C. Young Intermediate School will demonstrate grade-level proficiency in English Language Arts at a rate of 10% higher than in 2023-2024 as measured by end of level RISE assessments. All students will show growth as measure by MAP assessments. At the end of the 2024-2025 school year, ACYI will reduce the number of students reading below grade level by 50% as measured by MAP testing results. All students will show gains in lexile scores as measured by MAP testing.

Academic Area

close

- Educational Technology/Library/Media
- English/Language Arts
- Social Studies

Measurements

close

Measurements

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

Data use will be score reports from RISE assessments and score reports from MAP assessments.

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").

Academic performance in English Language Arts showed mixed results and did not meet the targeted improvement goal for the 2024–2025 school year. The goal was to increase grade-level proficiency in ELA by 10% compared to the 2023–2024 RISE assessment results, ensure growth for all students as measured by MAP assessments, and reduce the number of students reading below grade level by 50%.

RISE assessment data indicates that ELA proficiency slightly decreased from 39.7% in 2023–2024 to 39.4% in 2024–2025, indicating that the targeted increase was not achieved. MAP Winter Reading data also showed a decrease, with proficiency moving from 55% in Winter 2023–2024 to 53% in Winter 2024–2025. While Lexile growth and individual student progress were observed through ongoing instruction and intervention efforts, overall proficiency rates did not reflect the anticipated gains.

Despite these outcomes, targeted instructional supports, literacy interventions, and progress monitoring were implemented throughout the year to support student growth. These efforts helped maintain overall performance levels and provided valuable data to inform instructional adjustments moving forward. Continued focus on data-driven instruction and targeted reading

interventions will remain a priority to improve student literacy outcomes.

Action Plan Steps and Expenditures

close

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

1. Accommodations/Literacy Aides: Aides will be hired (100 hours per week) to provide in-class support for at-risk and struggling students. The aides will work with ELA teachers to provide support, instruction, and intervention for students in remedial, team taught and general education classes. (\$70,350.59)
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3. ACYI will use trustlands funds to purchase reading intervention programs to supplement Tier 1 instruction in the English Language Arts Classrooms and to provide Tier 2 and Tier 3 interventions for students. Programs to be purchased include Phonics for Reading, Rewards, PAST, and High Noon Text. (\$10,000)
4. Funding will be provided to the sixth grade English Language Arts department for a field trip as a capstone to their literacy projects. (\$2,600)

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 steps 1 and 2 | \$81,186.14 |
| Books, Ebooks, online curriculum/subscriptions | Action Step 3 | \$10,000.00 |
| | Total: | \$93,786.14 |

| Category | Description | Estimated Cost |
|---|---------------|----------------|
| Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students | Action step 4 | \$2,600.00 |
| | Total: | \$93,786.14 |

Goal #5

close

Goal Statement

close

By the end of the 2024-2025 school year, students at ACYI will demonstrate grade-level proficiency in Mathematics at a rate 10% higher than in 2023-2024 as measured by RISE assessments. All students will show growth as measured by MAPS testing.

Academic Area

close

- Fine Arts
- Mathematics
- World Languages

Measurements

close

Measurements

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

Data used will be score reports from RISE assessments and score reports from MAP assessments.

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.

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Action Plan Steps and Expenditures

close

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2. Daily Practice Sheets: Throughout the past two years, Math PLC Teams have developed and refined curriculum that aligns with State Standards and District Essentials. The materials provide practice, spiral review, and assessment of content taught during the course of the school year. This curriculum will be printed for consumable student use and also inform instruction, intervention, and remediation. (\$4,000)
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4. Smartboards will be purchased to install in rooms to facilitate curriculum deliver in classrooms.
(\$8,000)

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

- Yes
- No

| Category | Description | Estimated Cost |
|--|---------------|----------------|
| Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem) | Action step 1 | \$2,000.00 |
| 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) | Action step 2 | \$4,000.00 |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | Action step 3 | \$12,880.00 |
| Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands | Action step 4 | \$8,000.00 |
| | Total: | \$26,880.00 |

Goal #6

close

Goal Statement

close

By the end of the 2024-2025 school year, students at ACYI will demonstrate grade-level proficiency in Science at a rate 10% higher than in 2023-2024 as measured by RISE assessments.

Academic Area

close

- CTE (Career and Technical Education)
- Physical Education

- Science

Measurements

close

Measurements

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

Data used will be score reports from RISE assessments.

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").

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Throughout the school year, science instruction focused on alignment to state standards, use of hands-on learning experiences, and ongoing formative assessments to support student understanding. While these instructional efforts helped sustain overall performance levels, assessment data shows that additional instructional adjustments and supports will be needed to improve science proficiency outcomes in future school years.

Action Plan Steps and Expenditures

close

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1. Intervention Aide: An Intervention Aide will be hired to assist teachers, students and administrators in coordination the daily academic intervention program (SOAR). The aide will access and gather data

from the school gradebook program program and assign students interventions from one of their teachers. (\$14,071.72)

2. Technology Devices Aide; An Aide will be hired to oversee the scheduling distribution, and maintenance of the school Chromebooks as well as well as 2 existing computer labs. This aide will also support student and teachers with assistance on technology issues on a daily basis. Such management will extend the life of the hardware as well as its effective distribution and use. (\$18,092.21)

3. Consumable Science Lab Supplies: Hands on Science labs will be conducted throughout the school year in both 6th and 7th grade science classes. Consumable supplies will be purchased to facilitate these labs. (\$6,737.50)

4. OER Textbooks: To accommodate and enrich the learning of students in Science, an Open Educational Resource (OER) textbook will be purchased. This textbook contains a wealth of information for students and serves as a resource for teachers as they teacher lessons, perform lab experiments, and give assessments with the new Utah Science Standards. (\$500)

5. The seventh grade science will have a field trip to the Box Elder Museum of Natural History. (\$1,500)

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 steps 1 and 2 | \$32,163.93 |
| 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) | Action Step 3 | \$6,373.50 |
| Books, Ebooks, online curriculum/subscriptions | Action 4 | \$500.00 |
| Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students | Action step 5 | \$1,500.00 |
| | Total: | \$40,537.43 |

Summary of Estimated Expenditures

| Category | Estimated Cost (entered by the school) |
|---|--|
| Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem) | \$2,000.00 |
| | Total: \$161,203.57 |

| Category | Estimated Cost (entered by the school) |
|--|---|
| Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands | \$8,000.00 |
| Books, Ebooks, online curriculum/subscriptions | \$10,500.00 |
| 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) | \$10,373.50 |
| Admission, transportation to and from school. Transportation for school related activities provided by LEAs, public carriers, parents, students | \$4,100.00 |
| Salaries and Benefits (teachers, aides, specialists, productivity, substitutes) | \$126,230.07 |
| Total: | \$161,203.57 |

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

**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

[BACK](#)