

Juab High Final Report 2021-2022

2021 - 2022



Final Report Approved

Final Report Approval Details

Submitted By:

Mary Wohlforth

Submit Date:

2023-02-03

Admin Reviewer:**Admin Review Date:****LEA Reviewer:**

Erika Johnson

LEA Approval Date:

2023-02-07

Board Approval Date:

Financial Proposal and Report

This report is automatically generated from the approved School Plan (entered in spring of 2021), 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 (entered by the school)	Actual Expenditures (entered by the LEA)
Carry-Over from 2020-2021	\$0.00	\$0.00	\$10,516.18
Distribution for 2021-2022	\$168,106.00	\$0.00	\$168,106.00
Total Available for Expenditure in 2021-2022	\$168,106.00	\$0.00	\$178,622.18
Salaries and Benefits	\$69,625.00	\$0.00	\$99,581.44
Contracted Services	\$0.00	\$0.00	\$1,942.40
Professional Development	\$22,000.00	\$0.00	\$0.00
Student Transportation Field Trips	\$0.00	\$0.00	\$0.00
Books Curriculum Subscriptions	\$28,600.00	\$0.00	\$3,675.88
Technology Related Supplies	\$2,080.00	\$0.00	\$0.00
Hardware, etc.	\$41,927.00	\$0.00	\$39,501.88
Software	\$0.00	\$0.00	\$27,600.00
Remaining Funds (Carry-Over to 2022-2023)	\$3,874.00		\$6,320.58

Description	Planned Expenditures (entered by the school)	Amended Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)
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	\$164,232.00	\$0.00	\$172,301.60
Remaining Funds (Carry-Over to 2022-2023)	\$3,874.00		\$6,320.58

Goal #1

close

State Goal

close

Our goal is to empower students to engage responsibly with their learning experiences. Provide students with timely, differentiated support based on their individual learning needs. Raise our score by 5% in the upcoming school year by increasing resources to our language arts, math, social studies and science departments and to provide support where appropriate as well as improvement of instruction and curriculum.

Academic Area

[close](#)

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Science
- Social Studies
- World Languages

Measurements

[close](#)

Measurements

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

Juab High School is in the 75th percentile of comparable schools in the state of Utah on the ACT and ASPIRE end-of-level tests. These assessments, along with JHS graduation rates, will

provide the needed data to evaluate our goal

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").

See attached data.

ACT: Juab High School noted growth in all areas of the ACT. Scores remain below state mean score.

Aspire: Juab High School noted increased proficiency and MGP growth for 9th and 10th grade on the Utah Aspire Plus assessment. Combined grade growth noted LA MGP 50.0, Math MGP 53.0, Science 59.0.

Graduation Rate: Juab High School graduation rate 96% remains well above the

Action Steps

close

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

1. Purchase software for instruction, extension and intervention. (Newslea- \$8500)
(NoRedink- \$10500)
2. Purchase ACT prep Curriculum (On To College - \$8600)
3. Provide ACT prep after school tutoring (\$1875)
4. Provide after school math tutoring (\$6750)
5. Provide book sets for English (\$1000)
6. Provide iPads (5) and portable chargers (10) for math classrooms (\$2080)

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

- Yes
- No

Digital Citizenship/Safety Principles Component

close

No

Goal #2

close

State Goal

close

Based on feedback from teachers and parents, there is a need for students to be “immersed in an educational culture of rigorous, high expectations” where students are empowered “to take ownership of their learning” through “making responsible decisions.” Our goal is to provide each student with intentional formative assessments and timely feedback loops to personalize learning that meets students’ needs as indicated by growth and competency standards.

Academic Area

[close](#)

- College and Career Readiness
- Educational Technology/Library/Media
- English/Language Arts
- Financial Literacy
- Fine Arts
- Graduation Rate Increase
- Health
- Mathematics
- Science
- Social Studies
- World Languages

Measurements

[close](#)

Measurements

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

Utah’s PCBL Framework has multiple Program Quality Indicators that can be used to measure its successful implementation, including:

Trend in students needing added instructional support/interventions - How many students are not progressing through the system of formative assessments in a timely, responsible manner? Or, in other words, how many students are not turning in assignments to get the feedback they need?

Percent of students demonstrating at least a year's worth of improvement or more in core subject areas


Percent of students demonstrating proficiency at a specific level in core subject areas

Percent of students on-track to be college/career ready by the end of high school in core subject areas

We will measure how we perform relative to comparable schools on USBE's Data Gateway and expect to rank within the top quartile.

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").

Review of department PLC formative data indicates an increase in student ability to successfully navigate and earn credit. Teachers reviewed the number of students who are attending Success Tutoring hours, Learning Accountability Day and students who need additional support and opportunity for relearning experiences. Failed grade data indicates a spike in the year 2021 with a 51% decrease for 2022. CE course enrollments remained approximate the same. CTE Pathway Completers increased by 43 and the number of students earning industry credentials increased 

Action Steps

close

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

1. Utilize aides to support students as study hall/learning support aides (5). (\$61000)
2. Provide funding for school level summer professional development for all teachers to improve their instruction and curriculum for students. (\$12000)

3. Provide Content area training opportunities for teachers to improve their specific content instruction and curriculum for students. (\$10000)
4. Purchase a video trcaster for use by the marketing class (\$6000)
5. Purchase a library set of chromebooks for use by all students (\$7500)
6. Purchase a AG business communications class set of Chromebooks (\$10000)
7. Purchase sheet music for the fine arts department library (\$3500)
8. Purchase laptops for use with the CNC machines in the woodshop (\$4434.50)
9. Purchase a sander for the welding class (\$13995)

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

- Yes
- No

Digital Citizenship/Safety Principles Component

close

Yes

Category	Description
Behavioral	Our goal to "Utilize aides to support students as study hall/learning support aides" allows us to run "Wasp Academy" which is a targeted freshman study hall class in each student's schedule that covers numerous critical student success items including but not limited to the Digital Citizenship and safety components.

Please describe how the digital citizenship/safety component was implemented.

Two instructional assistants were hired for Wasp Academy I (9th grade) as Wasp Academy instructors. Wasp Academy is a support class in which students focus on goal setting for all course work and exploring post-secondary opportunities. This course focused on Juab High School Portrait of a Graduate dispositions which include curiosity, grit, leadership, resilience, teamwork as well as digital citizenship and school safety.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Technology related supplies < \$5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	\$2,080.00
Books, Ebooks, online curriculum/subscriptions	\$28,600.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$22,000.00
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$41,927.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$69,625.00
Total:	\$164,232.00

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source, leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

If there are additional funds available to address our goals, we will look at additional hours under the ACT prep tutoring as well as additional hours for the learning support instructional aides that can benefit students directly. We will monitor each and assess how to move forward pending the funding and effectiveness of each.

If any funds were expended as identified in Funding Changes, please describe how they were spent to implement the approved goals. If you did not implement the Funding Changes plan, please put "did not implement Funding Changes."

Additional funds were not needed to fund ACT prep, tutoring and additional staff hours. We were able to address these goals as well as summer school recovery credit through ESSER funds.

Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Other: Please explain.
- School assembly
- School marquee
- School newsletter
- School website
- Sticker and stamps that identify purchases made with School LAND Trust funds.

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
12	0	0	2021-03-29

Plan Attachments

Upload Date	Title	Description
2023-02-03	JHS SLT Data 2022	Academic Data

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