

UMS Trustland Proposal

2021-2022

Goal 1	Uintah Middle School will reduce the number of non-proficient students by 10% in all core content areas as measured by RISE testing from Spring 2021 to Spring 2022														
Target Areas	Reading, Writing, Mathematics, Science														
Measurements	Students' progress will be measured by RISE assessment from Spring 2021 to Spring 2022.														
Action Steps	<p>A. Pay 70% salary and benefits for a full-time math intervention specialist who will provide extra time and support to 8th grade, non-proficient students using the Ready Math resources.</p> <p>B. Pay 30% salary and benefits for a full-time instructional coach to support and mentor new teachers, teach and help implement evidence-based tier-1 instructional strategies to individual teachers and teams, support the PLC process, and improve instruction generally across all core content areas.</p> <p>C. Provide stipends for pre-contract professional development days to all core content teachers who will complete at least one trimester of planning and develop SMART goals and assessments to monitor and track student proficiency and growth in targeted areas.</p> <p>D. Provide stipends to team leaders/STT members and who will be given additional responsibilities for organizing, monitoring, and reporting data, modeling and teaching effective tier-1 instruction, and providing leadership and guidance to improve academic achievement.</p> <p>E. Provide teacher stipends to pay for prep periods which will give extra support and will allow for more targeted interventions in mathematics, ELA, and science, and other content areas.</p> <p>F. Staff will be given professional development opportunities that directly relate to planning, instruction, assessment, and tier-1 instruction. These opportunities may be administered by the school, district, state, or professional consulting organizations.</p>														
Expenditures	<p>Salary and Employee Benefits (100 and 200)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">70% of salary and benefits full-time math intervention specialist</td> <td style="text-align: right;">\$43,000</td> </tr> <tr> <td>30% of salary and benefits for full-time instructional coach</td> <td style="text-align: right;">\$28,000</td> </tr> <tr> <td>Teacher prep periods</td> <td style="text-align: right;">\$10,000</td> </tr> <tr> <td>Teacher stipends</td> <td style="text-align: right;">\$15,000</td> </tr> <tr> <td></td> <td style="text-align: right;">Cost \$96,000.00</td> </tr> </table> <p>Transportation/Admission/Per Diem (510, 530, 580)</p> <p>Money to be used toward travel, fees, registration, and other expenses required as a necessity of travel and/or attendance of professional development</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="text-align: right;">Cost: \$ 6,000</td> </tr> <tr> <td></td> <td style="text-align: right;">Total: \$102,000</td> </tr> </table>	70% of salary and benefits full-time math intervention specialist	\$43,000	30% of salary and benefits for full-time instructional coach	\$28,000	Teacher prep periods	\$10,000	Teacher stipends	\$15,000		Cost \$96,000.00		Cost: \$ 6,000		Total: \$102,000
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Increased Distribution	The 2021-2022 distribution in this plan is an estimate. If the actual distribution is more than the estimate, additional funds may be used toward the purchase of electronic notebooks for classrooms, educational software, professional development, and prep period/stipend pay.														

UMS TSSA Proposal

2021-2022

Goal 1	Uintah Middle School will reduce the number of non-proficient at-risk students by 10% in all core content areas as measured by RISE testing from Spring 2021 to Spring 2022.	
Target Areas	ELA, Math	
Measurements	Students' progress will be measured by RISE assessment from Spring 2021 to Spring 2022.	
Action Steps	<p>A. Pay for teacher prep periods which will give extra support and will allow for more targeted interventions in mathematics and ELA.</p> <p>B. Provide 70% salary for a Socio-Emotional Learning Support Aide to target the needs of our at-risk students who require positive behavior intervention in order to optimize academic learning. As an alternative to hiring a full-time intervention support aide, two or more part-time aides may be hired instead.</p> <p>C. Implement lesson studies wherein content teachers collectively develop a lesson based on what the team has decided is the greatest need. Hire substitutes to cover classes so that teachers may observe one team member give the prepared lesson and then debrief about previously determined data. Leverage lesson studies to drive tier-1 instructional effectiveness.</p> <p>D. Provide stipends to teachers who use prep periods to cover classes unfilled and/or canceled by substitutes, doing so helps incentivize teachers to help cover classes which in-turn promotes continuity of our behavior plan and behavioral RtI.</p> <p>E. Encourage and reward good behavior and academic growth and achievement through intrinsic reinforcement that includes the five types of rewards: social, escape, activities, tangible, and sensory. (e.g. HAWK Tickets, Color Wars, AR Program, etc.)</p> <p>F. Acquire and use research-based behavior intervention tools and resources to meet a variety of needs specific to our schoolwide MTSS (Multi-tiered Systems of Support) (e.g. Happy Class, PBIS, teacher training of supports, etc.)</p> <p>G. Money to be used toward travel, fees, registration, and other expenses required as a necessity of travel and/or attendance of professional development.</p>	
Expenditures	<ul style="list-style-type: none"> ● Teacher prep periods (A) \$ 30,000 ● 70% Salary for Social-Emotional Learning Support Aide and/or part-time Social-Emotional Learning Support Aides (B) \$ 43,000 ● Substitute Pay/Covering Prep (C, D) \$ 10,000 ● Research based behavior intervention resources (F) \$ 4,000 ● Behavior and Academic Program Rewards (E) \$ 3,000 ● Staff Travel & PerDiem (G) \$ 6,000 	<p>Total \$96,000</p>
Increased Distribution	The 2021-2022 distribution in this plan is an estimate. If the actual distribution is more than the estimate, additional funds may be used toward the purchase of electronic notebooks for classrooms, educational hardware and software, professional development, prep period/stipend pay, additional behavior aides, and data tracking and analysis supports.	