

TSSA	Total Allocated: \$236,158	Input	Please complete this tab and copy all amounts to the allocation tab.						
Goal #, Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Travel 580	Supplies and Materials 600	Teacher & Student Supplies 608	Teacher & Student Incentives Rewards 614
SW Goal 1, Step 6, 9; TSI Goal, Step 2	Para Subs (Based on 25-26), IEP Days, etc.	\$10,000.00			\$10,000.00				
TSI Goal, Step 2, SW Goal 1, Step 6, 9	Teacher Subs for PD, Observations, etc.	\$2,294.08			\$2,294.08				
Goal 1, Step 6 & 9, TSI Go	Teacher and Student Incentives	\$11,807.92							\$11,807.92
Goal 1, Step 1, 2	Supplies, Including Classroom Materials, Books, and other resources to support learning	\$23,615.00						\$23,615.00	
Goal 1, Step 6, 7	PD Focusing on PLC and Effective Teaching Practices	\$25,000.00				\$25,000.00			
Goal 1, Step 1, 3, 4, 5, TSI Goal step 5	Paras to Support the Plan?	\$163,441.00	\$163,441.00						
	Total Subcategories	\$236,158.00	\$163,441.00	\$0.00	\$12,294.08	\$25,000.00	\$0.00	\$23,615.00	\$11,807.92

TSI, ATSI, CSI Goal	
Golden Spike Elementary students with disabilities will achieve similar increases in benchmark growth as their general education counterparts.	
Action Plan	
<i>What specific tasks/activities will need to be done to help reach your goal?</i>	
1 Provide specially designed instruction aligned to students' IEP goals while maintaining access to grade-level core instruction and curriculum through appropriate accommodations, modifications, and evidence-based interventions.	
2 Conduct regular collaboration between general education teachers, special education teachers, interventionists, and paraprofessionals through PLCs, RTI meetings, and trimester planning meetings to review student progress, identify barriers, and adjust instructional supports.	
3 Implement frequent progress monitoring for students with disabilities using Acadience, Pathways, classroom assessments, IEP goal data, and intervention data to evaluate growth and inform instructional decisions. Review subgroup data regularly to identify trends and close achievement gaps.	
4 Provide ongoing professional development and coaching for teachers and paraprofessionals focused on inclusive practices, behavior supports, accommodations, specially designed instruction, Science of Reading practices, and effective intervention delivery.	
5 Utilize targeted tier 2 and tier 3 interventions to address academic and behavioral needs for students with disabilities, ensuring interventions are research-based, data-driven, and aligned to individual student needs as well as to the adopted tier 1 programs.	
6 Increase consistency and effectiveness of behavior supports through collaboration with school teams, implementation of behavior intervention plans (BIPs), and proactive classroom management strategies that support student access to instruction.	
6 Celebrate academic growth, behavioral progress, attendance improvements, and achievement of IEP goals for students with disabilities at the individual, classroom, and school levels to promote engagement, confidence, and belonging.	
Designation 1: SWD	Golden Spike Elementary will improve outcomes for students with disabilities through strong tier 1 instruction, specially designed instruction aligned to IEP goals, collaborative problem-solving, data-driven interventions, and inclusive practices that ensure access to grade-level learning.
	95% and Number Worlds
Mid Year Review:	Replace with measurement used: MAP, Acadience, WIDA, etc. Needs approved.
Replace with Date of review	Replace with a narrative

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Acadience data will be used, including on and off level progress monitoring an on-level benchmarking as well as Pathways of Progress measures. We will also use progress towards individual IEP goals, attendance, and behavior data.

Goal 1

84% of K-3 students at Golden Spike will be reading at or above benchmark at EOY according to Acadience Reading. This will be reached by each grade level meeting their respective goals. K>94%, 1st>84%, 2nd>72%, 3rd>87%

Action Plan

What specific tasks/activities will need to be done to help reach your goal?

- 1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders); purchase necessary supplies and materials to meet the needs of students, including materials and technology needed to support effective and engaging instruction.
- 2 Use LETRS Instruction to improve literacy instruction, provide coaching, feedback, and PD on Science of Reading and LETRS Strategies. Purchase resources, as necessary, to reinforce LETRS-aligned practices.
- 3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation. Hold weekly, 30 minute para trainings focusing on best teaching practices, behavior management, and other supportive strategies.
- 4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students, set Pathways goals by October 15 and monitor regularly. Disaggregate data by subgroup—including students with disabilities—to identify trends and gaps in instruction and support. Analyze where students and teachers are at in relationship to the end of year goals by utilizing the "formula for success" goal breakdown. Share this data with teams monthly and set goals for the next month.
- 5 Hire Paraprofessionals to support tier 1 instruction and provide reteaching and small-group tier 2 and tier 3 instruction as well as to support students who's behavior may impede the learning of others. Provide regular professional development to ensure effective practices are being utilized.
- 6 Focus on regular and targeted collaboration (through weekly RTI and PLC), focusing on tier 1 instruction, response to intervention, student learning, and school climate. Hold collaboration each trimester with the GENED and SPED teachers with the focus on Special Education students and determining their needs to meet both IEP and grade-level standards.
- 7 Hold regular meetings with the leadership teams to determine the needs of the grade levels and school where both academic and school climate needs are addressed.
- 8 Use the 95% Core Phonics program in grades 1-5 to support essential reading skills and increase proficiency.
- 9 Look for and celebrate regular successes at the individual, class, grade, and school levels, including allocation for incentives and tools to promote student engagement, attendance, and positive behavior.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:			
Trimester 2:			
Trimester 3:			

Final Report- Complete after January 15 of the following year. What were the results of your plan?

Backup Plan for Funding Changes

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

Cap Amount	1
Cap Amount	2
Cap Amount	3