

TSSA	Total Allocated	\$162,580	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 1,2,5,6 SW Goal 2, Step 1, 3 ATSI Goal 1, Step 2,3	Instructional Paras	\$75,000.00	\$69,930.07	\$5,069.93					
ATSI Goal 1, Step 3, 4	Teacher Subs for IEP/PD	\$3,739.90	\$3,487.08	\$252.82					
SW Goal 1, Step 1 ATSI Goal 1, Step 2	ESS Subs for Paras	\$10,000.00			\$10,000.00				
SW Goal 1, Step 2 SW Goal 2, Step 2, 4 ATSI Goal 1, Step 1	Guiding Coalition x10	\$6,567.00	\$5,000.00	\$1,567.00					
ATSI Goal 1, Step 5	Culture Club x 7	\$4,596.90	\$3,500.00	\$1,096.90					
ATSI Goal 1, Step 5	Behavior Team x 6	\$3,940.20	\$3,000.00	\$940.20					
ATSI Goal 1, Step 5	Teacher Appreciation & Incentives	\$8,129.01							\$8,129.01
ATSI Goal 1, Step 5	Intramurals Stipend x 2	\$1,838.76	\$1,400.00	\$438.76					
SW Goal 1, Step 7	Technology- TV Interactive Monitor	\$13,000.00					\$13,000.00		
SW Goal 1, Step 8	School & Class Supply Fees	\$16,258.01						\$16,258.01	
SW Goal 1, Step 3, 4	Professional Development	\$19,510.22				\$19,510.22			
	Total Subcategories	\$162,580.00	\$86,317.15	\$9,365.61	\$10,000.00	\$19,510.22	\$13,000.00	\$16,258.01	\$8,129.01

Allocations made to salaries/benefits can be moved to the sub category without a plan amendment/review, if the amount allocated to ESS subs is a close approximation.

TSI, ATSI, CSI Goal

Do you have TSI, ATSI, CSI Designations? If not, skip and delete this sheet. If yes, delete this row and proceed.

By end of the 2026 school year, North Park will increase the percentage of SWD, ELL, and Hispanic students proficient on RISE by 5%.

Action Plan

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

1. Our PLC Guiding Coalition will continue to focus on strengthening Tier 1 instruction and improving instructional practices to increase student growth and achievement for all students. We will place intentional focus on our ATSI student groups, specifically students with disabilities, English Language Learners, and Hispanic students, by using data to monitor progress, identifying effective supports, and ensuring high-quality instruction that meets their academic needs.
2. Hire instructional paraprofessionals to support literacy and math instruction across Tier I, small-group interventions, and progress monitoring.
3. Increasing collaboration between general education, special education, and ESL staff, and use our data regularly to adjust instruction and supports.
4. Distribute IEP “At-a-Glance” summaries to classroom teachers and collaborate with resource teachers to ensure appropriate accommodations, supports, and individualized goals are implemented for all students.
5. Through our Culture Club and Student Council, we will promote student engagement, grit, positive behavior, and improved attendance by providing students with leadership opportunities, fostering school pride, and promoting school wide initiatives and expectations.

Designation 1: SWD	The TSSA plan supports students with disabilities through intentional collaboration between general education and special education teachers to align instruction, accommodations, and interventions to their IEP goals. Tier I instruction is differentiated to meet diverse learning needs, and targeted small-group interventions are provided based on individualized data. RISE benchmarks are used frequently to adjust supports, and instructional paraprofessionals assist in delivering accommodations, reinforcing skills, and collecting data to ensure students are making progress towards RISE proficiency.
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RISE Benchmarks, district approved ELA and math interventions, ELA and math CFA

Designation 2: ELL	The TSSA plan supports English Language Learners by integrating language development strategies within Tier I instruction and ensuring collaboration between classroom and ESL staff. By hiring a full-time ELL teacher, the school will strengthen collaboration with general education teachers and increase focus on WIDA standards to guide instruction and language development. Data is used to drive targeted interventions that address both language acquisition, literacy and math skills, and progress is closely monitored to adjust instruction as needed.
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	WIDA data, RISE Benchmarks, district approved ELA and math interventions, ELA and math CFA
Designation 3: Hispanic Students	The TSSA plan supports Hispanic students by strengthening Tier I instruction through the PLC process, ensuring instruction is culturally responsive and aligned to student needs. Teachers use data to identify learning gaps and provide targeted interventions with ongoing monitoring. Collaboration among staff helps ensure consistency in instructional strategies, while instructional paraprofessionals provide additional support during whole-group and small-group instruction to reinforce literacy and math skills.
	RISE Benchmarks, district approved ELA and math interventions, ELA and math CFA
Mid Year Review:	RISE Benchmarks, Acadience, WIDA, ELA and math CFA
Replace with Date of review	Replace with a narrative
<p>Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Progress toward this goal will be monitored through ongoing review of student academic data throughout the school year. This process will include analyzing RISE benchmark data, monitoring targeted interventions, attendance, and student engagement, and adjusting instruction based on identified student needs and performance trends.</p> <p>Summative evidence of goal attainment will be determined using RISE assessment results. Proficiency percentages from the 2025–2026 school year will be compared to the 2026–2027 school year to measure growth in RISE proficiency for each identified subgroup.</p>	
Backup Plan for Funding Changes	
<i>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?</i>	
Cap Amount \$5,000.00	1. Purchase additional licenses for the 95% RAP program to support literacy instruction for Students with IEPs.
Cap Amount \$1000.00	2. Purchase additional literacy materials focused on decoding and comprehension to support ELL and Hispanic students.
Cap Amount \$1000.00	3. Allocate funding for supplemental math manipulatives to improve math fluency in computation for ELL and Hispanic students.

Goal 1

By the end of the school year, we will have 80% of K-3 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.

Action Plan

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

1. We will hire paraprofessionals to deliver targeted small-group reading instruction for K–5 students.
2. Prioritize regular RTI and data discussion to facilitate appropriate response to intervention, improve school climate, and improve behavior. Regular meetings with the guiding coalition, and leadership team to determine the needs of the grade levels and school.
3. Coaching cycles and feedback for teachers and paraprofessionals to improve instruction and program implementation.
4. Provide teachers with ongoing professional development in literacy and mathematics to strengthen Tier 1 instruction and improve student achievement.
5. Kindergarten-Letter names and sounds mastery by December 15
6. Exit third grade students with accuracy through skill 15 on 95% Phonics PSI. Exit second grade students with accuracy through skill 13. Exit first grade students with accuracy through skill 9.
7. Classroom Technology Upgrade (All-in-One Digital Android Based Interactive Display- Instructional Tools)
Timeline: Phased implementation throughout the school year
Action: Purchase and install All-in-One Digital Android Based Interactive Display in 15 classrooms to enhance instructional delivery and student engagement
Components:
Installation of All-in-One Digital Android Based Interactive Display to serve as interactive instructional boards in 15 classrooms. Integration of digital resources to support clear, engaging, and differentiated instruction. Improved visibility and accessibility for all students, including Hispanic students, Students with Disabilities, and English Language Learners. Increased teacher efficiency through streamlined lesson delivery and instructional planning. Use of technology to support small group instruction, and responsive teaching practices. Ongoing review of technology use and impact on improving student learning outcomes
8. Provide students with the necessary classroom supplies and instructional materials, including fees needed for programs and resources, to support success and growth in reading and math.

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-\$7,000	1. Purchase additional 95% Phonics Lesson Library or chip kits.
Cap Amount-\$1000	2. Purchase additional student reading materials focused on decoding and comprehension to support all students.
Cap Amount-\$1000	3. Provide funding for each teacher to purchase a professional development literacy book to improve instructional practices in literacy.

Goal 2

By the end of the school year, 1st & 2nd grade will increase the percentage of students performing at or above grade-level proficiency in math computation by at least 5% from the 2025–2026 school year, as measured by the EOY Acadience Math assessment.

1st Grade: Increase computation proficiency from 73% to 78%.

2nd Grade: Increase computation proficiency from 79% to 84%

Action Plan

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

1. Hire a paraprofessional to provide small-group support and targeted math instruction for students needing additional intervention in computation.
2. Collaborate during PLC meetings to learn and implement the new math program, align instruction to the Utah Core Math Standards, and strengthen teacher capacity in teaching computation.
3. Provide targeted math interventions and progress monitoring for students performing below grade level, using data to adjust instruction and address skill gaps in computation.
4. Schedule regular opportunities for math fluency practice within daily instruction, including fact fluency routines, number talks, and differentiated activities to build computational accuracy and confidence.

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-\$2000.00	1. Purchase supplemental math manipulatives and fluency resources to provide hands-on learning opportunities that strengthen number sense, computation strategies, and automaticity.
Cap Amount	2
Cap Amount	3