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# Teacher and Student Success Plan

## 2024-2025

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## School Information

Name of Administrator: Dax Sederholm

Name of School: Bates Elementary

## Goal # 1

*Each goal must promote improved student performance and student academic achievement*

### Goal #1:

By the end of 2024-2025 school year, 65% of K-6 students will achieve typical or above typical growth as measured by Pathways of Progress on their composite score on the end-of-year Acadience Reading Assessment.

### Goal #1 Action Steps

Paraprofessionals will be hired to cover classes so that teachers may meet in grade-level Professional Learning Communities (PLC) in order to develop, use, and analyze assessments in Language Arts. These employees will provide instruction in computers, character education, science, and art. They will also be used for intervention support.	\$50,000
We will provide the necessary materials and technology for instruction and interventions for math and science. This may include printed and online resources.	10,000
We will provide professional development to teachers to build their capacity in Tier I, Tier II, and Tier III reading instruction and provide materials and resources needed for professional learning. We will also provide substitutes for faculty members attending training and to administer assessments. Teachers will also be given opportunities to collaborate outside of contract time and be compensated with a stipend.	\$15,000
School-wide teams will be put together to analyze data and develop school-wide systems for supporting instruction which may include instruction, intervention, and behavior support. Teachers and staff on these teams will be paid stipends for their extra responsibilities.	\$8,000
Panorama software will be purchased to identify social-emotional needs. Information will be used by the teacher, school counselor, and child study team to plan for Tier 1 instruction and intervention to address the needs of	\$400

the whole child so they can excel academically.	
School will employ a part-time Mental Health Specialist to work with students for possible emotional and mental support that could impact learning.	\$6,000
We will pay a stipend to two licensed teachers to work as building EdTechs to provide professional learning and to support the use of technology throughout the building.	\$1,500

## Goal #1 Expenditure Category

Keep in mind that expenditures may not supplant funding for existing public education programs or be used for capital expenditures. (Please right click on the checkbox(es) below and select the checkmark icon for each applicable category.)

- School personnel stipends
- Professional learning
- Additional school employees
- Student wellness support
- Student leadership development
- College and career readiness skills
- Technology
- Before – or after – school programs
- Community support programs or partnerships
- Early childhood education
- Class size reduction strategies
- other

Materials and Supplies for instruction and intervention
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## Goal # 1 Measures of Success

Include a description of how progress toward the goals will be measured.

<p>Students, K-6, will be assessed on foundational reading skills using the Acadience Reading Assessment three times in the school year; at the beginning of the year (BOY), middle of the year (MOY), and at the end of the year (EOY). The Acadience Reading Assessment measures student proficiency and determines student levels as “intensive,” “strategic,” “benchmark,” and “above benchmark.” Data gathered from the Acadience Reading Assessment is entered into the Pathways of Progress program. The Pathways of Progress program measures their progress in growth from BOY to EOY and determines that growth as “well below typical,” “below typical,” “typical,” “above typical,” and “well above typical” growth. The desired levels are “typical” or above for growth.</p>
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## Goal #2

Each goal must promote improved student performance and student academic achievement.

## Goal #2

By the end of 2024-2025 school year, 65% of K-6 students will achieve typical or above typical growth as measured by Pathways of Progress on their composite score on the end-of-year Acadience Math Assessment.

### Goal #2 Action Steps

Paraprofessionals will be hired to cover classes so that teachers may meet in grade-level Professional Learning Communities (PLC) in order to develop, use, and analyze assessments in Math. These employees will provide instruction in computers, character education, science, and art. They will also be used for intervention support.	\$50,000
Software will be purchased to help improve student learning in essential learning targets for grades K-6	\$10,000
Replacement of instructional technology as needed to improve classroom learning	\$10,000

### Goal #2 Expenditure Areas

Keep in mind that expenditures may not supplant funding for existing public education programs or be used for capital expenditures. *(Please click on the checkbox(es) below and select the checkmark icon for each applicable category.)*

- School personnel stipends
- Professional learning
- Additional school employees
- Student wellness support
- Student leadership development
- College and career readiness skills
- Technology
- Before – or after – school programs
- Community support programs or partnerships
- Early childhood education
- Class size reduction strategies
- other

fill in here

### Goal # 2 Measures of Success:

Include a description of how progress toward the goals will be measured.

Students, K-6, will be assessed on foundational Math skills using the Acadience Math

Assessment three times in the school year; at the beginning of the year (BOY), middle of the year (MOY), and at the end of the year (EOY). The Acadience Math Assessment measures student proficiency and determines student levels as “intensive,” “strategic,” “benchmark,” and “above benchmark.” Data gathered from the Acadience Math Assessment is entered into the Pathways of Progress program. The Pathways of Progress program measures their progress in growth from BOY to EOY and determines that growth as “well below typical,” “below typical,” “typical,” “above typical,” and “well above typical” growth. The desired levels are “typical” or above for growth.

## Do you have a Goal #3

*(Please click on the checkbox(es).)*

- Yes  
 No

\*If no then skip to *Proposed Budget*

## Goal #3

*Each goal must promote improved student performance and student academic achievement.*

### Goal #3

### Goal #3 Action Step

Fill in here	cost
Fill in here	cost

### Goal #3 Expenditure Areas

*Keep in mind that expenditures may not supplant funding for existing public education programs or be used for capital expenditures. (Please click on the checkbox(es) below and select the checkmark icon for each applicable category.)*

- School personnel stipends  
 Professional learning  
 Additional school employees  
 Student wellness support

- Student leadership development
- College and career readiness skills
- Technology
- Before – or after – school programs
- Community support programs or partnerships
- Early childhood education
- Class size reduction strategies
- other

fill in here

### Goal #3 Measures of Success

Include a description of how progress toward the goals will be measured.

## Proposed Budget

### [Budget Upload](#)

## Stakeholder Involvement

Who was involved in developing this plan? *(Please click on the checkbox(es) below and select the checkmark icon for each applicable stakeholder group.)*

- Educators
- Collaborative Leadership Team
- Administrators
- Students
- Community Council Members
- Parents
- Support Professionals
- Other

fill in here

## Signature

Administrator Signature

Please type the name of the administrator submitting this application. This is considered an electronic signature for the application. By signing, the administrator agrees that the plan provided will be implemented and followed in order to reach the specified goals.

Signature : Dax Sederholm	Date: 7/12/24
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