
Todd School Improvement Plan

Executive Summary 2018 - 19



Address: 1621 Oakwood Avenue |Phone: 608-361-4200 |Grades: 4K - 3rd |Principal: Ms. Melody Wirgau

Program Focus

Todd School is a K4 through third-grade school with approximately 490 students. My name is Melody Wirgau and I am excited to be the Principal of Todd. The school is located at 1621 Oakwood Avenue in a quiet neighborhood. Todd Elementary School was constructed in 1927, a state of the art building named in honor of pioneer Samuel J. Todd. An addition was added in 1964, keeping in mind the character and unique structure of the building. In 2003, Todd celebrated its 75th year anniversary. Todd School has many ties to the community and partnerships with Beloit College. We continually work to build a strong family and community partnerships.

Todd is a Title 1 school and it provides a CLC before and after school programming. We offer a Dual Language Program in grades 4K - 3rd as well as a therapeutic classroom to some of the most behaviorally involved elementary students the school district services that provide them onsite counseling. We have embraced PBIS which is a positive behavior program to teach and reward positive behaviors at our school. The Todd staff are excited to continually work with the students and parents to provide multiple opportunities for learning. As always, we expect all students to be successful with their achievement and to develop their talents to their fullest potential.

School Vision / Mission

Mission: We will strive to create lifelong learners by providing a warm, safe, and caring environment. Our highly qualified professionals will be respectful of the individual needs of every child. We will create family partnerships and satisfy the needs of the whole child.

Vision: Todd School will teach students the social and academic skills needed to be successful in intermediate school and beyond.

Strengths in 2017-2018 (Math, Literacy, Learning Environment)

Math

- Forward Exam - Math - Todd was above the state and district average in African American students who were proficient or advanced.
- MAP Math - In the testing periods of Spring 2017 and Spring 2018, the Kindergarten, 1st, and 2nd grade cohorts at Todd were either at or above the national mean with the 3rd grade cohort of students being only slightly below the national mean.
- Currently we have full implementation of the Go Math resources. Any new staff are receiving additional coaching to ensure their understanding the new math resources.
- According to our Fidelity of Implementation Walks, over 80% of our staff increased math word walls to ensure students are building their understanding of the math vocabulary.

Literacy

- Kindergarten and First Grade Students - Increased score on their foundational skills on their MAP assessment and growth according to their PALS and BAS assessments.
- Second Grade and Third Grade Students - Increased score on their informational text strands on their MAP assessment and growth according to their non-fiction BAS assessments.

Learning Environment

- Todd staff have been trained in mental health and trauma informed care and these practices are being implemented by staff.
- The climate survey shows that staff has become more cohesive over the last seven years.
- The PBIS shows that the majority of students feel supported by the adults and feel safe in the school.

Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

Math

- Math FOI walks allowed teachers and administrators to observe and debrief on Math lessons being taught with the current resources.
- Math data digs have allowed grade level team leaders to disaggregate the data in a timely fashion.
- Twice a month staff worked in grade level PLCs to review Math data and develop strategies to teach the upcoming lessons. They also discuss the current assessments and discuss students that did well and students that are struggling to develop common plans to provide for their ongoing achievement.

Literacy

- The Reading Specialist in conjunction with the Principal provided coaching for classrooms that had the highest number of students struggling with their foundational skills.
- Literacy FOI walks allowed teachers and administrators to observe and debrief on Literacy lessons being taught with the current resources.
- Literacy data digs have allowed grade level team leaders to disaggregate the data in a timely fashion.
- Twice a month staff worked in grade level PLCs to review Literacy data and develop strategies to teach the upcoming lessons. They also discuss the current assessments and discuss students that did well and students that are struggling to develop common plans to provide for their ongoing achievement.

Learning Environment

- We continue to work on recognizing and addressing our own biases.
- We continue to strengthen our universal instruction with PBIS, Zones of Regulation, and Second Step.
- We will continue to focus on the 5% of our students that are not being successful in the universal instruction and refine our check in and check out system and our SAG groups.

Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

Math

- As a building we have observed a need for our students to have more test taking strategies, our students need to practice performance based open-ended questions as well as to be taught more close reading strategies in math and given time to practice these strategies.
- As a building we were concerned that a majority of our ELL students are in the DLI program and therefore due to the programs schedule they didn't always receive a 60 minute math block of instruction and intervention when needed. As part of our ongoing discussions, we revised our schedules for the current school year to ensure the DLI students are receiving a 60 minute block in Math and a Math intervention block.
- The current school year will allow us the opportunity to refine our universal instruction and utilizing our tier 2 and tier 3 resources in Math.

Literacy

- As a building we will focus on vocabulary acquisition at every grade level.
- We will also continue to focus on writing conventions and writing workshop implementation.
- Students will be involved in close reading and purposeful read to self activities.

Learning Environment

- We will work on setting up a plan for Tier 2 (SAG groups, Check in-Check out, Reteaching of Cool Tools) for students who are not being successful with universal instruction on PBIS.
- Staff development on strategies, skills, school discipline matrix and behavior flow chart and continuation of trauma informed care practices

- We will provide ongoing Second Step guidance to change students perceptions about their classmates behavior and to reinforce rules for behavior.

Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

Math

Smart Goal - By the spring of 2019, Todd School will increase the number of students scoring in the average or above average range in Operations and Algebraic Thinking on the MAP assessments by 3-7%.

Literacy

Smart Goal - By the spring of 2019, Todd School will increase the number of Kindergarten and First Grade students scoring in the average or above average range in Foundational skills on the MAP assessments by 3-7%.

By the spring of 2019, Todd School will increase the number of Second Grade and Third Grade students scoring in the average or above average range in informational text strands on the MAP assessments by 3-7%

Learning Environment

Smart Goal - Deepen relationships between staff, students, and families to increase positive student behaviors through continued staff development and PLC discussions as measured by the number of discipline referrals, number of gotchas written, and climate surveys for the 2018-2019 school year.

Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

Math

Action Steps:

- Operations and Algebraic Thinking strand - The students scoring in the basic and minimal range will be our primary focus for the monthly Math PLCs.
- The Building Leadership Team will share and discuss our Spring 2018 MAP math data with all building instructional staff.
- The Math interventionist will provide tutorials to staff on how to assign lessons in Dreambox emphasizing Operations and Algebraic Thinking.
- The Building Leadership Team will develop a schedule to allow teachers to observe their peers teaching.

Strategies:

- Conduct quarterly FOI walkthroughs.
- Administer Fact Fluency Assessment quarterly.
- Review Dreambox data monthly during PLCs.
- Peer observations and debriefing of Math Lessons quarterly.
- Guided monthly PLC discussions to share effective strategies.

Literacy

Action Steps:

- All monolingual teachers 5K through 3rd grade will teach Words their Way as part of the universal literacy curriculum a minimum of three times per week for seven to ten minutes. Dual Language teachers 5K through 3rd grade will teach Words their Way as part of the Tier 3 literacy intervention curriculum daily.
- As part of PLC, teachers will generate content based vocabulary for their grade level and provide practice activities for their students. This will be able to be accessed in a shared folder for all staff.
- Professional development will be provided on the effective teaching of vocabulary.

Strategies:

- The Reading Specialist, Principal and Curriculum Director will conduct quarterly Literacy FOI walkthroughs.
- Teachers will administer Touchpoints as needed for students to ensure students are working at their instructional level.

- Teachers will Administer the BAS Assessment per assessment calendar.
- Grade level teams will review current PALS, Touchpoints, or BAS assessments data monthly during PLCs.
- Peer observations and debriefing of literacy lessons quarterly.
- Guided monthly PLC discussions to share effective strategies.

Learning Environment

Action Steps:

- Through the Lost at School book study, staff will learn about and implement the growth mindset with students.
- Explicitly teach character traits through Cool Tools, Zones of Regulation, Second Step, and Love and Logic
- Continue Tier 2 Trauma Informed Care Modules through DPI and Mindfulness
- Through the APTT phase in process, we will deepen our relationship with students and families.

Strategies:

- Lost at School book study in response to the discipline data that shows disproportionality.
- In response to the School Climate Survey, we will focus on monthly character traits and teach each trait individually. Students and staff will be recognized through student of the week, got chas, and staff peer recognition.
- Continue Tier 2 Trauma Informed Care Modules through DPI and mindfulness strategies.

Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

Math

- District PD on Go Math differentiation resources in August (Strategic Intervention)
- Math coaches provide direct support to building
- PLC will be an opportunity to discuss Tier 2 interventions
- Math Interventionist will provide Professional Development and support during PLC
- Staff PD days

Literacy

- Reading Specialist will provide professional learning through a 4-6 week coaching cycle.
- Bi-Weekly PLC time for collaboration around data with grade level colleagues.
- Support for the Literacy Data Dig and collaboration around building level data.
- Professional development in regards to effective vocabulary instruction for students.
- Tier 2 Support (MAP Skills Checklist -Progress Monitor, ELL, Special Ed., Paraeducator Support)
- iReady training (Special Ed.)
- Professional Development focus in differentiation-Fidelity requires processes based on student need

Learning Environment

- Engage all students in growth mindset, academic and behavioral expectations. While celebrating their success and growth.
- Staff training in PBIS - Cool Tools, Behavior Flow Chart, Behavior Matrix
- Building level Interactive Book study - Growth Mindset and Lost At School
- APTT (Academic Parent Teacher Teams) -training 4K and First Grade staff for the 2018-19 school year

Family and Community Engagement for 2018-2019

Todd has worked hard to individualize instruction for all students based on standardized testing data, benchmark assessments, and formal and informal observations. We believe we must ensure rigor, relevance, and relationships for all our students. All staff have worked to learn and implement the district reading and math resources to ensure student learning. Staff will work in conjunction with students and parents to develop goals for student achievement. It is the belief that all students can be high achievers.

For the 2018-19 school year, Todd will embark on the APTT training and implementation process with grades 4K and First to develop a rigorous family engagement process. This will expand to Kindergarten and Second grade the following year. Families will help set academic goals and will chart the progress made.

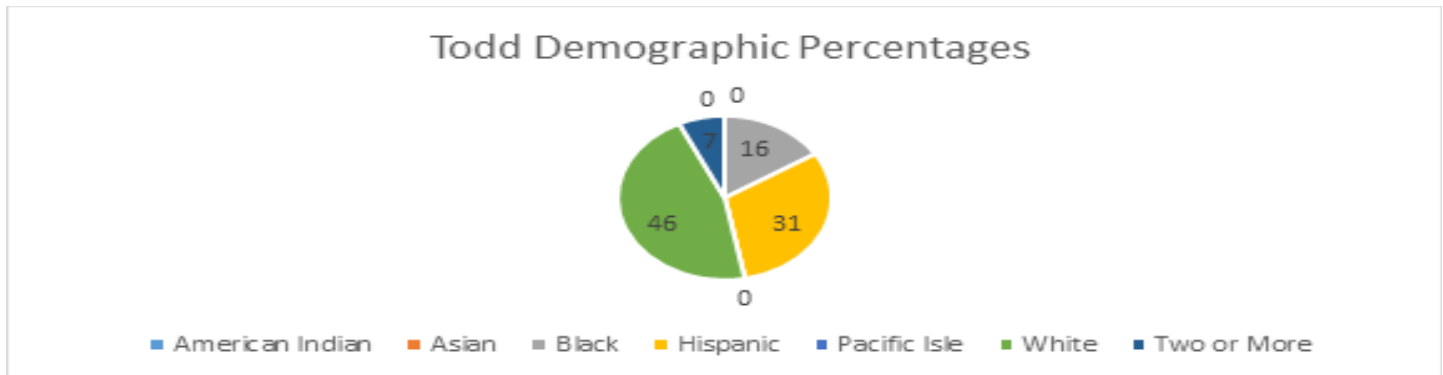
Our belief is that parents/guardians must be partners in their child's education so we must work together to provide their child with the necessary skills to become a productive citizen. We expect 100% participation at Parent/Teacher conferences each semester and host several family nights that are fun and engaging for families. Our hope is that families feel welcome and comfortable at Todd School.

The staff works hard using the TRIBES process to make sure all students feel included. We utilize PBIS, Zones of Regulation, Love and Logic, and Restorative Practices to address student behaviors and to allow students to restore justice. We are proud of our accomplishments and know that we still are not 100% proficient, so we continue to work to grow and learn together. The goal is to continue to close the achievement gap for all students and to provide a quality education to every student in our school.

School Name	Address	1621 Oakwood Ave	Developmental Bilingual Education	Yes
	Principal	Ms. Melody Wirgau	Dual Language Immersion	Yes
	Phone	608-361-4200	AGR	Yes
	4K	Yes	Attendance Rate	93.2%
	Title I	Yes	Total Enrollment	472
	Report Card Score	72.5	Report Card Rating	Meets Expectation

2018-19 Data Profile

Demographics

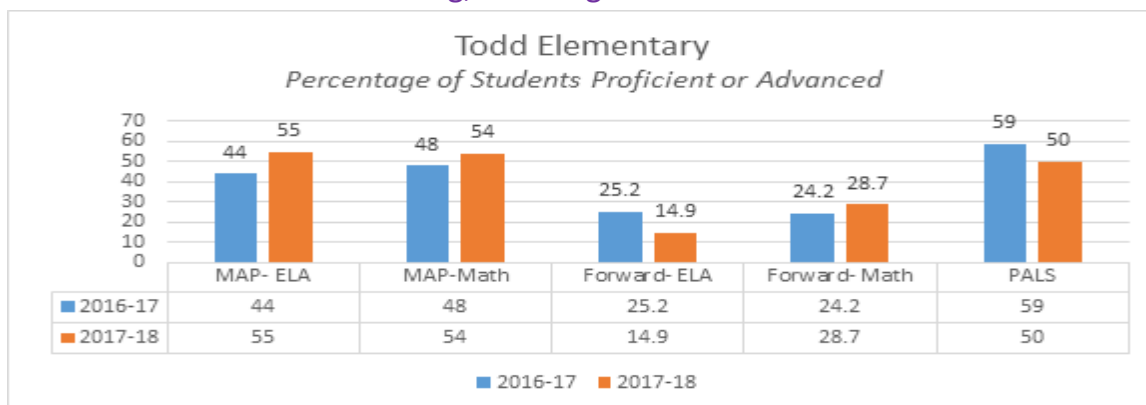


Connection to District Goals:

Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

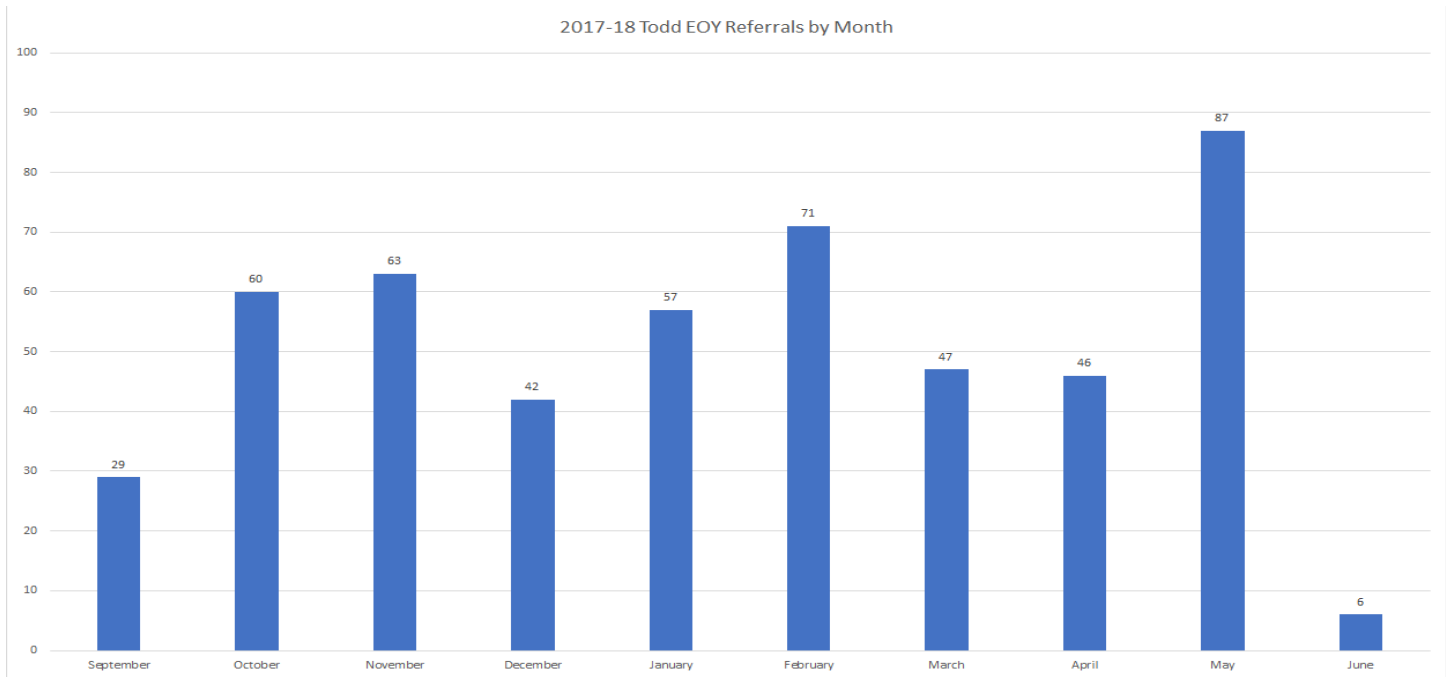
1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.

Teaching, Learning and Innovation

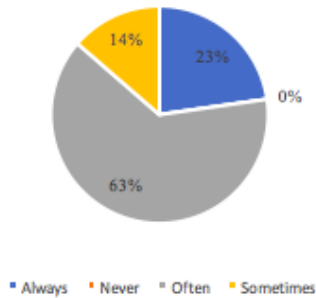


Learning Environment

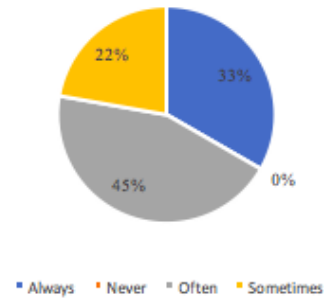
Todd school will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.



2. I feel like I do well at my job.



2. I feel like my child does well in school.



2. I feel like I do well in school.

