

Todd Elementary School



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Grades EC-3 - 3rd
Site # 320**

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Section 2: School Profile

Todd Elementary School Timberwolves

In order to prepare our children to become successful learners and leaders of tomorrow, the Todd School community believes in:

- The climate of a Professional Learning Community: We strive to function as a professional learning community working toward all stakeholders demonstrating a shared mission, a shared vision for teaching and learning, and excellence in performance.
- High Expectations: We believe each student has the ability to learn and the right to learn. We expect that all of our students will learn and achieve to their highest potential. We believe that all staff must hold high expectations for themselves and for each student's academic success.

Our vision:

We believe Todd Elementary School should be an environment which is a warm, welcoming community that is safe, caring, and honors the diversity of its citizens. We envision a place supported by parents, students, and staff as partners in learning.

We believe each Todd Elementary School classroom should be a stimulating, positive, structured environment, managed by explicit routines; where the interests and needs of each individual in the community are respected and members are engaged in meaningful learning.

We believe each Todd Elementary staff member is a highly qualified professional with a shared vision of high expectations for all students and they address the needs of the whole child and facilitate a passion for learning and success for each individual.

We believe the Todd Elementary School curriculum is focused on high academic achievement for all students, designed to increase higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire lifelong learners with an emphasis on PAWS (Positive Attitude, Act Responsibly, Work Hard, and Be Safe and Respectful) character traits.

Our values for learning . . .

- Aligned Curriculum and Best Practices in Instruction: We believe that powerful, active, and relevant learning aligned to the Common Core Standards and district Essential Learning Targets, incorporating critical thinking skills, authentic experiences, discovery through problem solving, and cooperative learning will result in high academic achievement and positive self esteem among all of our students.
- Multicultural Diversity: We build on and incorporate into learning experiences the cultural and linguistic diversity that our staff, students, and parents bring to us.
- Diverse Learning Styles: We believe that students bring diverse learning styles to school. We view learning styles as strengths and utilize a variety of strategies, materials, and educational techniques to maximize students' learning potential.

- **Community Involvement:** We expect that our students will be actively involved in their community; and that community agencies, local businesses, parents and neighbors will be active partners in educating our children.
- **Shared Decision-making:** We encourage and support parents, students, staff, and community to cooperatively participate in making school decisions around teaching and learning at our school.
- **Fiscal Responsibility:** We believe that all of our fiscal resources must be aligned and allocated to support the most important place in our school – the classroom. Our resources will be used responsibly and in alignment with the educational plan of our school.
- **Assessment:** We believe in the assessment of our students through a variety of assessment measures in alignment with the Common Core Standards, the district's Essential Learning Targets, and the School District of Beloit's strategic plan, including the use of rubrics, classroom-based formative assessment, portfolios, observational checklists, summative assessments, and standardized tests.
- **Collaboration:** We believe in collaboration with each other to learn, to grow, and to strengthen our work as professionals. We believe that collaboration with parents is a highly effective way to support student learning at our school.
- **Continuous Improvement:** We seek to continuously improve services to parents and students. The work of the Todd Leadership Team, as well as embedded professional development, surveys, and discussions help to develop new ideas that improve outcomes for students.
- **Unity of Purpose:** Todd Elementary School stands united behind our educational plan, school vision, educational values, and work as a professional learning community in order to ensure the success of all of our students.

Our story . . .

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. In 2014 another addition was added to Todd School with 10 new classrooms, a gym, a kitchen and servery, music room, and art room. Todd School has many ties to the community and partnerships with Beloit College. We continually work to build strong family and community partnerships.

Todd was a SAGE school which ensured that our class sizes were limited to 1 teacher to 18 students in a single classroom and 2 Educators to 30 students in a co-taught classroom. Currently Todd is an AGR school which still limits class size ratios and adds instructional coaching to our programming. Todd is also a Title 1 school and it provides an EXCCEL after school program. We have implemented PBIS, TRIBES, and Restorative Practices which all enhance a positive behavior program to facilitate, practice, teach and reward positive behaviors at our school. Currently we are in the process of becoming a trauma sensitive school by utilizing the Department of Public Instruction training modules.

Our school is comprised of 513 total students. Fifty-one percent (51%) of our student population are male and forty-nine (49%) are female. Our students come from a variety of racial/ethnic backgrounds: 27% Hispanic, 21% African American, 40% White, 2% Native American/Alaskan, 1% Asian while 9% identify themselves as multiracial.

Approximately 15% of our students are English Learners (Students whose first language is not English) while 12% of our students are identified with special needs. Sixty-nine percent (69%) of our students qualify for free or reduced lunch. To meet the needs of our diverse student body, our school offers a variety of programs: regular education, gifted and talented education, English Learner Services (EL), Title I support, special education services, and dual language

instruction. Our school receives funding from four sources – local (Board funds), federal (Title I), AGR state funds, and a variety of local and national grants staff members apply for and receive.

Todd Elementary School has maintained a strong, unified vision for teaching and learning supported by Todd Strategic Site Plan. Our school utilizes specific instructional strategies and resources which include: A comprehensive balanced literacy framework which includes multiple levels of support and intervention will be used for literacy instruction. Within the balanced literacy approach we utilize Lucy Calkins Reader's Workshop to teach guided reading, read-aloud, shared reading, read to self, and Lucy Calkins Writer's Workshop at the universal level of instruction.

- We implement Soar to Success and Leveled Literacy Interventions at the Tier 2 and Tier 3 for added value instruction for our students.
- The concept based math Investigations resources and guided math groups are used at the universal level to ensure acquisition of the common core math standards.
- Currently we offer Math interventions to small groups of students at the tier 2 level.
- Discipline-based art, music, media, and physical education programs
- EL services
- Co-teaching (professional educators, paraeducators, volunteers, interns, student educators, etc.)
- Class size reduction
- Inclusion of special needs students
- A comprehensive Responsive to Intervention approach in literacy and mathematics
- Positive Behavior Interventions and Supports (Tier I and Tier II)
- TRIBES
- Restorative Practices
- Dual language immersion programming
- 21st Century Ignite Beloit 1:1 Technology Initiative

We offer a comprehensive program of services to students with special education needs as well. Services are offered to students EC-3 through grade 3. Students receive education and support in alignment with their individual education plans (IEP) in regular education classrooms, small group specialized settings, and special education resource rooms. We offer the services of a speech therapist, occupational/physical therapy, a Health Room Assistant, a part-time psychologist, a full-time guidance counselor, and several full-time special educators. We offer our special needs student's academic and social skill problem-solving strategies through the RtI framework. Through the Student Intervention Team (SIT) process we discuss and strategize for students of concern, monitor tier 2 and tier 3 student progress, and evaluate and create IEP's when needed for students.

Students who have mild to moderate disabilities participate at Todd School in regular education classrooms in an inclusive setting with necessary special education support. Our special education students participate in all of the school-wide instructional strategies as well as IEP specialized strategies and assistive technology to help meet each student's needs. Examples of the support provided include:

- Functional Behavior Assessments and Behavioral Intervention Plans
- Specialized software to strengthen reading, writing, and math skills
- Daily living and social skills instruction

Our school continues to offer enriched learning opportunities to students by having a full-time art teacher, music teacher, physical education teacher, library media specialist, Title I support Educators, and EL professionals on our staff. Students also have a variety of after school extra and co-curricular opportunities such as Student Council, Athletics, Destination Imagination, Drama Club, Cub Scouts, Girls Scouts, Art Club, Choir, and many others. We also offer extended support to our students through collaboration and programs offered through Beloit College, Beloit YMCA, and the EXCCEL after school program. Todd Elementary School offers the AGR program from kindergarten through third grade in our classrooms, reducing class size and providing necessary instructional coaching to staff.

Our reasons for celebration . . .

Throughout the year, Todd School Educators provide assessments *of* learning and *for* learning. Assessments *of* learning include the Forward Exam at grade 3, MAPS for grade K-3, PALS for 4K-2nd grades and ACCESS for ELL students. Assessments *for* learning include common classroom assessments

- based on standards developed by educators. Our Educators are becoming aware of the importance of a *common language of instruction* as it relates to

the assessment of our students. Educators have begun to consistently use district wide summative rubrics in all content areas and have also begun to integrate their own formative rubrics in their daily classroom instruction.

Todd Elementary School continues to strive for a high level of parent and family involvement throughout the year.

2016-2017 School Year Highlights:

1. An Open House was held in August in which over 800 people attended.
2. PBIS tier II (2) was implemented effectively in conjunction with TRIBES and the introduction of Restorative Practices strategies.
3. Every PAWS winner will have the opportunity to have lunch with the principal on a weekly basis.
4. In addition, to two formal parent-teacher conferences, 4K parent workshops are held throughout the year.
5. Volunteers from Beloit College conduct Reading Buddies twice a week, Turtle tunes string program twice a week, and a Visual Arts Program one time per week.
6. Todd hosts FAST (Families and Schools Together) weekly.
7. Students and families enjoyed the end-of-the-year picnic at Todd School.
8. A third grade teacher facilitates our Just Say No group.
9. A first grade teacher facilitates our MEO group.
10. Several clubs and intramural sports were offered for after school participation for students; Lego Club, Todd Choir, Art Club, 4-H, Drama Club. and Reading Club, and Destination Imagination.

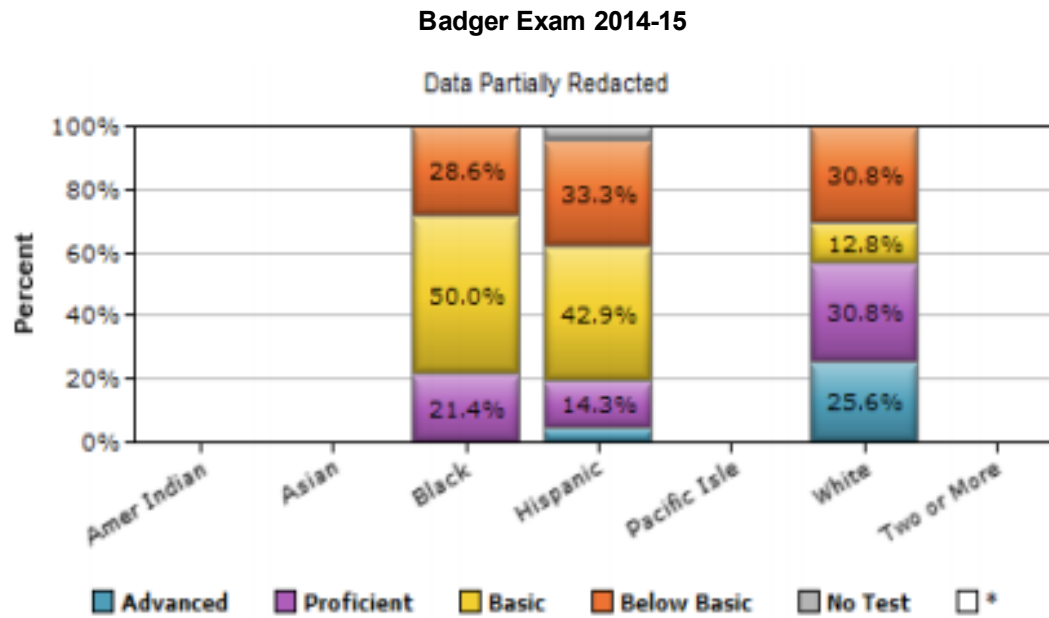
11. Todd students participates annually in “Jump Rope for Heart”. The students raised over \$2000 last year.
12. 1:1 iPad initiative began school wide.
13. Student Council members organizes activities for the whole student body throughout the school year. Activities included fundraising, food drives, spirit days, and student contests.
14. School wide assemblies are offered throughout the school year.
15. Two school sings are held during the school year. The annual Winter Sing was held for students and families in grades 1st and 3rd and the Spring Sing was held for kindergarten and 2nd grade students and families.
15. Building Character
16. Todd was recognized as a School of Merit by the Wisconsin RtI Center for its PBIS program
17. Todd was recognized as a School of Merit by the Wisconsin RtI Center for RtI implementation in Math
18. Todd was recognized as a School of Distinction by the Wisconsin RtI Center for RtI implementation in Reading
19. Numerous Family Events
 - Family Fitness Night
 - PBIS Night
 - Family Caroling Night
 - Multicultural Night
 - Carnival
 - Family Picnic
 - Winter and Spring Sing
 - Math Night
 - Monthly 4K Family Days
 - Reading workshops
 - Student talent show
20. Grants
 - a. Ecolab grants were received by 4 different Educators
 - b. Meemic Foundation Grant was received by the principal
 - c. Joy Beeman Grant was received by the principal
21. Community Partnerships
 - a. UW Extension Nutrition partnership
 - b. Just Say No- Optimist Club
 - c. Beloit Public Library Booklegger program
 - d. Beloit College
 - e. Beloit Public Library Art Show
 - f. Visual Performing Art Show at BMHS
 - g. Boy Scouts and Girl Scouts
 - h. Junior Achievement

Our hope . . .

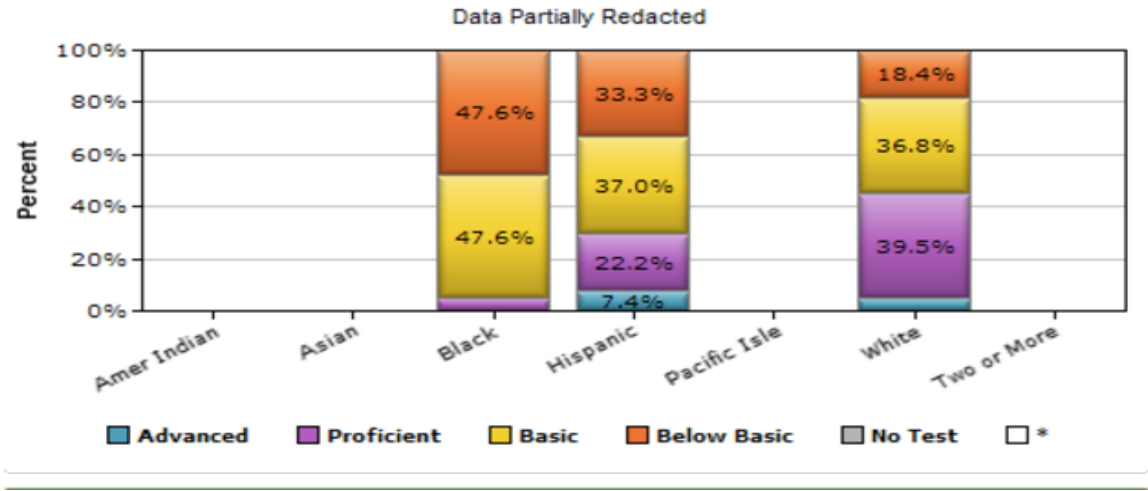
Finally, it is our hope that our school improvement plan presented within this document continues to help us meet the needs of our students, staff, parents, and community in preparing our children for their future. The ultimate goal for all of us at Todd Elementary School is to learn, to grow, to improve, and to love what we are doing every day.

Section 3: Needs Assessment Data

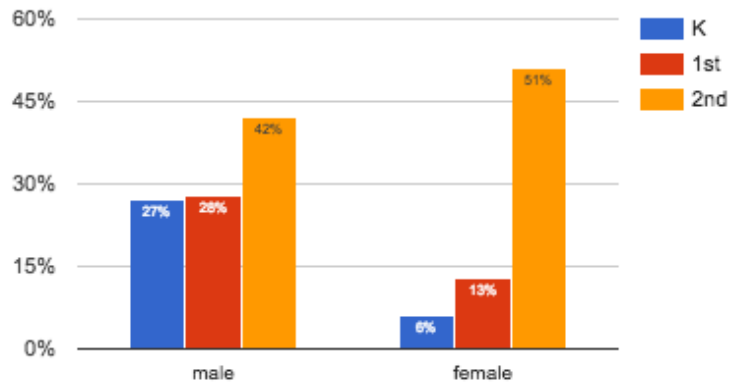
Todd School Reading Needs Assessment



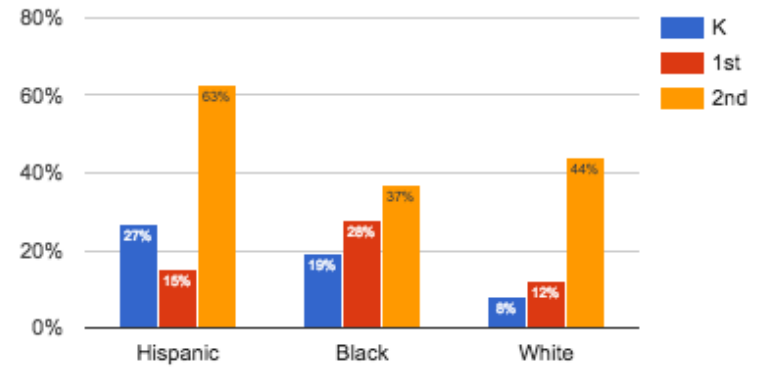
Forward and DLM Performance Category by Race/Ethnicity (2015-16)
(ELA)



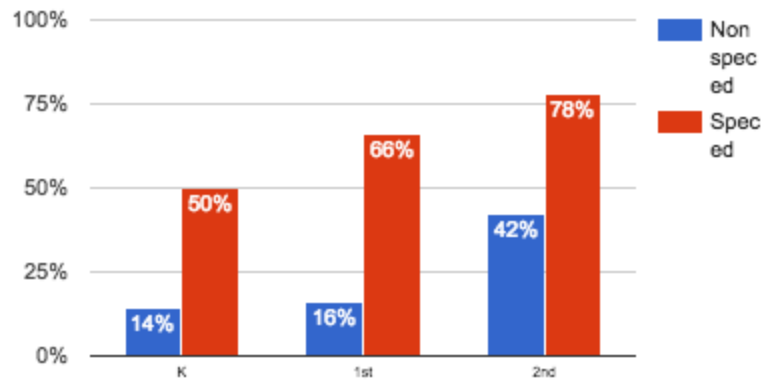
PALS ID'd by Gender Fall 2016



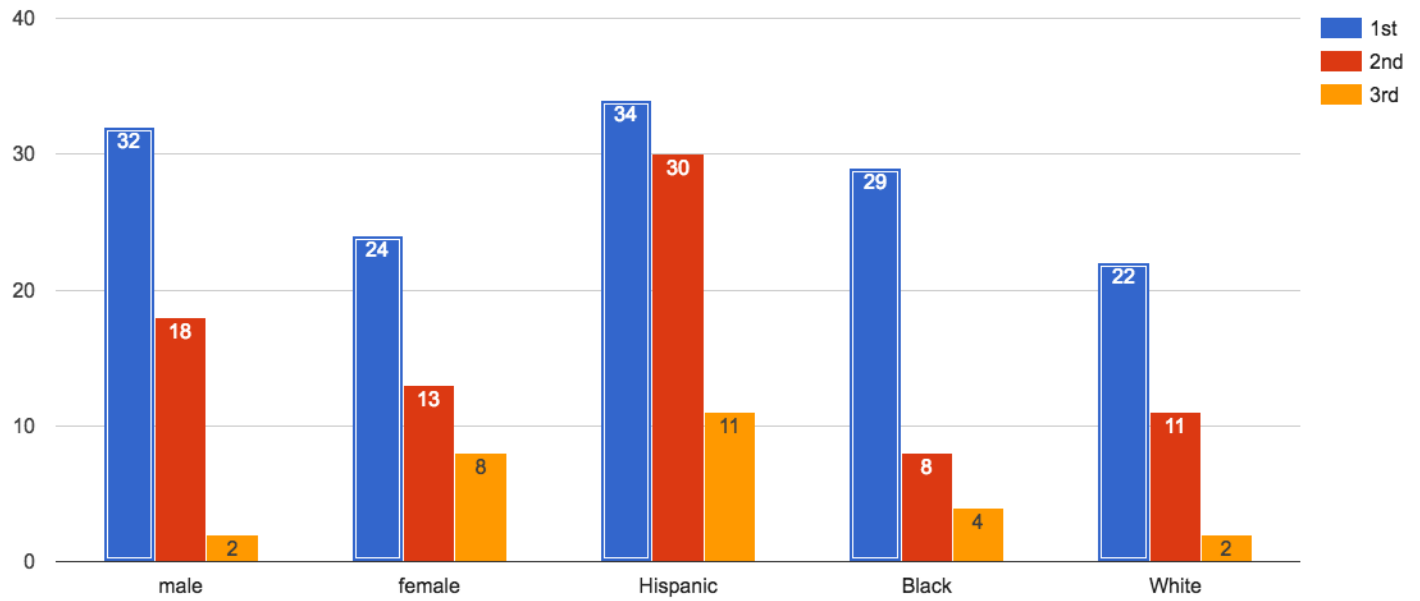
PALS ID'd by Ethnicity Fall 2016



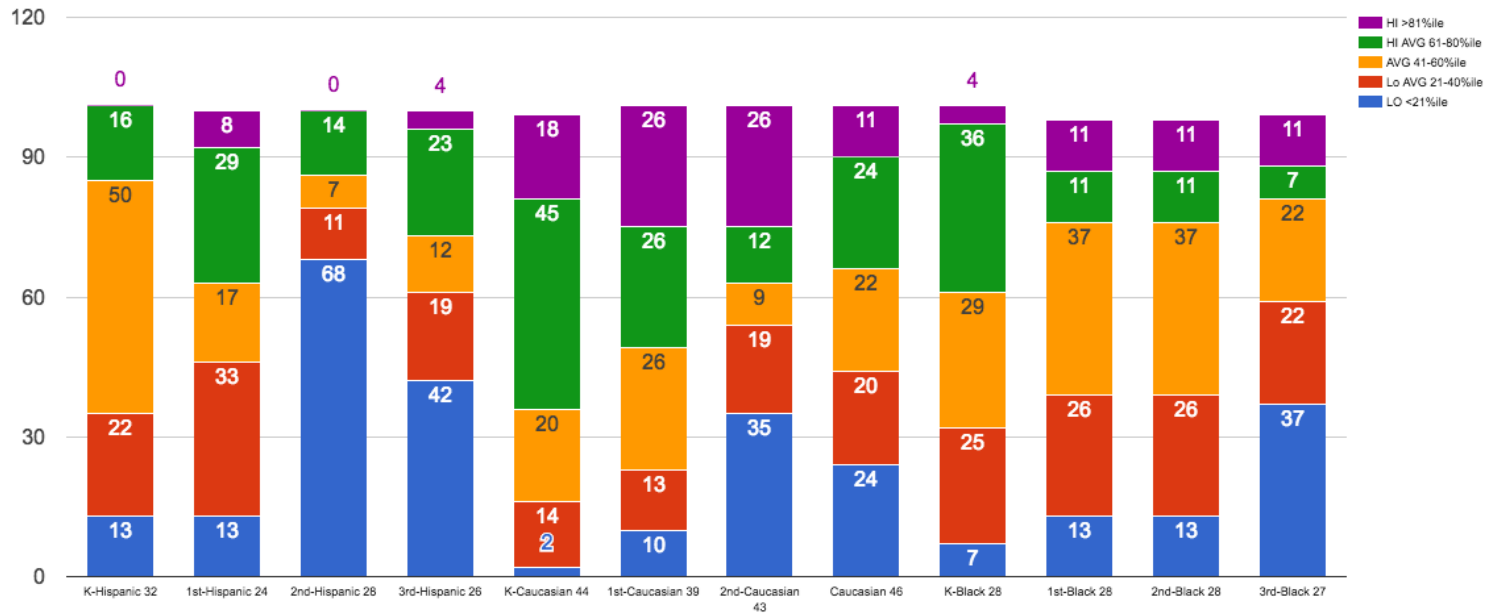
Non spec ed and Spec ed



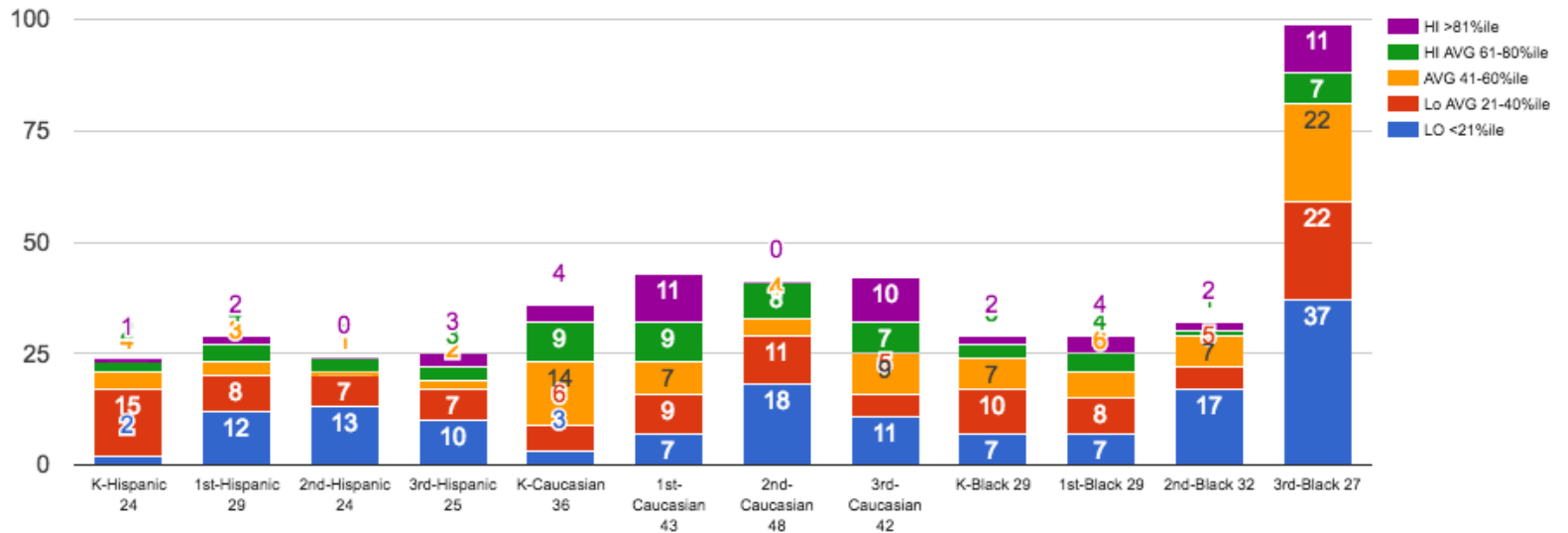
Fall 2016 BAS %age of Students 2+ Levels Below GL



MAP Fall 2016 Reading by Race/Ethnicity



MAP Fall 2015 Reading by Race/Ethnicity



1. Describe your school's overall trend in reading over time in terms of proficient and not proficient students.

The current third grade class:
 Fall 2016 MAP - 48% were average or above, 52% were below average.
 (39% of Hispanic students were average or above, 57% of Caucasian students were average or above, 40% of Black students were average or above.)
 As second graders, Fall 2015 MAP - 31% were average or above, 69% were below average.
 (17% of Hispanic students were average or above, 40% of Caucasian students were average or above, 31% of Black students were average or above.)

The current second grade class:
 Fall 2016 MAP - 37% were average or above, 63% were below average.
 (21% of Hispanic students were average or above, 47% of Caucasian students were average or above, 59% of Black students were average or above.)
 As first graders, Fall 2015 MAP - 50% were average or above, 50% were below average.

The current first grade class:
 Fall 2016 MAP - 60% were average or above, 40% were below average.
 (54% of Hispanic students were average or above, 78% of Caucasian students were average or above, 59% of Black students were average or above.)
 As kindergarteners, Fall 2015 MAP - 52% were average or above, 48% were below average.
 (29% of Hispanic students were average or above, 75% of Caucasian students were average or above, 41% of Black students were average or above.)

The current kindergarten grade class:

Fall 2016 MAP - 73% are average or above, 27% are below average.

(66% of Hispanic students were average or above, 83% of Caucasian students were average or above, 69% of Black students were average or above.)

2. How does your school's performance compare to the district and the state?

At Todd Elementary School, only third graders took the Badger Exam (in 2014-2015) and the Forward Exam (in 2015-2016). Here are our students' results from the **Badger Exam in Reading for the 2014-2015** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

Todd

Advanced Proficient: 16.9%

Proficient: 22.9%

Basic: 27.7%

Below Basic: 31.3%

School District of Beloit

Advanced Proficient: 15.2%

Proficient: 22.5%

Basic: 26.2%

Below Basic: 35.5%

State of Wisconsin

Advanced Proficient: 26.8%

Proficient: 25.3%

Basic: 24.9%

Below Basic: 20.8%

Todd - (24% of Hispanic students were average or above, 56% of Caucasian students were average or above, 21% of Black students were average or above.)

School District of Beloit - (29% of Hispanic students were average or above, 49% of Caucasian students were average or above, 27% of Black students were average or above.)

State of Wisconsin - (35% of Hispanic students were average or above, 60% of Caucasian students were average or above, 22% of Black students were average or above.)

Here are our students' results from the **Forward Exam in Reading for the 2015-2016** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

Todd

Advanced Proficient: 4.3%

Proficient: 26.6%

Basic: 40.4%

Below Basic: 28.7%

School District of Beloit

Advanced Proficient: 3.6%

Proficient: 24.0%

Basic: 35.2%

Below Basic: 37.2%

State of Wisconsin

Advanced Proficient: 9.1%

Proficient: 34.7%

Basic: 34.5%

Below Basic: 20.5%

Todd - (30% of Hispanic students were average or above, 45% of Caucasian students were average or above, 5% of Black students were average or above.)

School District of Beloit - (23% of Hispanic students were average or above, 41% of Caucasian students were average or above, 10% of Black students were average or above.)

State of Wisconsin - (29% of Hispanic students were average or above, 51% of Caucasian students were average or above, 17% of Black students were average or above.)

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

- In looking at our data, we have found that within our school, district, state, there are significantly lower scores on the Forward Exam than the Badger Exam. Something also noted was that our students of color score significantly lower than our Caucasian students on all assessments - Forward Exam, Badger Exam and MAP data. Our data also shows that there is no correlation between our students performing above the 65th percentile on their MAP and their performance on either the Badger or Forward exam. Our data also showed the decrease in test scores of our African-American students. According to the MAPS data (in Fall 2016 in third grade) 40% of our black students scored average or above. However, this data had little to no correlation with the Badger and Forward Exam, as only 21% and 5% of the black students were proficient, respectively.

4. Identify your reading urgent fact.

- 48% of Third grade students were average or higher on the MAP with 40% of Black students being average or higher however only 31% of Third grade students were Proficient or above on the FORWARD exam with only 5% of Black students being Proficient or above.

5. Identify the strengths and weaknesses you see across grade levels in reading objectives as compared to the state and the district.

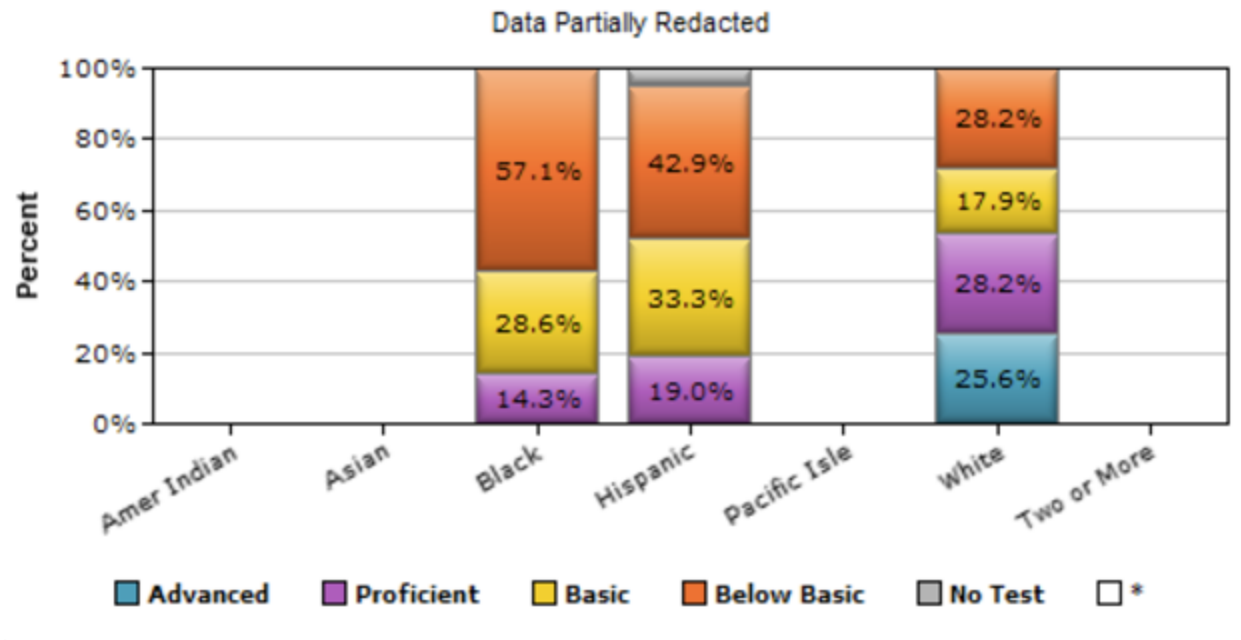
Looking at the data, we can see that our strength does not carry across grade levels for the most part. It can also be noted that as the grades go up, our relative strength of Vocabulary Use and Functions becomes our weakness. When looking at our third grad Forward Exam data we notice a relative strength in listening and writing but overall the majority of our students scoring proficient and advanced were able to be proficient in all three areas of English Language Arts. We had a high percentage of students in the basic level on the Forward Exam in the areas of Reading, Writing, and Listening.

Assessment	Grade	Strength	Opportunity for Growth
Forward	3	Listening and Writing	Reading- Key Ideas and Details
MAP	3	Informational Text	Vocabulary Acquisition and Use
MAP	2	Literature	Vocabulary Acquisition and Use, Informational Text
MAP	1	Vocabulary Use and Functions, Literature and Informational	Foundational Skills
MAP	K	Vocabulary Use and Functions	Language and Writing

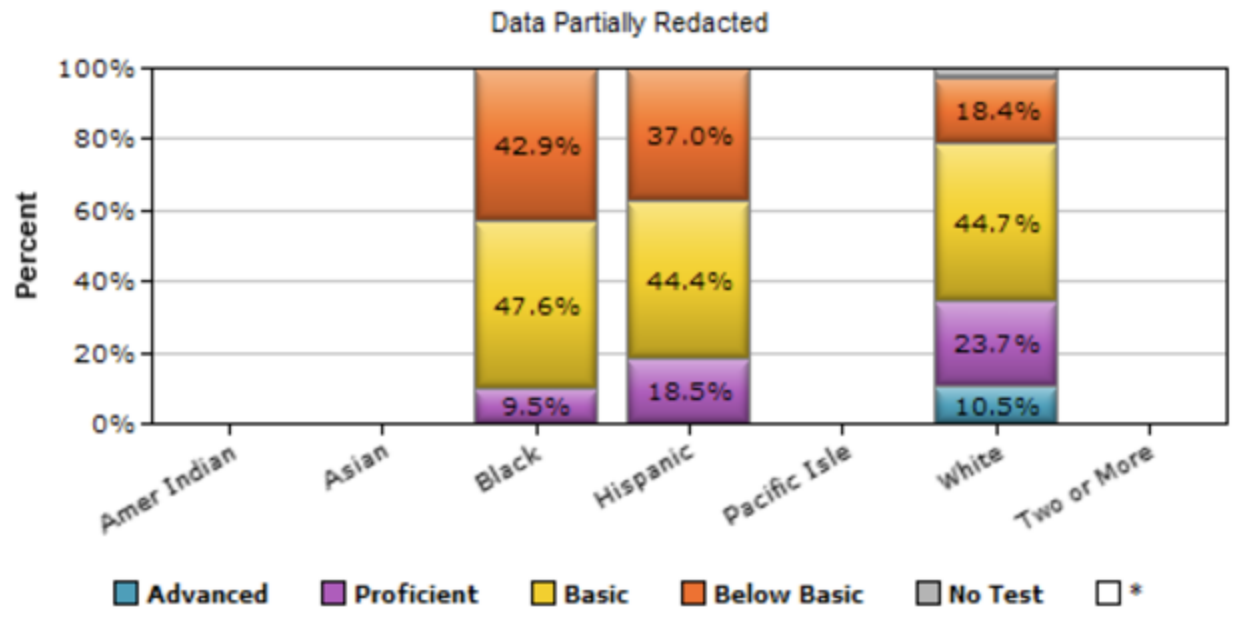
Math

Todd School Math Needs Assessment

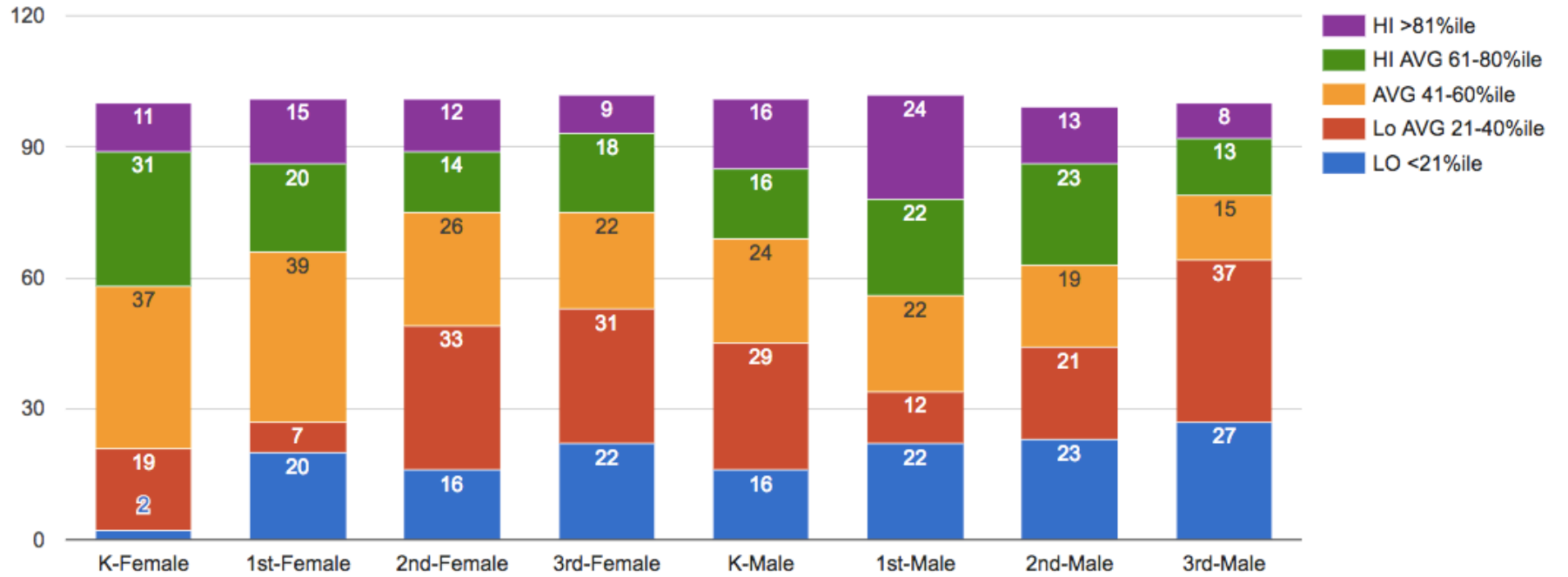
Badger Performance Category by Race/Ethnicity (2014-15)
(Mathematics)



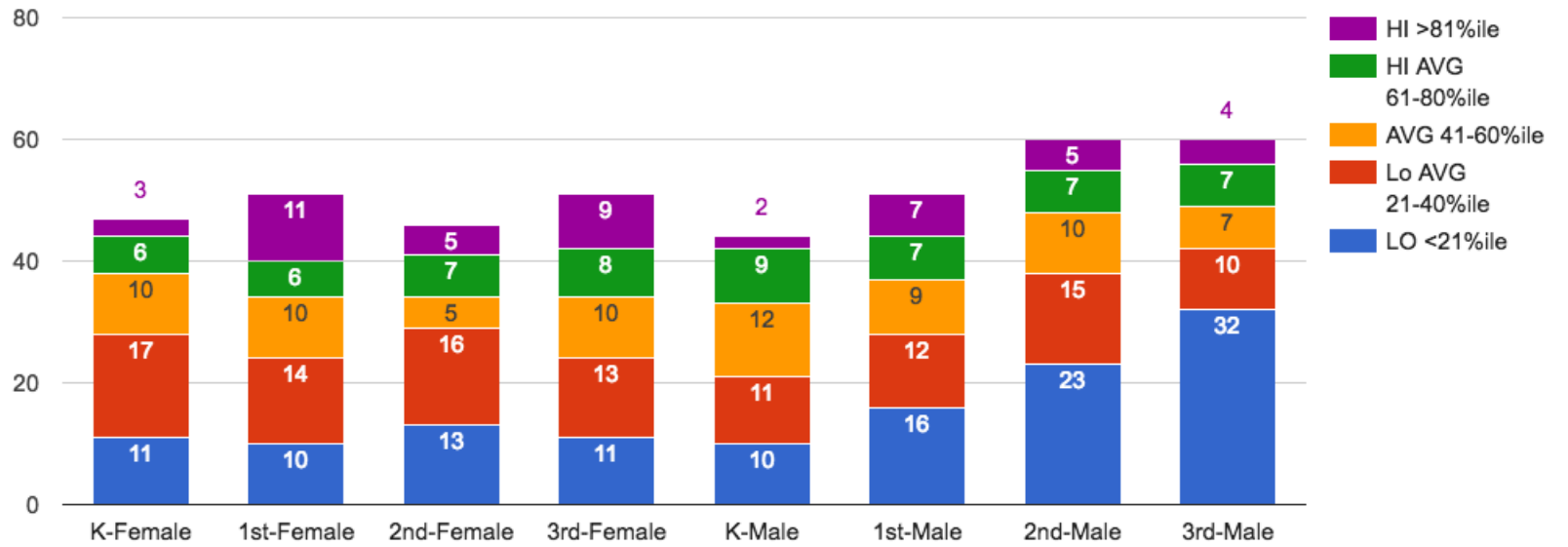
Forward and DLM Performance Category by Race/Ethnicity (2015-16)
 (Mathematics)



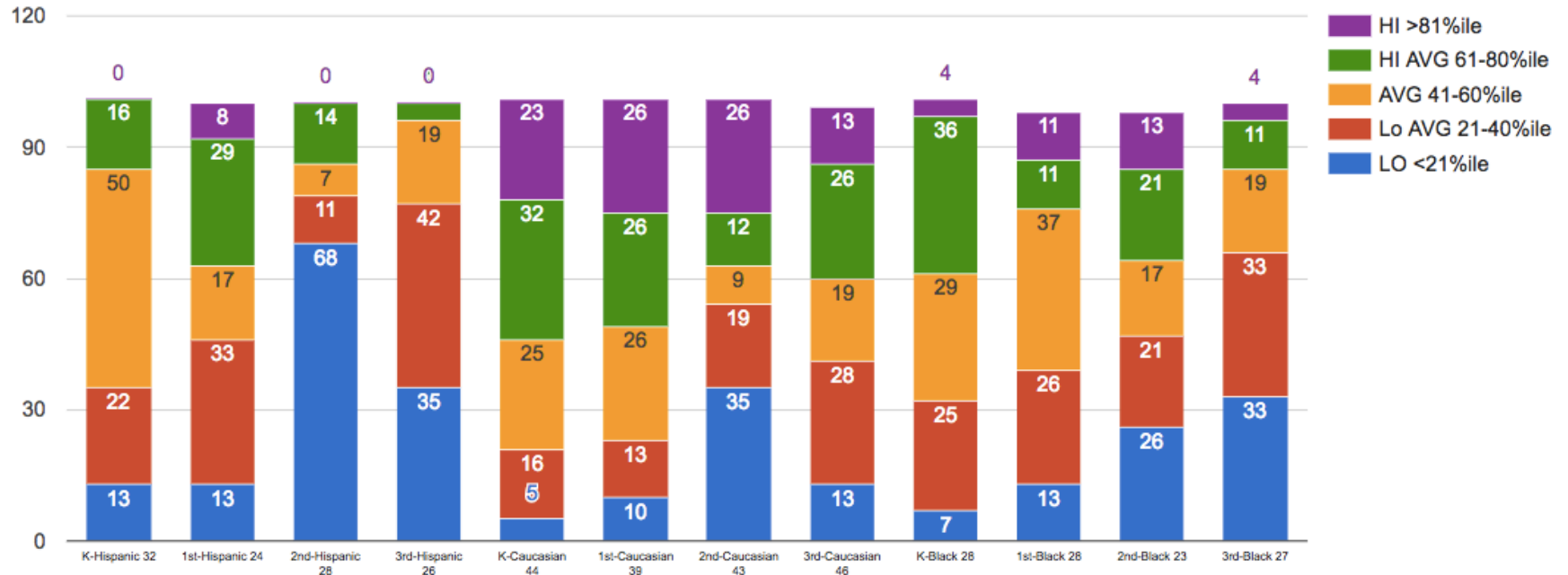
Fall 2016 MAP Math by Gender



Fall 2015 MAP Math by Gender



Fall 2016 MAP Math by Race/Ethnicity



1. Describe your school's overall trend in math over time in terms of proficient and not proficient students.

The current third grade class:

Fall 2016 MAP - 42% were average or above, 58% were below average.

(19% of Hispanic students were average or above, 58% of Caucasian students were average or above, 34% of Black students were average or above.)

As second graders, Fall 2015 MAP - 36% were average or above, 64% were below average.

(17% of Hispanic students were average or above, 52% of Caucasian students were average or above, 28% of Black students were average or above.)

The current second grade class:

Fall 2016 MAP - 54% were average or above, 46% were below average.

(21% of Hispanic students were average or above, 47% of Caucasian students were average or above, 51% of Black students were average or above.)

As first graders, Fall 2015 MAP - 58% were average or above, 42% were below average.

(45% of Hispanic students were average or above, 70% of Caucasian students were average or above, 52% of Black students were average or above.)

The current first grade class:

Fall 2016 MAP - 71% were average or above, 29% were below average.

(54% of Hispanic students were average or above, 78% of Caucasian students were average or above, 59% of Black students were average or above.)

As kindergarteners, Fall 2015 MAP - 45% were average or above, 55% were below average.

(29% of Hispanic students were average or above, 65% of Caucasian students were average or above, 38% of Black students were average or above.)

The current kindergarten grade class:

Fall 2016 MAP - 67% are average or above, 33% are below average.

(66% of Hispanic students were average or above, 80% of Caucasian students were average of above, 69% of Black students were average or above.)

2. How does your school's performance compare to the district and the state?

At Todd Elementary School, only third graders took the Badger Exam (in 2014-2015) and the Forward Exam (in 2015-2016). Here are our students' results from the **Badger Exam in Math for the 2014-2015** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

<u>Todd</u>	<u>School District of Beloit</u>	<u>State of Wisconsin</u>
Advanced Proficient: 14.5%	Advanced Proficient: 10.0%	Advanced Proficient: 19.5%
Proficient: 25.3%	Proficient: 23.0%	Proficient: 32.3%
Basic: 21.7%	Basic: 25.8%	Basic: 25.5%
Below Basic: 37.3%	Below Basic: 40.6%	Below Basic: 20.5%

Todd - (19% of Hispanic students were average or above, 54% of Caucasian students were average or above, 14% of Black students were average or above.)

School District of Beloit - (25% of Hispanic students were average or above, 46% of Caucasian students were average or above, 18% of Black students were average or above.)

State of Wisconsin - (19% of Hispanic students were average or above, 54% of Caucasian students were average or above, 14% of Black students were average or above.)

Here are our students' results from the **Forward Exam in Math for the 2015-2016** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

<u>Todd</u>	<u>School District of Beloit</u>	<u>State of Wisconsin</u>
Advanced Proficient: 5.4%	Advanced Proficient: 4.3%	Advanced Proficient: 9.3%
Proficient: 20.2%	Proficient: 21.0%	Proficient: 39.3%
Basic: 45.7%	Basic: 42.4%	Basic: 32.6%
Below Basic: 28.7%	Below Basic: 32.3%	Below Basic: 17.8%

Todd - (19% of Hispanic students were average or above, 34% of Caucasian students were average or above, 10% of Black students were average or above.)

School District of Beloit - (19% of Hispanic students were average or above, 38% of Caucasian students were average or above, 13% of Black students were average or above.)

State of Wisconsin - (30% of Hispanic students were average or above, 58% of Caucasian students were average or above, 18% of Black students were average or above.)

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Only 10% of our African American were proficient or advanced on the FORWARD exam however in comparison 34% of these same students were average or above average.
 40% of our third graders were proficient or advanced on the Badger in 2014-15 however only 25% of our third graders were proficient or advanced on the Forward in 2015-2016. Additionally 42% of our third graders were average or above on the MAP assessment.

4. Identify your math urgent fact

- According to the MAP data and Fact Fluency our K-3rd students struggle with number and operations.

5. Identify the strengths and weaknesses you see across grade levels in math objectives?

Our data shows that Geometry is an area of strength in grades K, 2nd, and 3rd on both the MAP and Forward Exam with Measurement and Data being a strength in K and 1st. Overall across the grade levels we need improvement in areas of MATH depending upon the measure being used.

Assessment	Grade	Strength	Opportunity for Growth
Forward	3	Geometry Operations and Algebra	Number and Operations in Base Ten Number and Operations- Fractions Measurement
MAP	3	Geometry, Operations and Algebraic Thinking	Measurement and Data
MAP	2	Geometry	Measurement and Data
MAP	1	Measurement and Data	Numbers and Operations
MAP	K	Geometry & Measurement and Data	Operations and Algebraic Thinking

Section 4: Strategic Plan

Objective 1: Todd School will increase overall proficiency in Reading.

SMART Goal for Reading: By Spring 2017, student performing at or above the “average band” will increase from 38% to 70% as measured by MAP Assessment, BAS Assessment, PALS assessment and/or Forward Exam.

70% of students will perform at or above the “average band” in reading as measured by MAP Assessment (Fall 2016 MAP 56%)

Action:	Parties Responsible	Timeline	Monitoring/ Evidence/ Evaluation of Implementation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
Second Grade teachers will teach the skills and strategies needed to build capacity in independent reading and reading comprehension of questions asked in a text.	2nd Grade teachers	February to May of the 2016-17 school year	Monthly time on task analysis January to May BAS comprehension scores				<input checked="" type="checkbox"/>
A teacher in the English side of the DLI classrooms will have a stronger emphasis on academic and content vocabulary.	1st grade DLI teacher ELL teacher Reading Specialist	February to June of the 2016-17 school year	Unit checks of vocabulary teaching and student understanding and usage of vocabulary				<input checked="" type="checkbox"/>
The Leadership Team will find research based articles that explain specific strategies to work with African American boys to build capacity in reading and share with staff for discussion and implementation by classroom teachers.	Leadership Team Classroom Teachers	February to June of the 2016-17 school year	PLC Discussion with notes February - May 2017 about strategies and which strategy to try each month.			<input checked="" type="checkbox"/>	
The Leadership Team will provide classroom teachers with MAP data reports and guide them in the process of looking for trends.	Leadership Team Classroom Teachers	February to June of the 2016-17 school year	Deep look at data and what do students need based on the assessment.	<input checked="" type="checkbox"/>			
Staff will provide research based reading interventions (i.e. LLI, SOAR, COW...) for small groups of children at the tier 2 and tier 3 levels.	Specifically trained staff	October 2016 to June 2017	BAS Level MAPS Embedded Progress Monitoring Tools from intervention		<input checked="" type="checkbox"/>		
All classroom teachers will implement Reading Workshop and Writing Workshop with fidelity	Classroom teachers	February to June 2017	Fidelity of Implementation walkthroughs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Classrooms teachers targeted by data analysis will meet with the Reading Specialist for coaching.	Targeted teachers	September to June	Reading Specialist Log		<input checked="" type="checkbox"/>		
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Objective 2: Todd School will increase overall proficiency Math.

SMART Goal for Math: By Spring 2017, student performing at or above the “average band” will increase from 42% to 70% as measured by MAP Assessment.

Action	Parties Responsible	Timeline	Monitoring/ Evidence/ Evaluation of Implementation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
Teachers will fully implement guided math strategy to group and teach students based on their needs as shown by assessment data.	Classroom Teachers	September 2016-June 2017	Fidelity of Implementation Math Math MAP	x	x		
Teachers will teach, display, and continually refer back to guaranteed math vocabulary, posting additional word cards to the classroom Math word wall with each unit.	Classroom Teachers	September 2016-June 2017	Fidelity of Implementation Math	x			
Teachers will reteach, retest and record the skills and concepts for the students who perform at the basic or minimal proficiencies on unit and quarterly tests in a timely manner.	Classroom Teachers	September 2016-June 2017	Math Data Grids Math MAP	x			
Teachers will use DreamBox and monitor student usage and growth in number sense.	Classroom Teachers	September 2016-May 2017 (Monitored monthly)	Data from DreamBox reports Data collected regarding grade level proficiency growth		x	x	X
Teachers will incorporate Fact Fluency activities that are differentiated to student learning needs based on Fact Fluency interviews and classroom observations.	Classroom Teachers	February 2017- June 2017	Fact Fluency assessment according to district assessment calendar	x			
Math Interventionist will use data to identify students for intervention and teach research based Math strategies and skills.	Math Interventionist	October 2016-May 2017	Math MAP		x		

Objective 3: ALL students will be successful at Todd school.
SMART Goal for Equity: In order to lessen the achievement gap, staff will work towards a proportionate amount of students of each gender and race performing at the proficient or advanced level as shown on the MAP test, PALS, and BAS.

Action	Parties Response	Timeline	Monitoring/ Evidence/ Evaluation of Implementation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
Teachers will participate in professional development regarding culturally responsive teaching practices.	Leadership Team Cultural Competency Team	Sept 2016-June 2017	Bi-Weekly bulletin School calendar Staff Meeting notes	x			
Staff will review related academic data to determine where students are falling short of the their targeted growth.	All Teachers	Feb 2017-June 2017	PLC meeting notes				x
The Trauma team will provide tools and expectations for staff to implement during their classroom instruction.	Trauma Team, supported by PBIS, Love and Logic, and Mental Health Team	Sept 2016-June 2017	ARTIC Survey			x	

Objective 4: Todd will provide multiple opportunities for parent involvement based on the needs identified on Todd parent survey data
SMART Goal-Todd Elementary School will increase their family and community involvement to have 50% of families participate in more than three activities (Approximately 25% of families participate in more than three activities).

Action	Parties Responsible	Timeline	Monitoring/ Evidence/ Evaluation of Implementation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
The Leadership Team will create a Todd School parent survey to gather their ideas on how to increase family involvement.	Leadership Team	January 2017	Completed Survey Translated Survey				x
The Leadership Team will create a parent/family involvement tracking system to compile data in order to determine the attendance at school related activities.	Leadership Team	February 2017-June 2017	Parent/Family sign in sheets				x

The Todd Leadership, in cooperation with the Reading Specialist and ELL staff, will offer adult literacy classes for parents to strengthen their own literacy skills, and to learn how to support their children in their reading development.	Leadership Team	February 2017-June 2017	Participation	x	x		
The Todd staff will use triangulated data to determine students with intensive literacy need, connect with families, and provide up to date leveled books that match their current reading level to build a home library.	All Todd Teachers	February 2017-June 2017	BAS data Involvement Sheet Family Survey on book usage	x	x	x	
A School Intervention Team member will consistently invite parents to each SIT meeting to gain their insights and offer suggestions for home.	SIT team	February 2017-June 2017	Parent Attendance				

Section 5: School-wide Professional Development Plan

Todd Elementary School's 2016-17 Professional Development Plan includes focusing on weekly and monthly Professional Learning Community collaborative time as well as Professional Development provided by building, district and outside staff throughout the year. The following items are the areas we will be working on this year with an emphasis on Responsive teaching, restorative practices, and trauma informed classrooms. We believe those areas will most directly help increase student achievement.

Professional Development Needs

1. Culturally Responsive Teaching
 - Book Study and Research Articles
 - Trainer-led sessions
 - Guest Speakers
 - Professional Conferences
2. Restorative Practices
 - District-led Professional Development
3. Trauma Informed Classrooms
 - Trainer-led sessions
 - Online
4. Response to Intervention practices
 - Professional Learning Communities
 - Student Intervention Team
5. DreamBox
 - Trainer-led sessions
6. Lucy Calkins Reading and Writing Workshops
 - Trainer-led sessions
 - Professional Conferences
7. Guided Math
 - District-led Professional Development
8. Professional Learning Communities Use of Data
 - Leadership Team
9. District directed PD on equity
 - District-led

Section 6: Discipline Plan

Objective: Todd School will decrease number of level two or above office referrals.

SMART Goal 4: In order to keep students, staff, and families safe at Todd school, we will focus on students with level two or above office referrals to teach these students differentiated strategies to resolve conflict and reduce office referrals by 20%.

Action	Parties Responsible	Timeline	Monitoring/ Evidence/ Evaluation of Implementation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
The grade level PLCs will begin to review the Second Step curriculum and align with the PBIS Cool Tools, behavior flow chart, and the matrix.	Grade level PLC PBIS Team	March 2017- June 2017	PLC meeting notes Alignment and pacing guide for Second Step and PBIS Cool Tools			x	
Teachers will teach Zones of Regulation at the universal level.	Guidance Counselor Classroom Teachers	January 2017- June 2017	Guidance Counselor's lesson plans / calendar	x			
Students with recurring level two or above office referrals will be scheduled for a SIT team discussion.	SIT Team	January 2017- June 2017	SIT calendar and meeting notes				x
Members of the Leadership Team will continue to train staff in Love and Logic strategies and Trauma Informed Care.	Leadership Team	September 2017- June 2017	Calendar of PD for TSS and Love and Logic, as well as meeting notes	x		x	
Teachers will facilitate TRIBES community circles every morning and strategies embedded into content lessons.	Classroom Teachers	September 2017- June 2017	Daily Schedule				x
All staff will be trained in Restorative Practice and will facilitate restorative circles when necessary to rebuild relationships.	All Staff	September 2017- June 2017	Google Doc to log dates of \ circles, students involved, and a brief summary of the discussion.			x	

Discipline Data

Demographic Data (2015-16 School Year)

Total Student Population- 497 Students (excluding 3 year olds)

- 69% Low Socioeconomic status
- 12% Special Education
- Race / Ethnicity
 - 21% African American
 - 27% Hispanic
 - 40% Caucasian

- 9% Two or more races
- 1% Asian
- 2% American Indian
- Gender
 - 51% Male
 - 49% Female
- 15% ELL

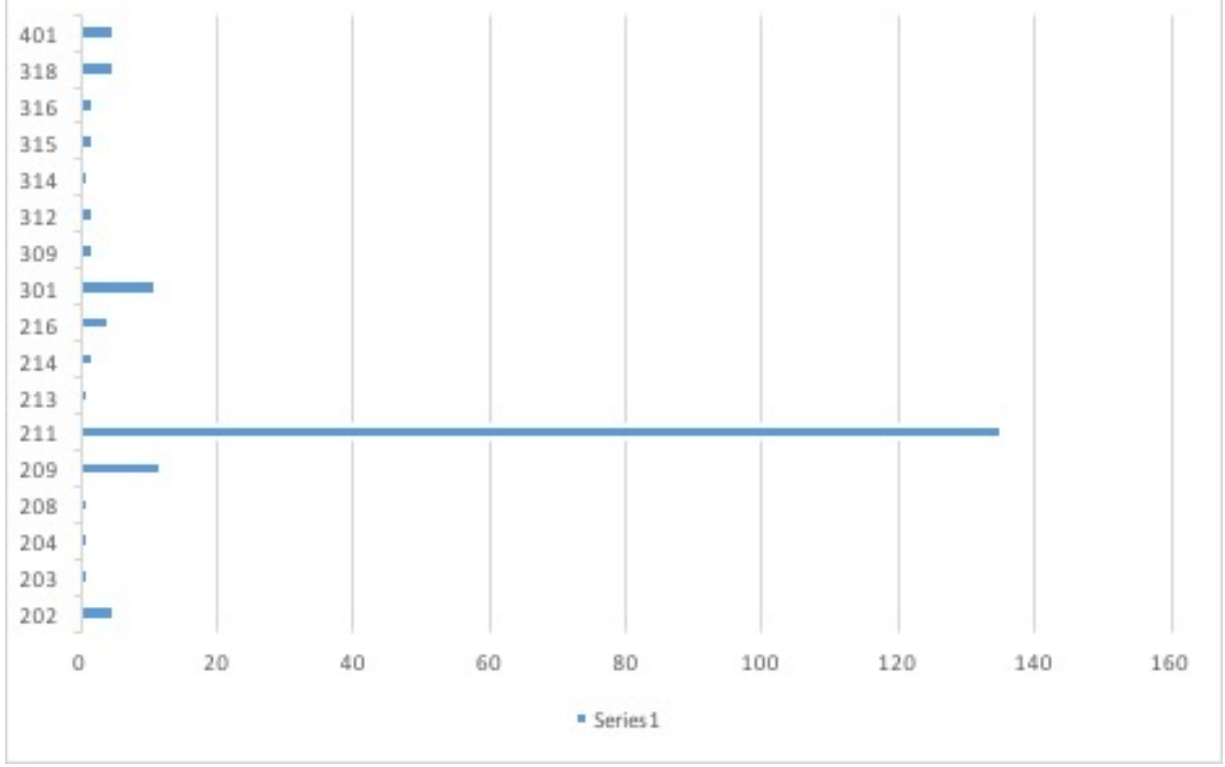
Whole Group

- Second Step
- Community Circle
- Zones guidance lessons
- Cool Tools

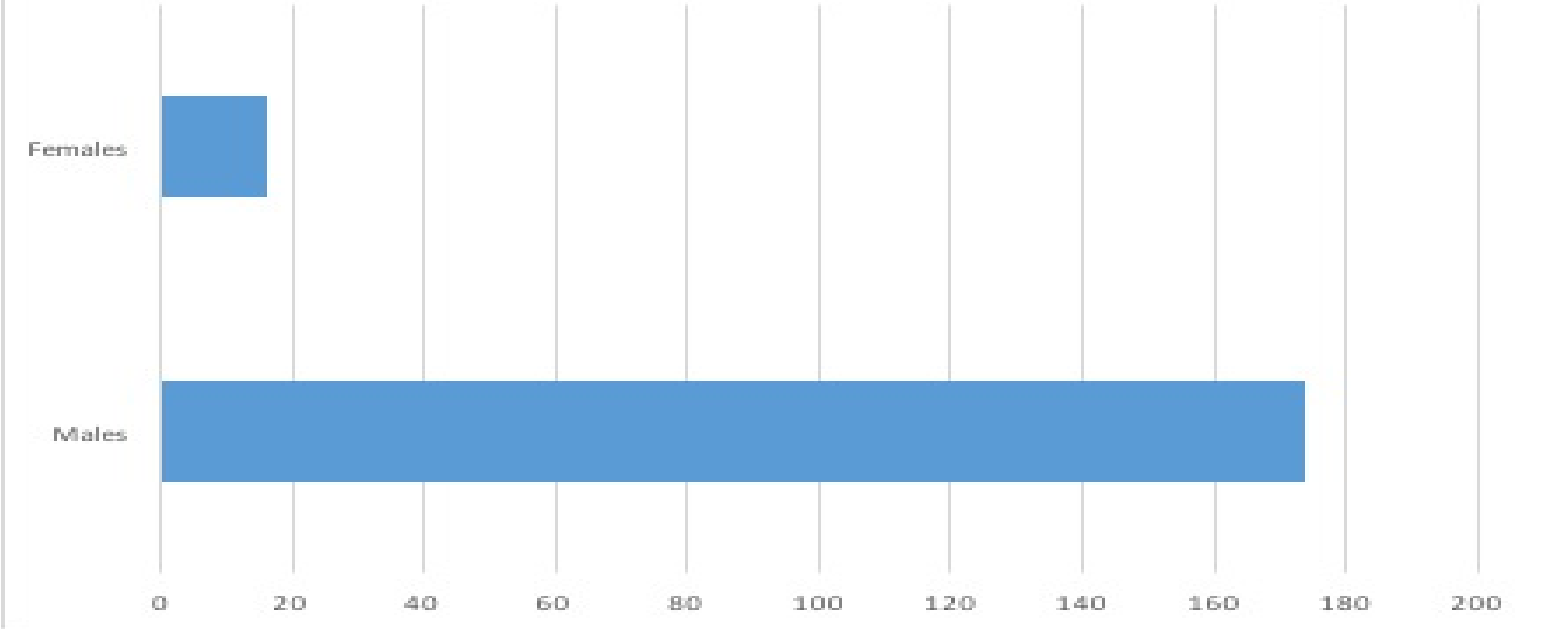
Small Group

- Restorative Circles
- SAG Groups
- Think time
- In-Class Reflection
- Out of Class Reflection
- Buddy Room
- Point Sheets
- Check in/Check out
- Behavior Charts

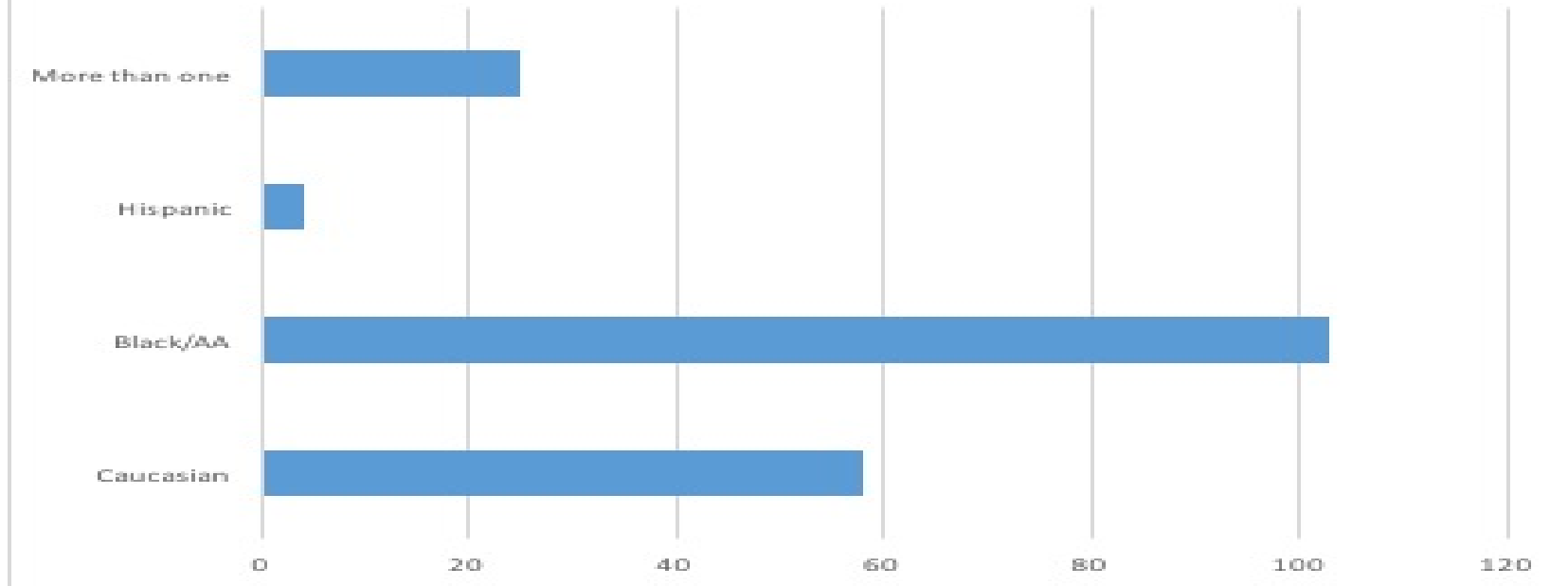
Referral by Type
2016-2017 through January 2017



Level 200+ Referrals by Gender
2016-2017 through January 2017



2016-2017 Level 200+ Referral by Race
through January 2017



Section 7:Elementary and Secondary Education Act (ESEA) Compliance – Family and Community Involvement Policy

Parent Involvement Policy

In acknowledgement of reliable research proving parental involvement raises the academic achievement of students, Todd Elementary School encourages involvement of parents through an active Parent/Teacher Organization. Todd hosts monthly family nights and various PTO activities. We also host weekly FAST meetings with parents and family members.

In order to build an effective home-school partnership, Todd Elementary will provide the following:

1. An annual orientation “Back to School Night” where parents/families will meet their child’s teacher and be reassured of their right and responsibility to be involved in their child’s education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and Educators can work together to monitor the child’s progress in order to improve student achievement (Parent Information Nights).
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents. Educators are flexible and in constant communication physically, in writing, and via other electronic means of communicating with parents.
4. A minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through the Todd Facebook page, Todd School Report Card, School District of Beloit Parent-Student Handbook, handouts and mailings, Sky Alerts and student achievement reports.
6. The School District of Beloit in conjunction with Todd Elementary School provides families with and Elementary Student/Parent Handbook.
7. Every year, a fall and/or spring survey for all parents shall be conducted by the school district and conducted by the Todd Staff to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.
8. Parents will be encouraged to volunteer in classrooms. We encourage parents to participate in various classrooms working with students and assisting staff in providing a quality education for every child.
9. Todd will incorporate additional parental education components such as English language instruction for our families, reading instruction, guest speakers and monthly Family Nights. Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. This includes making our communication friendly to our Spanish speaking families with the assistance of our ELL staff. Parents and community members are always made welcome at Todd Elementary School.
10. Todd Elementary School will involve parents through active recruiting for our Parent/Teacher Organization.

