

A wooden signpost with a horizontal top beam and two vertical posts. The top beam has the words 'CAMP WILDCAT' carved into it in a stylized, yellow, outlined font. A circular wooden slice is mounted on the posts, featuring a blue paw print with the letters 'N', 'T', 'E', and 'S' in white. Below the slice is another horizontal beam with the word 'ROAD' carved into it in the same yellow, outlined font. The sign is set against a scenic background of a river, forest, and mountains.

CAMP WILDCAT



ROAD

The mission of NTES is to provide all students the opportunity to acquire skills necessary for success.

I: State Assessment Results in reading and mathematics

Goal 1: By May 2027, North Todd Elementary School will increase the combined (reading and math) percentage of proficient/distinguished students to 100% (2023 – 58.24%, 2024 – 68.68%, 2025 – 79.12%, 2026 – 89.56%, 2027 – 100%)

- Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.
- Ensure that curricular delivery and assessment measures provide for all needs of students.
- Develop a tracking system for monitoring students in Tier 2 and 3.

I: State Assessment Results in reading and mathematics

- EPIC Literacy Academy for all ELA teachers.
- EPIC Literacy Academy for all Math teachers.
- Students and teachers will begin using Accelerated Reader to monitor progress of student reading goals





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E119:E122 fx Into Reading Module 6 Summative

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Name & Claim		Data Tracking Form	Agenda Template										
2				ELA							Math				
3	Week	PLC Agenda	Date	Standard	Instructional Resource	Assessment type	Degree of Mastery			Standard	Instructional Resource	Assessment type	Degree of Mastery		
115	28	Agenda Link	2/22	RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	Into Reading Module 6 Lesson 3	Formative Google Form	>39%	6%	KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Envisions Topic 9 Lessons 1-3	Formative Google Form	>39%			
116							40-69%	28%				40-69%			
117							Tracking form	70-79%				11%	70-79%		
118							<80%	53%				<80%	100%		
119	29	Agenda Link	3/1	RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. (questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read comprehend	Into Reading Module 6 Summative	Tracking Form	>39%		KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s	Envisions Topic 9 Lessons 6-8	Formative Google Form	>39%	1%		
120							40-69%					40-69%	15%		
121							70-79%					70-79%	3%		
122							<80%					<80%	81%		
123	30	Agenda Link	3/8				>39%					>39%			
124							40-69%					40-69%			
125							70-79%					70-79%			
126							<80%					<80%			

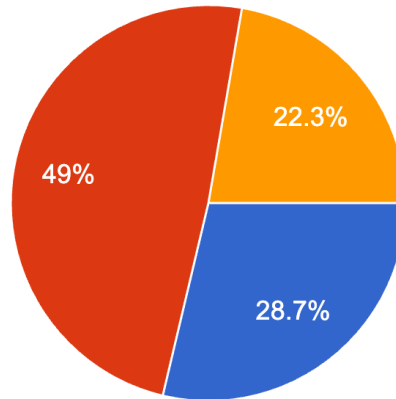
+ ☰ 5th Grade ▾ 4th Grade ▾ 3rd Grade ▾ 2nd Grade ▾ 1st Grade ▾ Kindergarten ▾



INSTRUCTIONAL WALKTHROUGHS

Observer

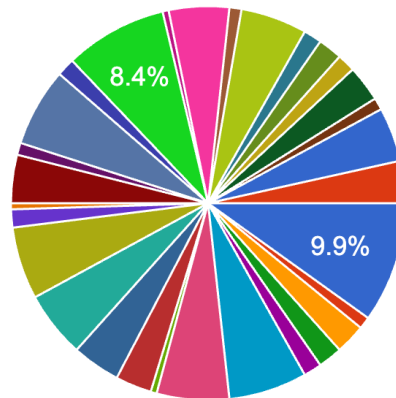
202 responses



- Bruce Voth
- Yvonne Rundall
- Camille Dillingham
- Mark Thomas
- Wendy Duvall
- Kenneth Anderson
- Kim Justice
- Option 8

Teacher

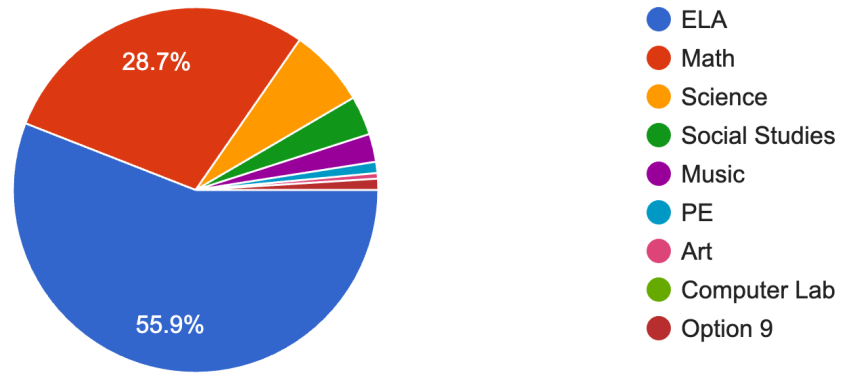
202 responses



- Elizabeth Addison
- Karen Ballard
- Chris Blake
- Michaela Boisseau
- Colleen Carter
- Brett Carver
- Kaitlyn Dawson
- Jessica Erickson

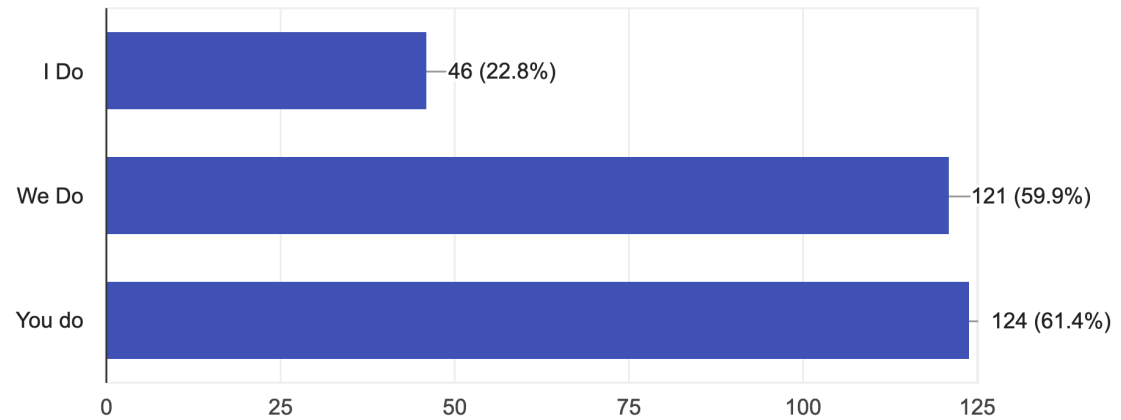
What is the content?

202 responses



Where are we in the lesson?

202 responses



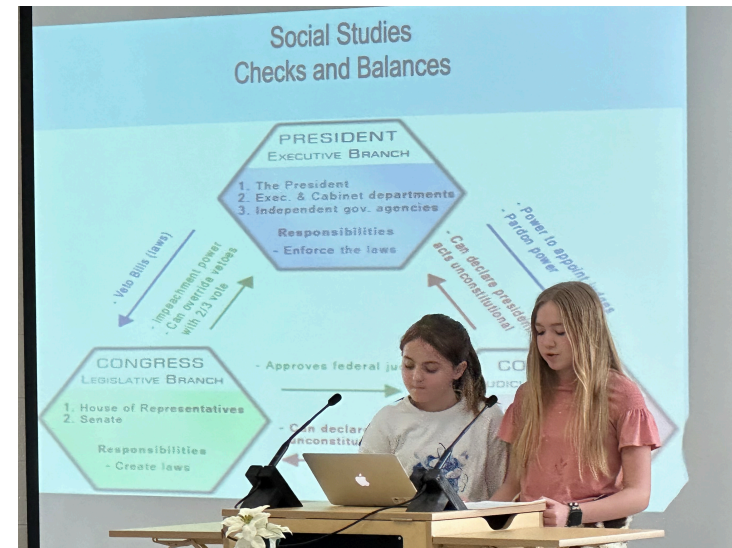
2: State Assessment Results in science, social studies and writing

Goal 2: By May 2027, North Todd Elementary School will increase the combined (Science, Social Studies, and Combined Writing) percentage of proficient/distinguished students to 100% (2023 – 67.20%, 2024 – 75.40%, 2025 – 83.60%, 2026 – 91.80%, 2027 – 100%)

- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.
- Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. (Student writing analysis protocol and next steps)

2: State Assessment Results in science, social studies and writing

- EPIC Literacy Academy for all Science teachers.
- EPIC Literacy Academy for all Social Studies teachers.
- Cross curricular connections being made between Into Reading series and Science/Social Studies contents.
- Writing Fridays on-demand practice.



3: Achievement Gap

Objective 1: Identify students in Gap group for progress monitoring

- Students are identified in Renaissance Place using demographic information to ensure that ESS, IDEA and economically disadvantaged students progress is monitored on school and grade level benchmark assessments.

3: Achievement Gap

Objective 2: Reduce the percentage of all students of scoring novice and apprentice by 10% in all content areas.

- Grade level teams and the school leadership meet to review data on assessments to identify students in need of interventions to address academic and non-academic concerns.
- Develop weekly screeners using ESGI. K-2



KSA Name & Claim Fall 22

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB		
	SSID	Last	First	DOB	Grade	Teacher	Total ABS	KSA Read	Read/Lit %ile	Read/Lit USS	Read/Lit Time (min)	KSA Math	S Math %ile	S Math USS	S Math Time (min)	KSA Science	SPED	R	R180/44	M	ESS	Guidance/MC/DCBS	Tier 3							
308	21206299	[Redacted]		5/30/2012	5	Jones	5.5	D	98	1166	20:08:00	P	92	1094	30:08:00	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yellow-Shy, anxious	
309	21206777			7/13/2012	5	Jones	10	A	77	1083	11:30:00	N	20	980	21:13:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Red-Sneaky, Small group
310	21206396			1/4/2012	5	Wilson	9.5	D	58	1059	23:52:00	D	87	1091	24:28:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
311	21206396			6/21/2012	5	Jones	7.5	D	81	1090	17:24:00	A	35	995	22:18:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yellow-Anxious, sneaky, I
312	21205841			10/25/2011	5	Wilson	14	P	42	1028	30:03:00	A	79	1073	43:14:00	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
313	21206256			2/19/2012	5	Wilson	1	A	35	1015	21:17:00	N	20	980	28:09:00	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
314	21206598			9/12/2011	5	Wilson	8.5	N	23	1000	33:17:00	N	12	958	41:58:00	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tier II and small group Jo
315	21207286			9/28/2011	5	Jones	0	D	92	1129	29:33:00	P	92	1105	40:19:00	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
316	21206777			7/26/2011	5	Addison	4	N	1	745	19:30:00	N	2	879	14:55:00	A	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	System 44, small group Jo	
317	21207520			6/22/2012	5	Wilson	14	D	66	1072	22:03:00	P	93	1107	36:05:00	D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
318	21205512			5/9/2012	5	Jones	6	P	52	1043	19:53:00	P	86	1088	34:03:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Red-Emotional ?
319	21205663			7/26/2012	5	Wilson	8	N	12	971	17:19:00	P	76	1057	29:15:00	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Performance changes with
320	21205838			2/22/2011	5	Addison	15	A	33	1019	23:53:00	A	54	1033	24:08:00	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
321	21208735			12/27/2011	5	Wilson	8	D	89	1121	29:35:00	A	74	1065	37:15:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
322	21208735			12/27/2011	5	Wilson	8	D	77	1091	28:52:00	A	82	1079	33:59:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
323	21205959		5/31/2012	5	Addison	4	N	16	983	20:59:00	N	43	1019	33:19:00	A	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
324	21205664		10/12/2011	5	Jones	2	P	88	1119	29:10:00	P	80	1076	37:40:00	P	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Red-Emotional Small gro		
325	21205664		6/13/2012	5	Addison	6	A	50	1047	23:57:00	P	60	1041	31:52:00	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counseling with Power		

+ Master List Attendance STAR Read STAR Math Early Lit KSA





NTES Daily Check In (Responses)



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Share

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	A	B	C	D	E	F	G	H
1	Timestamp	Email Address	Grade:	Homeroom:	What is your strongest feeling today?	How did you sleep	How are you feeling about school	Is there anything else you want to tell us? (If there is not any)
4848	3/8/2023		4th	Carver	Happy	5	5	
4849	3/8/2023		5th	Addison	Happy	5	5	
4850	3/8/2023		5th	Addison	Happy	3	3	
4851	3/8/2023		5th	Addison	Happy	4	3	
4852	3/8/2023		4th	Lear	Happy	5	5	No but i love your classes Its really fun PLs take me form muzic an
4853	3/8/2023		5th	Addison	Happy	5	4	
4854	3/8/2023		5th	Addison	Tired	1	5	
4855	3/8/2023		3rd	Williams	Happy	5	5	
4856	3/8/2023		5th	Addison	Tired	2	2	
4857	3/8/2023		5th	Addison	Calm	4	1	
4858	3/8/2023		3rd	McGehee	Happy	3	3	
4859	3/8/2023		4th	Carver	Sad	5	1	my cousin had to stay home in i didn't because she had a ear infec
4860	3/8/2023		5th	Wilson	Tired	1	1	
4861	3/8/2023		4th	Carver	Calm	5	5	
4862	3/8/2023		5th	Addison	Tired	2	5	no
4863	3/8/2023		5th	Wilson	Tired	4	2	
4864	3/8/2023		4th	Carver	Calm	2	5	
4865	3/8/2023		5th	Wilson	Angry	4	2	
4866	3/8/2023		5th	Wilson	Angry	2	1	
4867	3/8/2023		4th	Carver	Happy	5	5	I LOVE

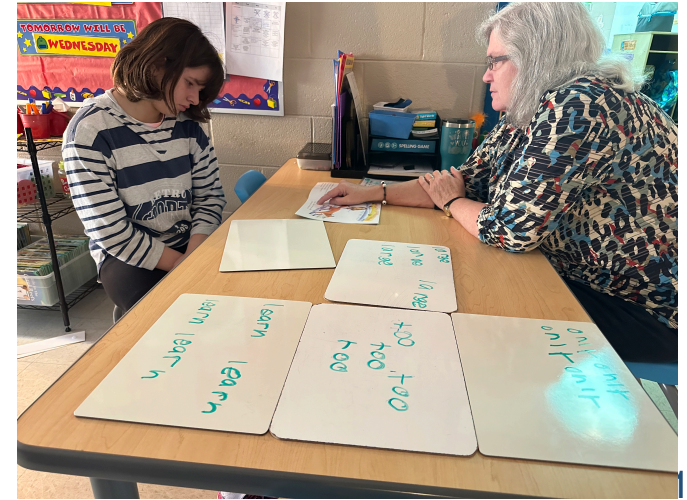
+ Form Responses 1

Explore

3: Achievement Gap

Objective 3: Reduce the percentage of students in the consolidated student group scoring novice and apprentice by 20% in all content areas.

- Sped teacher, Director of Special Education and Instructional Coach meet to review data on assessments and progress monitoring to identify students in need of additional interventions to address academic and non-academic concerns.



4: English Learner Progress

North Todd has three students designated as ELL students and does not qualify as a population.

5: Quality of School Climate and Safety

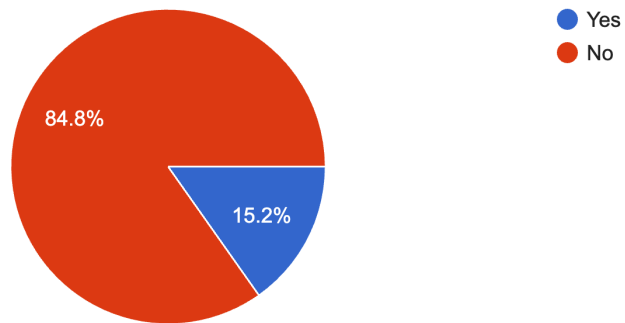
Goal 5: By May 2027, North Todd Elementary School will increase the percentage of positive student perception from 75.7% to 100% (2023 – 80.62%, 2024 – 85.46%, 2025 – 90.31%, 2026 – 95.15%, 2027 – 100%)

- Check your pulse survey
- Daily check-in with all students 3-5
- Lunch Bunch -by grade level
- Whole group counseling - ALL student PK-5
- Small group counseling - by grade level (36 Fall/36 Spring)
- Individual counseling - currently-12 /30 this year

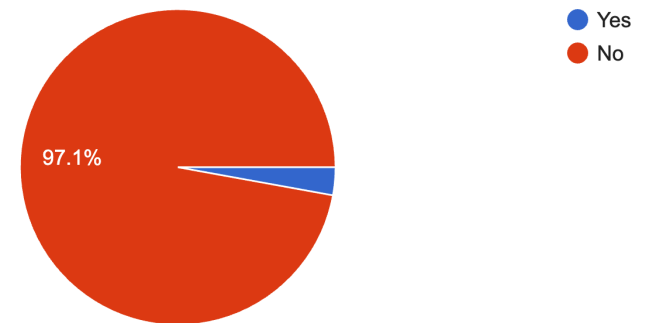
CHECK YOUR PULSE SURVEY



A student in this class has INTENTIONALLY been unkind to me this block.
526 responses

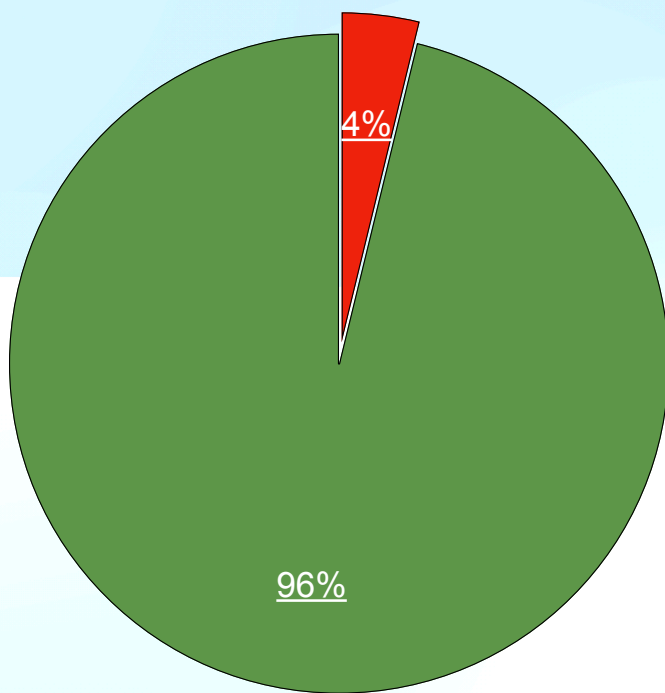


I have INTENTIONALLY been unkind to another student this block.
526 responses

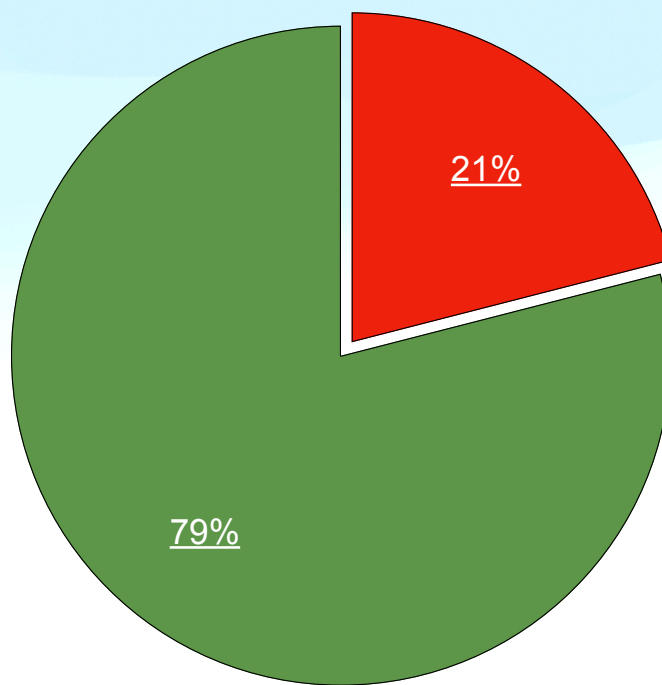


I HAVE BEEN TREATED UNKIND

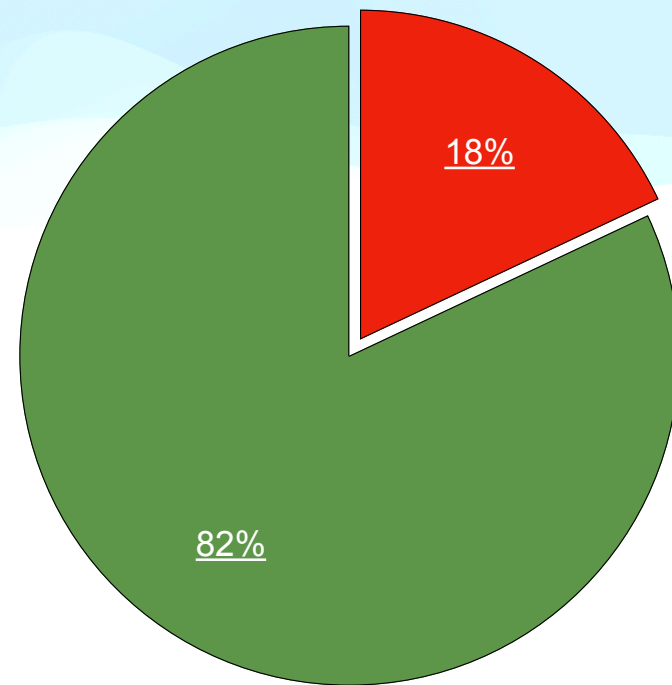
5th Grade



4th Grade

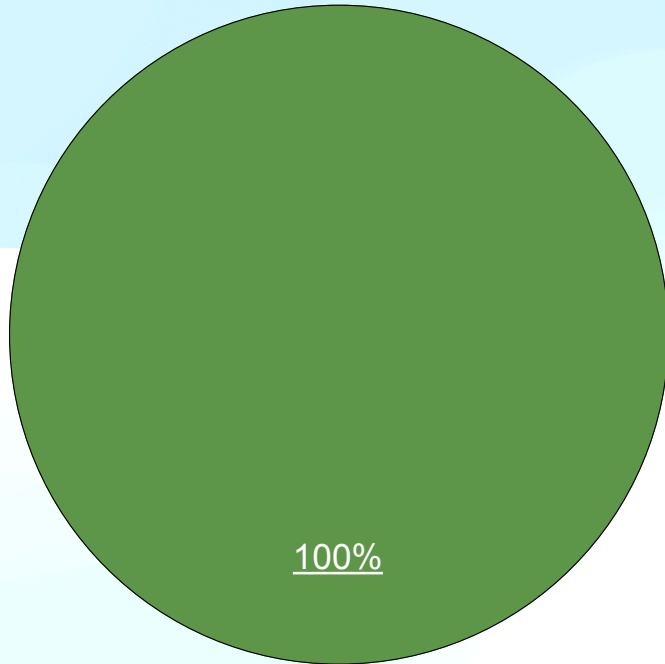


3rd Grade

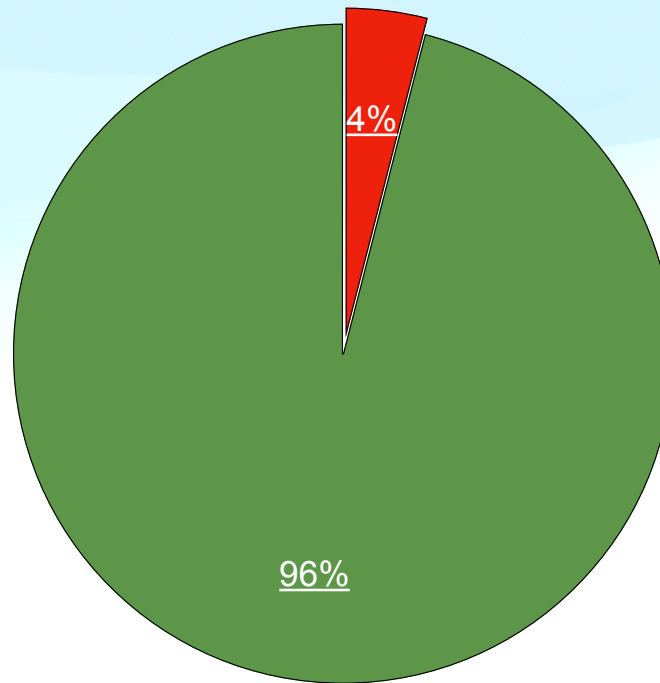


I HAVE TREATED OTHERS UNKIND

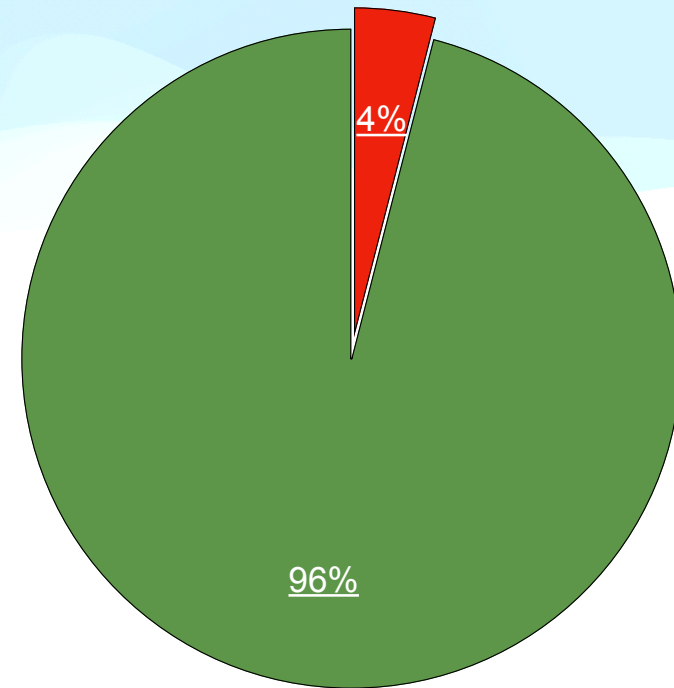
5th Grade



4th Grade



3rd Grade



5: Quality of School Climate and Safety



Coordination with Brad Hawkins to bring in his therapy dogs. Students love to read to the furry friends!



Art Club provides our students an additional opportunity to grow and show their talents.



Wellness Wednesday is an after school opportunity to explore their social emotional side.



Officer Driskill working with students in the instructional settings.

POSITIVE OFFICE REFERRALS

11688



DEVELOPING FUTURE TEACHERS

1 STUDENT TEACHER SPRING 2023

3 STUDENT TEACHERS FALL 2023



North Todd Elementary



The Wildcat Chat

Every Monday @ 5:00



A wooden signpost with a horizontal top beam and two vertical posts. The top beam has the words 'CAMP WILDCAT' carved into it in a stylized, yellow, outlined font. A circular wooden slice is mounted on the posts, featuring a blue paw print with the letters 'N', 'T', 'E', and 'S' in white. Below the slice is another horizontal beam with the word 'ROAD' carved into it in the same yellow, outlined font. The sign is set against a scenic background of a river, forest, and mountains.

CAMP WILDCAT



ROAD

The mission of NTES is to provide all students the opportunity to acquire skills necessary for success.