

# School Improvement Report 2018-2019



# Erickson School Improvement Team

## 2018-2019



**Justine  
Albig**

**Sarah  
Binder**

**Patrick  
Haugens**

**Katie  
Hayes**

**Stacy  
Johnston**

**Jenny  
Koziol**

**Rick  
McCall**

**Betsy  
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**Rachel  
Sliwa**

**Dani  
Warner**

**Layne  
Winiarczyk**

# School Improvement Goals 2018-2019

## Standards-Based Grading

DuJardin and Erickson will collaborate throughout the school year to pilot Standards-Based Grading and Reporting at each grade level. Under the guidance of the piloting teachers, grade level teams will create proficiency scales, analyze/revise assessments, and implement grading practices to be used with the standards-based report card.

## Social Emotional Learning

The School Improvement Team will support the efforts of the Character Counts program at Erickson Elementary. With a focus on nurturing the whole child, Social-Emotional learning is an integral component of education.

## Enhancing Practices in Reading

The School Improvement Team will work to locate and acquire additional resources to be used at all grade levels in the area of Reading. Using the data from Fountas & Pinnell assessments, guided reading levels will be analyzed to solidify the balanced literacy approach. Ongoing professional development will be provided to ensure best practices in reading instruction.

Setting goals is the first step in turning the invisible into the visible.  
-Anthony Robbins-



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**Eagles' Nest**

**Service Projects**

**Character Counts!**

**Connection Card**

**Pillar & Positive Character**

**SDQ Data**

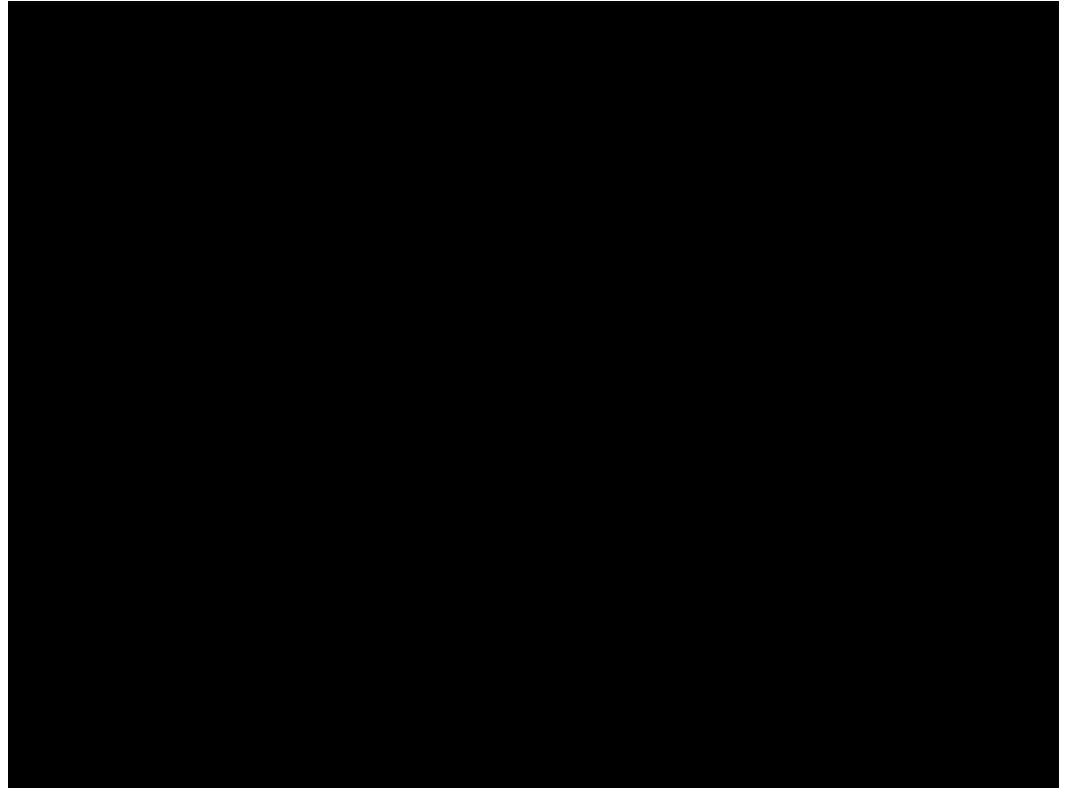
# Pillar Day & Eagle's Nest

Each student spun a wheel to determine their placement in a Character Counts! Pillar. Students received #EagleTickets throughout the year and helped their Pillar earn monthly incentives.

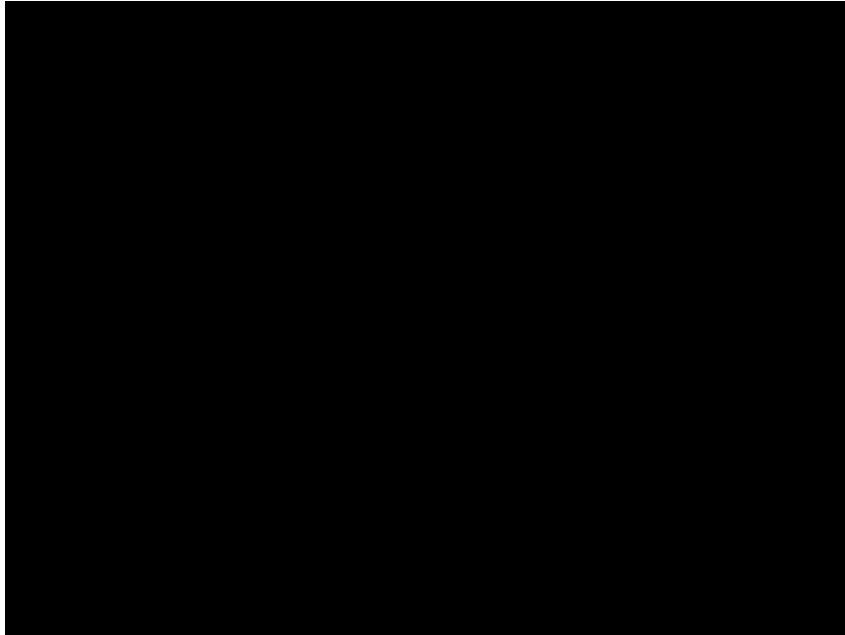
Students were also placed into an Eagle Nest (cross-grade level group that meets once a month on Early Release Days).

The goals of the Eagle Nest Program:

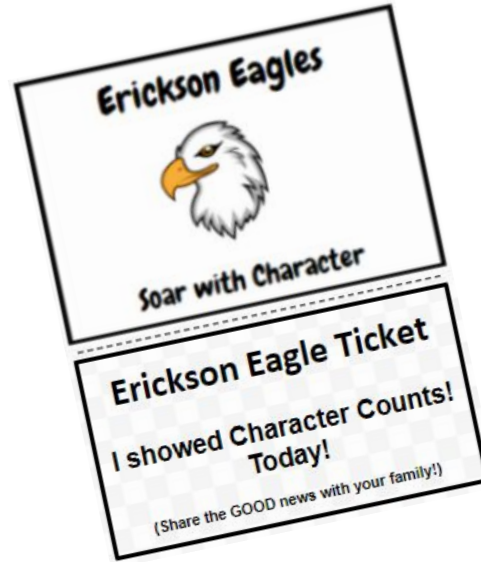
- Promote a sense of community among the entire school
- Form and maintain relationships among students across every grade level
- Impactful way to deliver a consistent Character Counts! message to all students



# Pillars & Positive Character



An “Ambassador of Character” club was formed this year. These students helped plan Character Counts! events throughout the year and incentives for showing positive character.



The Erickson faculty continued to recognize students for their positive character through the use of #EagleTickets. This year, the #EagleTicket included a portion to be taken home, so children could share the recognition with their families.



# Character Counts! Fundraisers & Events

Go Orange  
Food Drive



Recycling  
Assembly

Waste Audit



Socktober



Red Ribbon Week

Bake Sale at  
Conferences  
Craft Sale



Color a Smile

Color A Smile

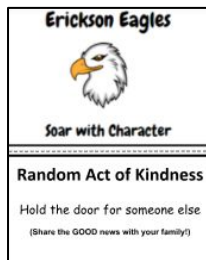
Kindness Bingo



Pop Tab War



Eagle Tickets with  
Acts of Kindness



Paws for a Cause



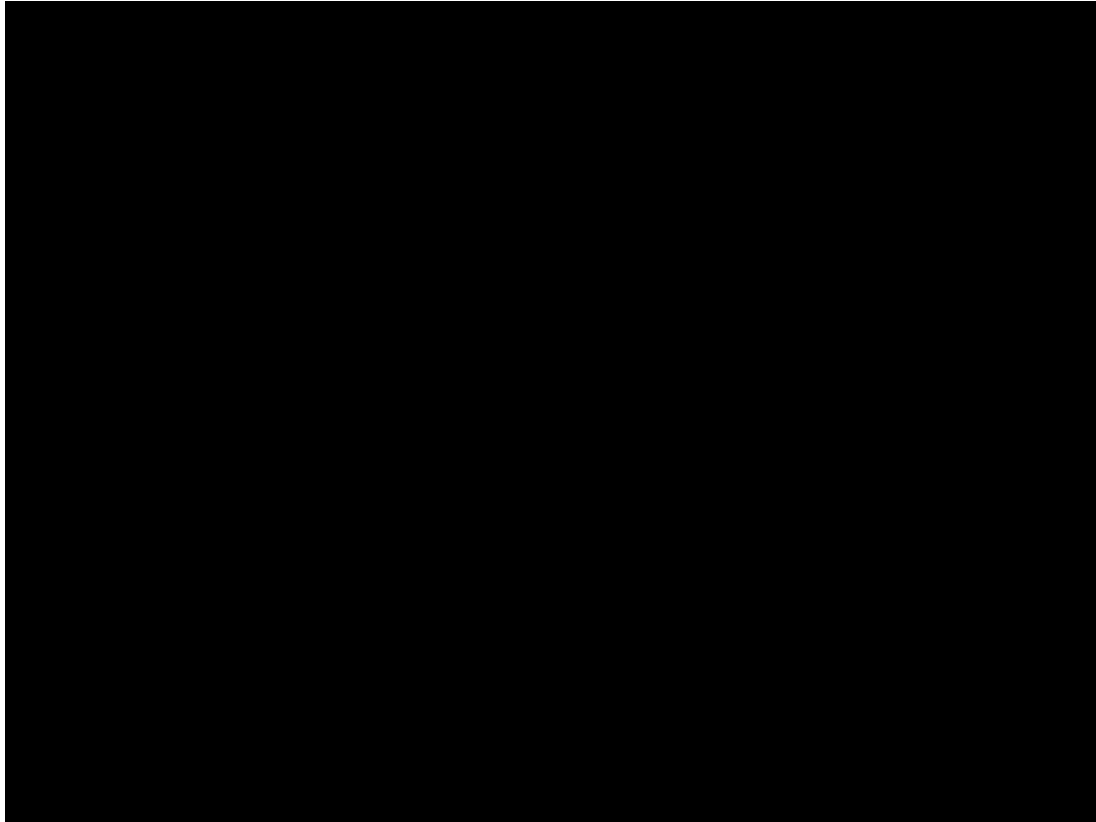
Recycle Positive  
Words and Thoughts



Light up the  
Community Blue



# Character Counts! Service Projects



**Kindergarten**

**KinderGARDEN with 3rd Grade buddies**

**1st Grade**

**Alex 's Lemonade Stand**

**2nd Grade**

**Reading with Senior Citizens**

**3rd Grade**

**Thanksgiving Feast**

**4th Grade**

**Phil 's Friends**

**5th Grade**

**Feed My Starving Children**

# Strengths and Difficulties Questionnaire (SDQ)

## Social & Emotional Screener

Teachers complete the Strengths and Difficulties Questionnaire in the Fall (October) and the Spring (March).

An overall rating is shared with teachers, as well as specific areas (emotional symptoms, conduct problems, hyperactivity/inattention, peer relationships, prosocial behavior). The results are shared and discussed within grade levels. As needed, additional support from the Social Worker or other support staff members is implemented.

This year, we have worked to determine if there are any behavioral patterns. The data has also been analyzed to determine if the interventions implemented are effective or if there is a need to be adapted to meet the needs of our students.

	2016-2017		2017-2018		2018-2019		Interventions
	3rd Grade		4th Grade		5th Grade		
	Fall	Spring	Fall	Spring	Fall	Spring	
							IEP; has SWK; has BIP
							IEP; has SWK; has BIP
							tier 2 SWK; point sheet for data; problem solving meeting
							504 Plan; has SWK; punch card
STUDENT NAMES				MOVED	MOVED	MOVED	
			LASSO	LASSO	LASSO	LASSO	
							phone calls homes-positives prior to learning
							IEP; has SWK; has BIP
			MOVED	MOVED	MOVED	MOVED	
							IEP; has SWK; point sheet
							IEP; has SWK; various incentive programs
							punch card
							IEP; has SWK
							IEP
							contact with SW--point sheet--
							SW consult--one time
					NEW		IEP; has SWK; has BIP
							Communication to parents
			NEW			lunch bunch group	
					NEW	IEP; has SWK; has BIP	

# Connection Card Survey

## Do you have at least one good friend?

	Fall	Spring
Kindergarten	92.6%	100%
First Grade	100%	100%
Second Grade	96.3%	98.6%
Third Grade	100%	100%
Fourth Grade	98.8%	100%
Fifth Grade	97.6%	98.8%
<b>Overall</b>	<b>97.5%</b>	<b>99.5%</b>

The Connection Card Survey is administered two times a year.

# Connection Card Survey

**Do you feel there is at least one adult in the building that you can trust?  
(a person you can talk to)**

	Fall	Spring
Kindergarten	100%	100%
First Grade	97.7%	98.8%
Second Grade	97.4%	100%
Third Grade	97.5%	92.4%
Fourth Grade	96.4%	95.3%
Fifth Grade	92.7%	91.3%
<b>Overall</b>	<b>96.9%</b>	<b>96.3%</b>

The Connection Card Survey is administered two times a year.

# Connection Card Survey

## Do you feel like you belong at Erickson?

	Fall	Spring
Kindergarten	100%	100%
First Grade	100%	92.7%
Second Grade	94.7%	97.1%
Third Grade	97.5%	98.7%
Fourth Grade	97.6%	96.4%
Fifth Grade	96.4%	90%
<b>Overall</b>	<b>97.7%</b>	<b>95.8%</b>

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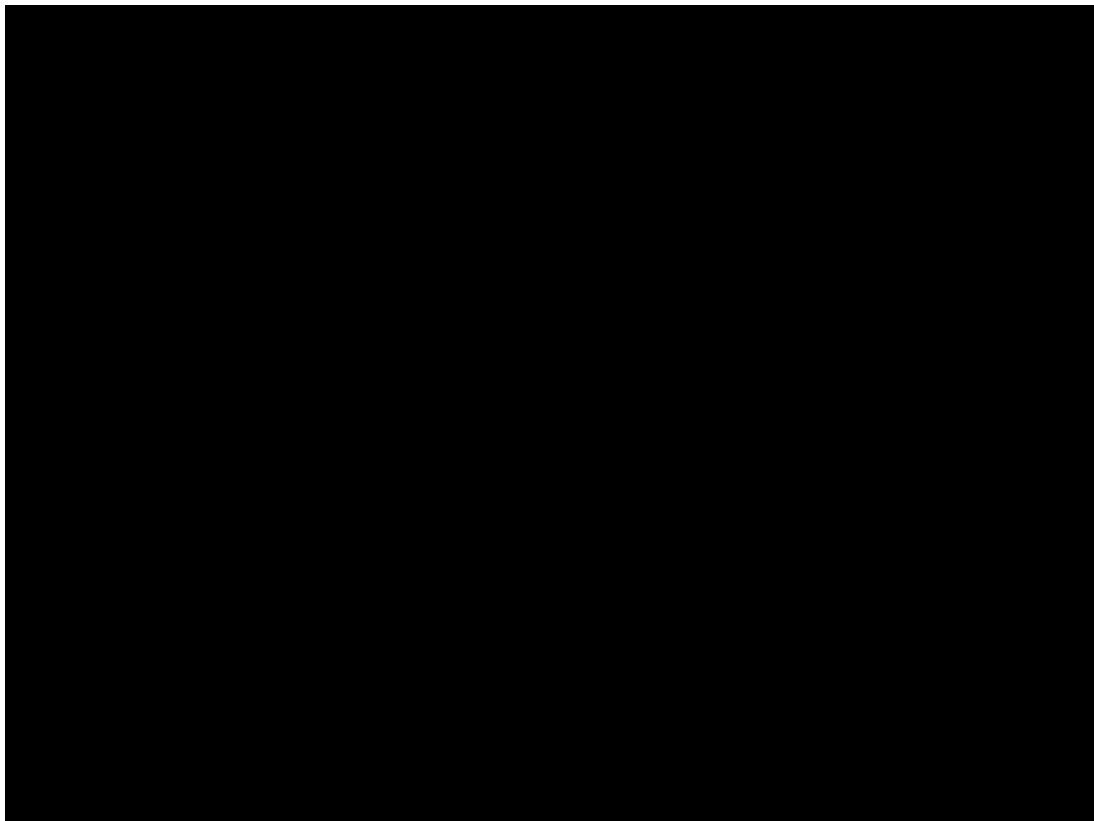
## **Enhancing Practices in Reading**

The School Improvement Team will work to locate and acquire additional resources to be used at all grade levels in the area of Reading. Using the data from Fountas & Pinnell assessments, guided reading levels will be analyzed to solidify the balanced literacy approach. Ongoing professional development will be provided to ensure best practices in reading instruction.



# New Student Resources

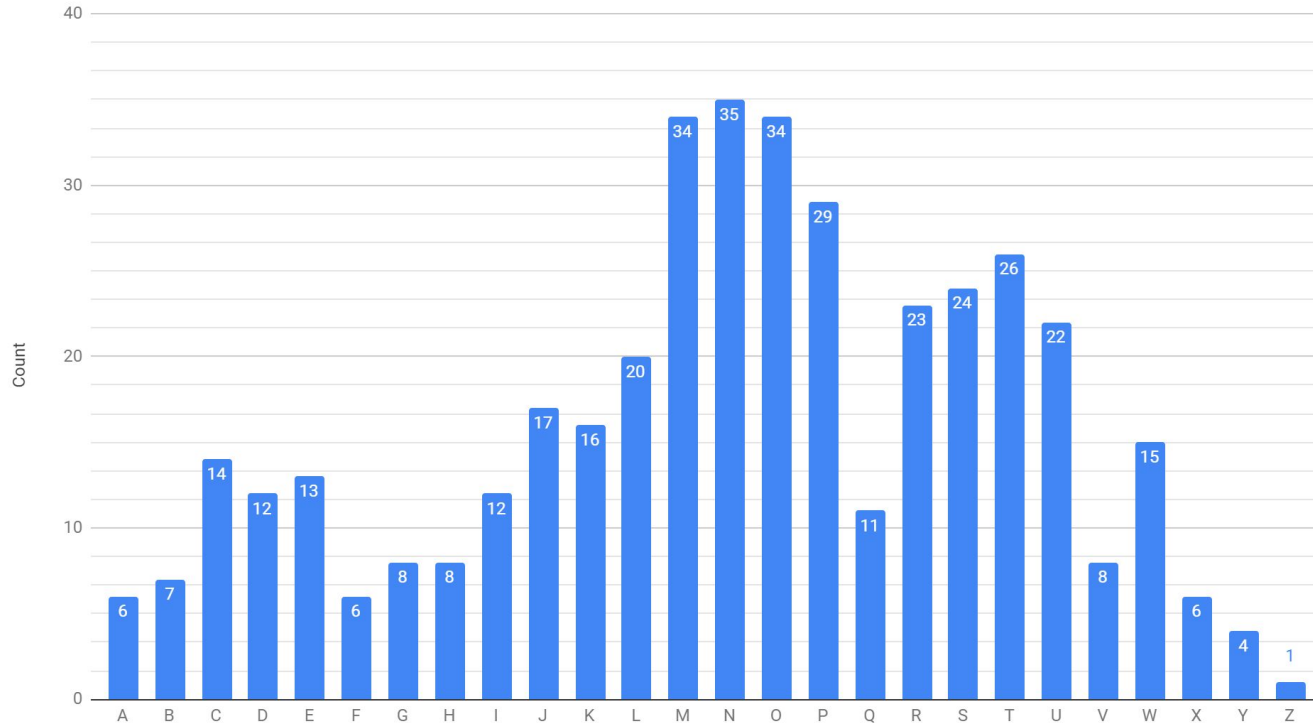
**In an effort to support all learners, additional resources were purchased throughout the year. Various genres and levels were added to the Lit Center collection to supplement and enhance reading instruction throughout the grade levels.**





# Fountas & Pinnell Reading Levels Data

F & P Levels Fall 2018

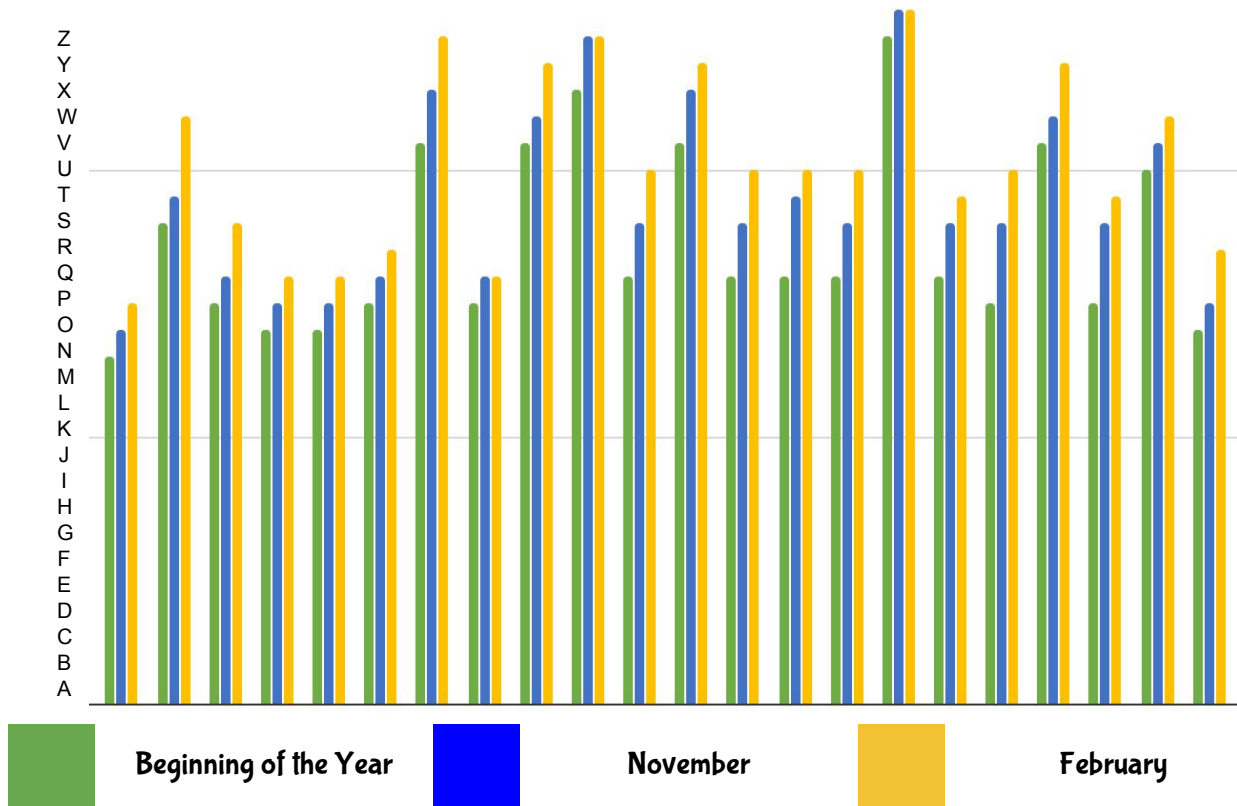


**At the beginning of the school year, all classroom teachers assessed their students using the Fountas & Pinnell Benchmark Assessment System (BAS).**

**The graph shows the number of students at each reading level. Progress has been monitored throughout the year, and end of the year data will be analyzed to determine growth.**

# Fountas & Pinnell Reading Levels Data

Each class was monitored throughout the year, and individual student growth was analyzed. Teachers used this information to ensure that students were working with reading material at an appropriate instructional level.



# Guided Reading Plan Sheets

Text Level and Skill Based Questions

Print Skills

Comprehension

Skill Work

Guided Reading Plan  
Level N

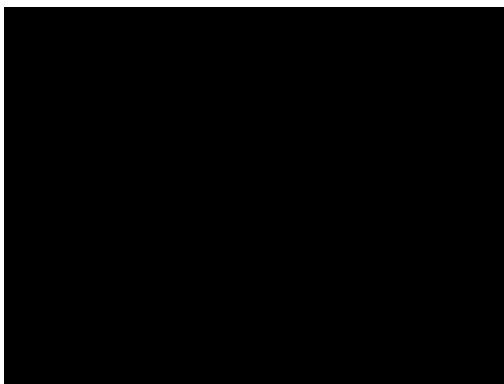
Week of: \_\_\_\_\_

Group: \_\_\_\_\_

Text: \_\_\_\_\_

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<b>Monitoring Understanding</b> <b>Solving Word Meaning Using Multiple Sources</b> <ul style="list-style-type: none"> <li>• Pictures, Context, Graphics, Background Knowledge</li> <li>• Use context of paragraph to determine the meaning of a word</li> </ul>	<b>Predicting</b> <ul style="list-style-type: none"> <li>• Using text structure</li> <li>• Based on evidence from the text and character traits</li> <li>• Justify predictions using evidence</li> </ul>	<b>Analyzing</b> <ul style="list-style-type: none"> <li>• Aspects of historical fiction, biography, fantasy, nonfiction</li> <li>• Organizational structure (description, cause/effect, sequence, problem/solution)</li> <li>• Aspects of a writer's style</li> <li>• Figurative language</li> </ul>
<b>Maintains Understanding</b> <ul style="list-style-type: none"> <li>• Find key details</li> <li>• Summarizes</li> <li>• Use graphics and text features as tools for understanding</li> </ul>	<b>Connecting</b> <ul style="list-style-type: none"> <li>• Background Knowledge</li> <li>• Story structure</li> <li>• Between similar texts</li> <li>• Define type of connection (topic, content, genre, writer)</li> </ul>	<b>Identifying</b> <ul style="list-style-type: none"> <li>• Main idea, supporting details</li> <li>• Problem and solution in a story</li> <li>• Message in a longer story with many episodes</li> <li>• compare/contrast character's points of view</li> </ul>
<b>Process complex sentences with clauses (15+ words)</b> <b>Use parts of speech (verb, adjective, verb) to categorize vocabulary words/story structure</b> <b>Varying reading rate and pace to problem solve print issues</b>	<b>Synthesizes Information</b> <ul style="list-style-type: none"> <li>• Demonstrate changing perspective as story unfolds</li> <li>• Synthesize information across longer and complex texts</li> <li>• Express changes in ideas after reading a text</li> </ul>	<b>Author's Purpose</b> <b>Writer's Style</b> <b>Text Features</b> <ul style="list-style-type: none"> <li>• Bold words, captions, font, italic</li> </ul>
<b>Skill/Strategy Focus</b>	<b>Inferring</b> <ul style="list-style-type: none"> <li>• Infer feelings and motivations of character through reading dialogue</li> <li>• Cause and effect influencing character feelings in a text</li> <li>• Distinguish between the reader's and author's point of view</li> <li>• Infer message/big idea in a text</li> <li>• Infer setting, character traits, theme using evidence from the text</li> </ul>	<b>Critiquing</b> <ul style="list-style-type: none"> <li>• State opinion and give reasons / examples from the text</li> </ul>
<b>Teaching points</b>		
<b>Comments</b>		

Guided Reading Plan Sheets were developed in order to provide teachers with a consistent and efficient approach to planning Guided Reading groups.



Anecdotal Notes

**Comprehension Questions for Leveled Text**

Level N Comprehension Questions	
Fiction	Nonfiction
<b>Predicting</b> <ul style="list-style-type: none"> <li>• What can you predict will happen based off of the character's traits?</li> <li>• Where in the text can you prove or disprove your prediction was correct?</li> <li>• What do you predict will happen next based on how the story is developing?</li> <li>• What prediction can you make about the outcome?</li> <li>• How can you support your predictions with evidence from the text or your personal experience?</li> </ul>	<b>Predicting</b> <ul style="list-style-type: none"> <li>• What predictions can you make based on what you already know about the topic and the type of text?</li> <li>• Where do you think you will learn from this book based on what you already know about _____ (pages)? After reading this part of the book?</li> </ul>
<b>Using Information</b> <ul style="list-style-type: none"> <li>• What is happening in the sequence of pictures?</li> <li>• Looking at the chapter titles and/or section headings, what do you think will happen in this text?</li> <li>• What information can be found in the illustrations to support your understanding of the story?</li> </ul>	<b>Using Information</b> <ul style="list-style-type: none"> <li>• What information can be found in the illustrations or other graphics to support your understanding of the text?</li> <li>• Looking at the Table of Contents, glossary, or index, what information can you find in this text?</li> <li>• What information did you get from the facts, captions, or diagrams?</li> <li>• What did you learn on this page? Through graphics? Through text/words?</li> </ul>
<b>Summarizing</b> <ul style="list-style-type: none"> <li>• What are the important events, problems, and solutions that happened in the story and how did they affect the ending?</li> <li>• What is happening in the story up to this point?</li> </ul>	<b>Summarizing</b> <ul style="list-style-type: none"> <li>• What are the important ideas or events in the text and how are they related?</li> </ul>
<b>Making Connections</b> <ul style="list-style-type: none"> <li>• What types of connections have you made to the text? (i.e. topic, content, writer, type of story, etc.)</li> <li>• Does reading about _____ (topic) remind you of anything in your life?</li> <li>• What connections can you make to other books about _____?</li> <li>• Have you read or heard books read about _____ (topic)? How were they alike?</li> </ul>	<b>Making Connections</b> <ul style="list-style-type: none"> <li>• What types of connections have you made to the text? (i.e. topic, content, writer, type of story, etc.)</li> <li>• Does reading about _____ (topic) remind you of anything in your life?</li> <li>• What connections can you make to other books about _____?</li> <li>• Have you read or heard books read about _____ (topic)? How were they alike?</li> </ul>
<b>Synthesizing</b> <ul style="list-style-type: none"> <li>• How did the character's perspective change as the story has unfolded? How did your perspective as the reader change?</li> <li>• What have you learned new about this book from pictures or the words? Show me in the book. Find evidence in the text.</li> </ul>	<b>Synthesizing</b> <ul style="list-style-type: none"> <li>• After reading the text, what are the larger ideas you have taken away from the text?</li> <li>• How are your ideas about (topic) changed after reading this text? If so, how?</li> <li>• What have you learned new about this book from pictures or the words? Show me in the book. Find evidence in the text.</li> </ul>
<b>Inferring</b> <ul style="list-style-type: none"> <li>• Why was _____ (event) so significant?</li> <li>• After thinking about what has happened in the text and your thoughts about it, are there other ways a reader might think about what happened?</li> <li>• What caused the problem or outcome in the text?</li> </ul>	<b>Inferring</b> <ul style="list-style-type: none"> <li>• Why was _____ (event) so significant?</li> <li>• After thinking about what has happened in the text and your thoughts about it, are there other ways a reader might think about what happened?</li> <li>• What caused the problem or outcome in the text?</li> </ul>

**Comprehension Questions for Leveled Text**

<b>Inferring</b> <ul style="list-style-type: none"> <li>• How did the character change across the story? What are possible reasons that led to the change?</li> <li>• What events led to the problem of the story? How are they related?</li> <li>• Why was _____ (event) so significant to the story?</li> <li>• After thinking about what has happened in the story and your thoughts about it, are there other ways a reader might think about what happened?</li> <li>• What traits have you discovered the character has? What evidence from the story supports your thinking?</li> <li>• What is the big idea or message of the text?</li> <li>• After reading what the character's said, how do you think they feel?</li> <li>• What caused the character to feel, think, or act the way he/she does? Find evidence.</li> <li>• What caused the character to do something in the story? Find evidence.</li> <li>• What kind of person is the character? What have you learned about them from their actions? Show how you know using the book. (text evidence)</li> </ul>	<b>Inferring</b> <ul style="list-style-type: none"> <li>• What is the author's purpose for writing this story?</li> <li>• Did you notice any figurative language in the story? How did it add to the meaning or enjoyment of the story?</li> <li>• What is the relationship between the setting and the plot?</li> <li>• What did you notice about how the writer assigned dialogue?</li> <li>• What did you notice about the language the author used? How did it add to your enjoyment or understanding?</li> <li>• What genre is the book (i.e. fantasy, realistic fiction, traditional literature)? How do you know?</li> <li>• Did the author use description in the story? Show or talk about where this happened in the text.</li> <li>• Did the author compare and contrast characters in the book? Show or talk about where this happened in the text.</li> <li>• Where did the problem get resolved in the story? Show me in the book.</li> </ul>
<b>Critiquing</b> <ul style="list-style-type: none"> <li>• How did the author make the text enjoyable?</li> <li>• How could the characters have behaved differently?</li> <li>• Do the illustrations help the reader understand the story better? How so?</li> <li>• What judgment can you make about a character or event in the text? Explain your judgment.</li> </ul>	<b>Critiquing</b> <ul style="list-style-type: none"> <li>• Do the illustrations help the reader understand the story better? How so?</li> <li>• How do you agree or disagree with ideas in the text?</li> <li>• How you changed your mind after read this text? How so or how not?</li> <li>• What do you think of this book? What was interesting about it?</li> <li>• What did you think of the pictures? Can you show me one and talk about what you thought about it?</li> </ul>

*Italicized questions are newly introduced*



# *Erickson Elementary Educating and Inspiring the Future*



# Moving Forward...



## Collaboration

**Standards–Based Grading**

**Reading Conferences and Goal Setting**



## Relationships

**Classroom Community**

**Eagles Nest**