



Erickson & DuJardin SIP Goal Update

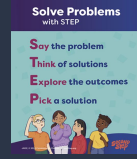


Relationships



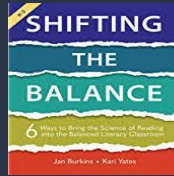
Continue to work on relationships & connections within the building to ensure staff and students have a sense of belonging & encourage positive relationships among students and staff.

Second Step



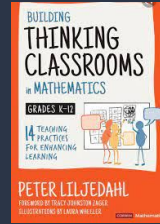
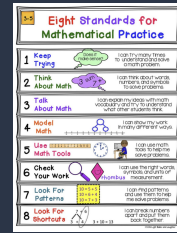
Implement the second step program that supports the vision of DuJardin & Erickson to ensure *Children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions*” *Excerpt from - Permission to Feel.*

Reading



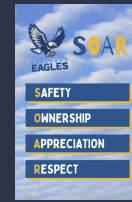
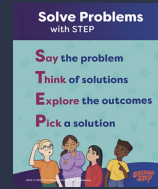
Build common language with a new reading component focused on early literacy that facilitates a systematic approach to teaching phonics skills and phonological awareness.

Math



Build thinking classrooms by increasing the amount of time students are asked to think and solve problems, without direct teaching or guidance from the teacher. Increase awareness of problems on the IAR math assessment. Develop differentiated lessons according to the data

Relationships & Second Step

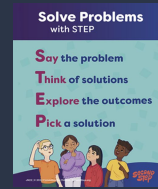


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RELATIONSHIPS

- School Wide Expectations following the synonym SOAR at Erickson (Safety, Ownership, Appreciation and Respect) and LEAD (Be Respectful, Be Responsible, Be Caring) at DuJardin
- Expectations posted throughout the building
- Teachers incorporated the SOAR/LEAD language when talking to students
- Erickson had a kick-off assembly in the beginning of the year, with a follow up assembly in January and April. DuJardin had a kick-off assembly in the beginning of the year, with follow-up presentations in the classroom
- Erickson Eagle Nests continue monthly with a focus on SOAR
- Eagle/PAWsitive Tickets used to reward students for showing SOAR/LEAD behavior

Relationships & Second Step



Implement the second step program that supports the vision of DuJardin & Erickson to ensure *Children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions*" Excerpt from - *Permission to Feel*.

SECOND STEP

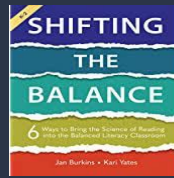
- Growth Mindset & Goal Setting
- Empathy/Kindness

- Emotional Regulation
- Problem Solving

OnGoing throughout the year:

- Bi-Weekly lessons
- Sense of belonging for all students (Connection Card Survey)
- Buddies by grade level (tech & reading buddies)
- Service-orientated clubs: Kids of Character, Student Council, Student Ambassadors, Peer Mediation, Student Led Clubs
- Monthly service/fundraising opportunities

Reading

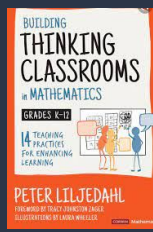
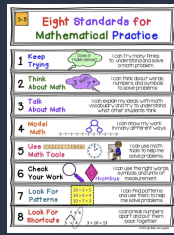


Build common language with a new reading component focused on early literacy that facilitates a systematic approach to teaching phonics skills and phonological awareness.

FUNDATIONS

- **K-1 staff have been trained in Foundations at both DuJardin & Erickson:**
 - 20 minutes of phonics/phonemic awareness each day.
 - Both schools had staff participate in a book study on **SHIFTING THE BALANCE**
 - Phonemic Awareness and Phonics
 - Decodable readers
 - High Frequency word instruction
 - Rethinking the MSV cueing system
 - Core Knowledge
- **Staff are sharing resources & best practices related to the “Science of Reading”**
- **All this work is preparing us for the new CKLA, Amplify curriculum for next year**

Math



Build thinking classrooms by increasing the amount of time students are asked to think and solve problems, without direct teaching or guidance from the teacher. Increase awareness of problems on the IAR math assessment. Develop differentiated lessons according to the data

MATH

- Book study on the book *Building Thinking Classrooms* in Math, led by our math specialist, Nanci Greene, which focused on a variety of instructional practices that focused on students building stamina and enthusiasm to think, engage, collaborate and persevere in math.
- Visited WF to observe some of these practices in action
- Implemented strategies into classroom instruction
- Focused on Math Priority Learning Standards (a breakdown of the Math Common Core Standards)
- Reviewed Illinois Assessment for Readiness (IAR) data to see where our students need support in the Priority Standards and created math extended response questions to mirror IAR
- Planned math labs using this data as well as the MAP Assessment to differentiate instruction during weekly math labs
- A math consultant, Cheryl Beasley, presented to staff multiple times throughout the school year on: Priority Learning Standards, using data to drive instruction, Math Talks and Math Assessment alignment