

Erickson School Improvement Goals 2020-2021

CONNECT

- Eagle Nest
- Classroom Community
- Character Counts! Effort

CONTRIBUTE

- Standards Based Grading
- Small Group Instruction
- Differentiation

COMMIT

- Commit to giving 100%
- Commit to improving
- Commit to caring for others
- Commit to staying positive

CARE

- For Students
- For Team
- For Community
- For Self

February 2021 Bloomingdale School Board Erickson School Improvement Goals Update

July, August, & September: At the start of the school year, the Erickson School Improvement Team focused on procedures and practices that would support Full Remote Instruction and the transition to In Person Learning, with Modifications. A majority of the School Improvement Team are members of the Standards Based Grading committee which met in July & August to collaborate with DuJardin Elementary School and bring consistency between the two schools related to the Bloomingdale School District Return to Learn Plan. Erickson conducted MAP reading & math assessments, as well as, a new MAP Reading Fluency assessment for first & second grade students. After administering the MAP Fluency assessment, the reading specialist met with grade level teams to analyze results & provide recommendations for classroom instruction. The School Improvement Team selected words as the basis of their school improvement efforts for the year. The words, *#Connect*, *#Contribute*, *#Commit*, & *#Care* were selected as the focus for the year.

October & November: The School Improvement Team focused on reading instruction and supporting the needs of students in small groups and interventions. The reading specialist met multiple times with all grade levels in October & November to support reading instruction and identify best practices related to assessing student reading levels & delivering instruction during Full Remote Learning and In Person Learning, with Modifications. Erickson moved to more computerized reading programs to deliver RTI interventions. Interventionists were trained on a variety of computerized reading programs such as Reading Plus, Read Naturally, & Lexia. Students were placed in intervention groups based on their Fall Map scores, previous MAP results, classroom performance, & teacher recommendations. Grade level teams met with the reading specialist and other related service staff to review data related to reading and math. Teams also discussed social & emotional supports for students struggling with remote learning, maintaining friendships, & regulating emotions.

December & January: The School Improvement Team saw a need to provide math supports for students struggling with math in the classroom. Mrs. Johnston took the lead related to identifying students who would benefit from additional support, organizing resources, and scheduling interventions. Due to limited time during the school day, math interventions were scheduled for after school from 3:00 pm - 3:45 pm. First and second grade students were reassessed with the MAP Fluency assessment. Teachers analyzed results from the assessment and made adjustments to instruction for specific students based on results. The math diagnostic kit, a supplemental resource aligned with the EnVision Math program, was selected as the resource for intervention groups. Mrs. Johnston collaborated with classroom teachers to identify the topics and lessons that would be delivered during intervention groups. Fifth grade students from both DuJardin and Erickson worked on a collaborative conservation project between Erickson & DuJardin. Mrs. Frattinger is working with the PTO from each school to organize this collaborative project.

February: Third, fourth, and fifth grade staff were provided professional development related to Khan MAP Accelerator, a personalized learning tool, that connects student MAP scores to generate learning pathways for students that include lessons, instructional videos, and practice problems. Teachers have introduced MAP Accelerator with their classrooms, with the expectation that students will complete a certain number of minutes each. Erickson is currently working on an incentive program and a way to recognize students for progressing on their pathways. The online Paper Tutoring program was also introduced to teachers this past month. Third - Fifth grade teachers have started to implement the resource with students. A follow-up meeting with teachers will occur later this month.