DuJardin & Erickson Elementary Schools School Improvement Goals 2023-2024
Goal Update: February 2023

DJ/ER Academic Goal 1 - Reading

ELA Goal Statement:
Implement CKLA (Core Knowledge Language Arts) with fidelity ensuring that the lessons are delivered as intended.

How will we determine success?
Increase overall 3rd-5th grade IAR Reading Achievement <u>by 5%.</u>

2023 Reading IAR Data (% Met & Exceeded Standards):

	Erickson	DuJardin
3rd Grade-	49.4%	45%
4th Grade -	71.4%	45%
5th Grade -	66.4%	77%
Overall Data:	**63%**	**55%**
Goal:	**68%**	**60%**

Action Steps:
- Align CKLA to Standards Based Grading
  - **DJ and EE grade level teams met to align CKLA assessments**
  - **DJ and EE grade level teams meet monthly to discuss scope and sequence related to CKLA**
- Grade Level Articulation
  - **Teams meet weekly to discuss CKLA lesson plans, assessments and student progress**
- Vertical Alignment
  - **Monthly School Improvement Meetings have focused on vertical articulation & best practices related to CKLA**
- Instructional rounds
  - **Reading specialist observing and providing feedback to classroom teachers (EE)**
  - **Teachers observing other teachers instructing CKLA (EE)**

DJ/ER Academic Goal 2 - Math

Math Goal Statement
Ensure all students master grade level standards, with an emphasis on priority standards, by the end of the year.

How will we determine success?
Increase overall 3rd-5th grade IAR Math Achievement <u>by 10%.</u>

Action Steps
- Fact Fluency
  - **Assessed students in grades K-5 on their fact fluency (EE)**
  - **Students created fact fluency goals (EE)**
  - **Created a family fact fluency website of resources for families to practice math facts**

2023 Math IAR Data (% Met & Exceeded Standards):		
	Erickson	DuJardin
3rd Grade-	41.8%	39%
4th Grade -	44.2%	23%
5th Grade -	46.2%	50%
Overall Data:	**44%**	**37%**
Goal:	**54%**	**47%**

(EE)
- Number Sense
- Assessments & [Math Tasks: IAR Type Problems I, II, III](#)
  - **Grade levels included IAR type math tasks to topic assessments**
  - **Grade levels met and reviewed expectations, rubrics, and scored IAR type math tasks**
  - **Family IAR type math tasks are posted in the Family Newsletter (EE)**
- Thinking Classroom Strategies
  - **Focus on stamina, perseverance, collaboration & communication**
- Priority Standards
  - **Focused on during Math Labs/WIN Time**
- Math Differentiation
  - **WIN Time (What I Need)**
  - **Math Interventions**
  - **ACC Math Students**
  - **IXL/MAP Acceleration differentiated daily practice**
- Data Dig: IAR/MAP
  - **Teachers analyzed Fall & Winter MAP data to drive instruction**
- Vertical Articulation
  - **Monthly School Improvement Meetings have focused on vertical articulation & best practices related to Math**

DJ/ER Social-Emotional Goal 1 - Attendance

Foster collaboration and develop relationships to enhance the safety, connectedness, and well-being of our students and staff.

Goal Statement	Action Steps

Develop attendance procedures that will encourage students (and families) to be in attendance daily and therefore will contribute to students' overall academic success.

2022-2023 Attendance Data

Number of students absent for more than 5% (or 9 out of 176 days) of the school year:
- **Erickson:** 61% of students were absent 5% or more of the school year
- **DuJardin:** 56% of students were absent 5% or more of the school year

Number of students absent for more than 10% (or 18 out of 176 days) of the school year:
- **Erickson**: 23% of students were absent 10% or more of the school year.
- **DuJardin:** 15% of students were absent 10% or more of the school year.

How will we determine success?
Improved attendance based on the 22-23 attendance data.
February 2024 Attendance Update

August-January 2023- 2024 Update
- 10% or more (10 or more days):
  - Erickson: **~17% of students**
  - DuJardin: **~13% of students**
- 15% or more (15 or more days of absences):
  - Erickson: **~4% of students**
  - DuJardin: **~3% of students**
- 20% or more (20 or more days of absences:
  - Erickson: **~1% of students**
  - DuJardin: **~0% of students**

- Develop common truancy procedures between the elementary buildings. **(completed)**
- Report to the school community, parents and teachers, the 2022-2023 attendance statistics. **(completed)**
  - **Included a section in the parent newsletter that promotes the importance of school attendance**
- Review the truancy policy with families and teachers. **(completed)**
  - **Included a section in the parent newsletter that promotes the importance of school attendance**
- Monitor student attendance, including paying close attention to students who had chronic student attendance issues during the 22-23 school year. **(on-going)**
- Send home truancy/attendance reports for students who have been absent 10% or more of the school year.. **(on-going: sent home truancy reports to families at the end of each month)**
- Implement interventions for students and families of chronically absent students. **(on-going)**
- Fill out county truancy referrals for the few families who are consistently chronically absent **(on-going)**

Erickson: Social-Emotional Goal 2 - Positive School

Climate

Foster collaboration and develop relationships to enhance the safety, connectedness, and well-being of our students and staff.

Goal Statement
Develop practices to contribute to a positive school culture at Erickson.

How will we determine success?
- Review historical data and create conclusions and goals based on the data
- Connection Card Survey Results

How many responded YES?	One Friend?	Trusted Adult?	Belong?
Kindergarten	43/43- 100%	43/43-100%	43/43- 100%
1	60/60 - 100%	60/60 - 100%	59/60 - 98%
2	69/70-99%	68/70-97%	65/70-93%
3	76/79 - 96%	76/79 - 96%	70/79 - 89%
4	77/78-99%	76/78-97%	75/78-96%
5	80/81-99%	80/81-99%	77/81 -95%

Action Steps
- Second Step Bully Prevention/Positive school culture lessons during Eagle's Nest
  - **Lessons included: recognizing bullying, reporting bullying, refusing bullying, bystander power**
- Review definitions of bully behavior, unkind behavior and being a bystander with students, staff, families.
  - **Lessons during Eagle's Nest**
  - **Students participated in Kindness week focusing on Kind/Unkind behavior**
  - **Information placed in the Erickson Express Newsletter (see the Newsletter for information shared with parents)**
- School-wide SOAR Expectations (2nd Year). Students and staff know and understand Erickson's Expectations: Safety, Ownership, Appreciation, Respect
  - **SOAR 4 - students respond to this statement (quiet voices, listening ears, eyes on the speaker, body still)**
  - **Expectation Matrix's posted around the school (hallway, bathroom, lunch, recess, bathroom, etc.)**
  - **Students are able to clearly state student expectations**
  - **Eagle Tickets are passed out to students who are showing SOARing behavior**
- SOAR assemblies throughout the school year that outline school

	expectations. Include the bully prevention/positive school climate expectations during the assemblies. **All school assemblies in September and January** ● Connection Card Survey Results from 22-23 indicated that NEW students needed help making connections with other students and staff **5th Grade Ambassadors created to partner with NEW students** **Monthly activities are held with ambassadors and new students to help connect new students with peers and resources** RESOURCES https://www.stopbullying.gov/prevention/rules

DuJardin: Social-Emotional Goal 2 - Positive School Climate

Foster collaboration and develop relationships to enhance the safety, connectedness, and well-being of our students and staff.

Goal Statement Develop practices to contribute to a positive school culture at DuJardin.	**Action Steps** ● Increase the number of opportunities students have to interact with other students outside their classroom & grade level. ● 3 Assemblies (Sept, Jan, May) **September Assembly to introduce Jaguar Dens** **We removed the January assembly due to scheduling conflicts** ● Jaguar Den (Oct, Nov, Feb, & Mar) **Complete all Jaguar Dens in**
How will we determine success? ● 100% of students indicate YES on the Connection Card Survey (Spring)	

	Oct, Nov, & Feb
	● Winter Wonderland (Dec)
	   ○ **Completed Winter Wonderland in December**
	
	Other related action steps to build a positive school culture:
	● Continue to teach and reinforce the Second Step Lessons
	   ○ **OnGoing**
	● Continue principal Read Alouds
	   ○ **OnGoing**
	● Continue principal classroom visits
	   ○ **Completed grade level meetings instead of classroom visits for the fall**