

Du Jardin & Erickson  
School Improvement Goals  
2021-2022

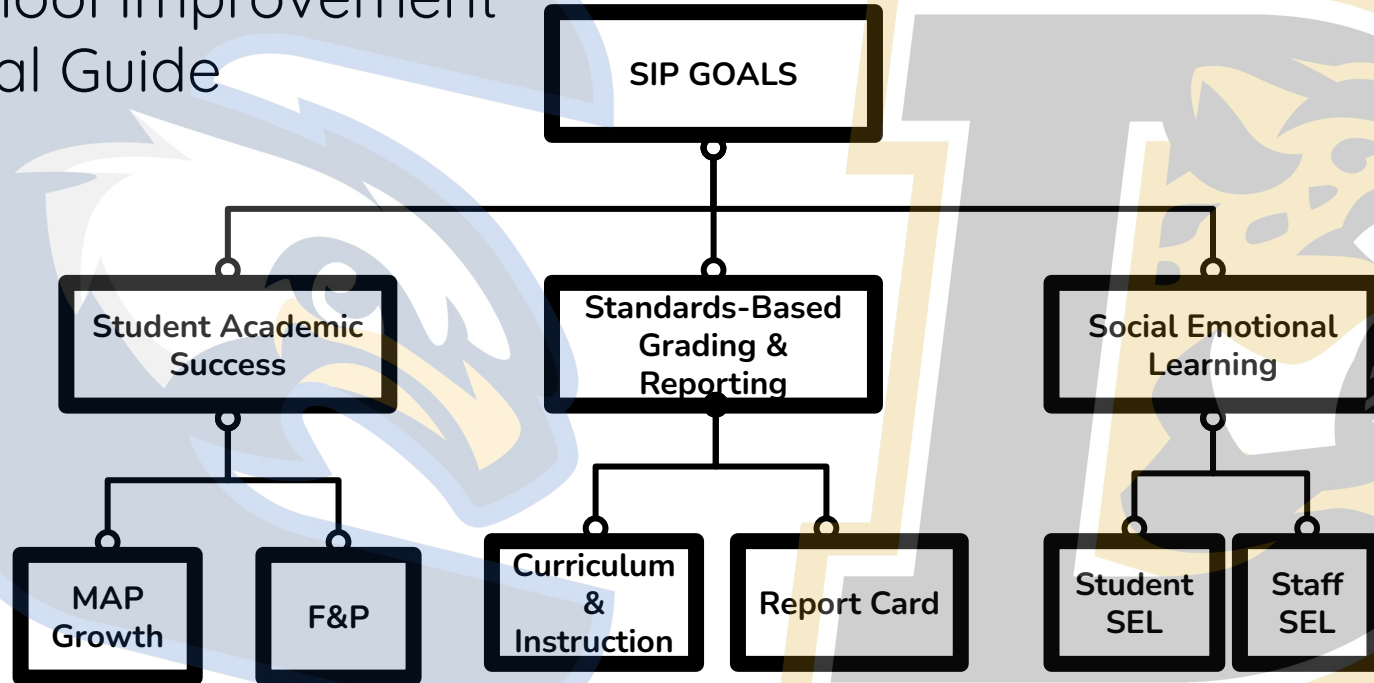
May Update

ERICKSON  
EAGLES



DUJARDIN  
JAGUARS

# DuJardin & Erickson School Improvement Goal Guide





# Goal 1: DuJardin Student Academic Success Goal

**Academic Success Goal:** Implementation of differentiated instruction through varying group models to meet the needs of all learners. Provide all learners opportunities to show their understanding in a variety of ways.

- MTSS Weekly Meetings
- Goal Setting after each MAP assessment
- Intervention/Enrichment Block 5 days a week
- Focus during the evaluation process was differentiated instruction
- Vertical Articulation Meetings focused on differentiation for Math & ELA
- ACC program expanded to 5-days a week (virtual & in-person)

**MATH STATIONS**

**Work Sheets**

- Group 1 Reread
- Group 2 Practice
- Group 3 Practice
- Group 4 Enrichment

**01 Station (3)** 15 MIN  
Khan Academy Work

**02 Station (4)** 15 MIN  
Molymax Fact Fluency Game/Spiral Review Section

**03 Station (2)** 15 MIN  
Practice or Enrichment Worksheet off today's lesson

**04 Station (1)** 15 MIN  
Watch the Polygons: Visual Learning Video/Discussion with Mr. Hendy

**MONDAY TARGET TIME Rotations**

	GROUP #1	GROUP #2	GROUP #3	GROUP #4
<b>ROUND 1</b>	GUIDED READING	WORD WORK	READING comprehension	WORD WORK
<b>ROUND 2</b>	WORD WORK	GUIDED READING	WORD WORK	WRITING

Station 1	Miss Dispensa-Bring math materials				
Station 2	Doubles Game- with a teacher!				
Station 3	Choice! 1: Doubles C.B. Sort 2: Doubles Flip Book				
Station 4	Doubles Game-with a student leader!				

Shark Group	Dolphin Group	Turtle Group	Whale Group	Fish Group	Stingray Group
Station 3	Station 3	Station 2	Station 2	Station 1	Station 1
Station 4	Station 4	Station 1	Station 1	Station 3	Station 3
Station 1	Station 1	Station 3	Station 3	Station 2	Station 2

**STEP #3: Follow the steps below!**

1. Log into EnVision through easybridge
2. Take the 2-1 Quick-check in Savvas
3. Write your quick-check score in the box below
4. Follow the chart on the RIGHT based on your quick-check score.

**Missed 0:** Complete 2-1 enrichment page in your topic packet

**Missed 1-2:** Complete 2-1 practice page in your topic packet

**Missed More than 2:** Meet Mrs. McGrane in the front of the room to practice together!

QUICK CHECK SCORE: /5



# Goal 1: DuJardin Student Academic Success Goal

Term 2021-2022	Overall Reading Mean RIT Score	Literature(2-5) and Informational (K-1)	Vocabulary use and function (K-1) Informational (2-5)	Language/ Writing (K-1) Vocabulary (2-5)	Foundational Skills (K-1)
Fall	162	162	162	162	162
Winter	170	170	171	170	171
Growth	+8	+8	+9	+8	+9
Spring (2022)	181	181	181	180	181
Growth (Winter-Spring)	+11	+11	+10	+10	+10
Growth (Fall-Spring)	+19	+19	+19	+18	+19

Reflection Questions:

- Which strand was the highest?
- Which strand was the lowest?
- Which strand had the most/least amount of growth?
- What do you contribute to the most/least amount of growth in each strand?
- What trends or patterns do you notice from the data?
- In which goal strand(s) will your class need to write a goal?
- What instructional decisions will you make moving forward based on the data?

Click here for help in finding the information above on the new Web-Based Reports

**Goal: +15 SPRING GROWTH** Reading Scores & Growth GRADE REPORT

Term 2021-2022	Overall Math Mean RIT Score	Operations & Algebraic Thinking	Number & Operations	Measurement & Data	Geometry
Fall	191	189	189	192	194
Winter	196	197	193	195	197
Growth	+5	+8	+4	+3	+3
Spring	203	204	198	203	206
Growth (Winter-Spring)	+7	+7	+5	+8	+9
Growth (Fall-Spring)	+12	+15	+9	+11	+12

Reflection Questions:

- Which strand was the highest?
- Which strand was the lowest?
- Which strand had the most/least amount of growth?
- What do you contribute to the most/least amount of growth in each strand?
- What trends or patterns do you notice from the data?
- In which goal strand(s) will your class need to write a goal?
- What instructional decisions will you make moving forward based on the data?

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**Goal: +13 Spring** Math Scores & Growth GRADE REPORT

Term 2021-2022	Overall Reading Mean RIT Score	Literature(2-5) and Informational (K-1)	Vocabulary use and function (K-1) Informational (2-5)	Language/ Writing (K-1) Vocabulary (2-5)	Foundational Skills (K-1)
Fall	176	179	176	175	
Winter	185	187	186	183	
Growth	+9	+8	+10	+8	
Spring (2022)	193	194	194	194	
Growth (Winter-Spring)	+8	+7	+8	+11	
Growth (Fall-Spring)	+17	+15	+18	+19	

Reflection Questions:

- Which strand was the highest?
- Which strand was the lowest?
- Which strand had the most/least amount of growth?
- What do you contribute to the most/least amount of growth in each strand?
- What trends or patterns do you notice from the data?
- In which goal strand(s) will your class need to write a goal?
- What instructional decisions will you make moving forward based on the data?

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**Goal: +13 Spring** Reading Scores & Growth GRADE REPORT

Term 2021-2022	Overall Reading Mean RIT Score	Literature(2-5) and Informational (K-1)	Vocabulary use and function (K-1) Informational (2-5)	Language/ Writing (K-1) Vocabulary (2-5)	Foundational Skills (K-1)
Fall	205	205	204	206	
Winter	210	209	210	209	
Growth	+5	+4	+6	+3	
Spring (2022)	212	212	211	212	
Growth (Winter-Spring)	+2	+3	+1	+3	
Growth (Fall-Spring)	+7				

Reflection Questions:

- Which strand was the highest?
- Which strand was the lowest?
- Which strand had the most/least amount of growth?
- What do you contribute to the most/least amount of growth in each strand?
- What trends or patterns do you notice from the data?
- In which goal strand(s) will your class need to write a goal?
- What instructional decisions will you make moving forward based on the data?

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**Goal: +7 Spring** Reading Scores & Growth GRADE REPORT

Term 2021-2022	Overall Math Mean RIT Score	Operations & Algebraic Thinking	Number & Operations	Measurement & Data	Geometry
Fall	214	214	214	209	218
Winter	220	219	222	217	220
Growth	+6	+5	+8	+8	+2
Spring	227	225	231	227	226
Growth (Winter-Spring)	+7	+6	+9	+10	+6
Growth (Fall-Spring)	+13	+11	+17	+18	+8

Reflection Questions:

- Which strand was the highest?
- Which strand was the lowest?
- Which strand had the most/least amount of growth?
- What do you contribute to the most/least amount of growth in each strand?
- What trends or patterns do you notice from the data?
- In which goal strand(s) will your class need to write a goal?
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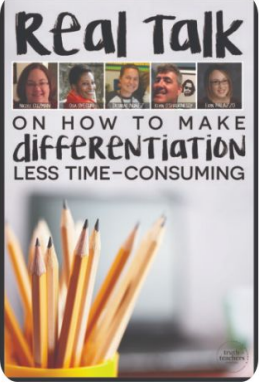
**Goal: +10 SPRING GROWTH** Math Scores & Growth GRADE REPORT



# Goal 1: Erickson Student Academic Success Goal

**Academic Success Goal:** Differentiate Math instruction through varying the learning process and instructional content to address learning gaps and impact the growth of all students.

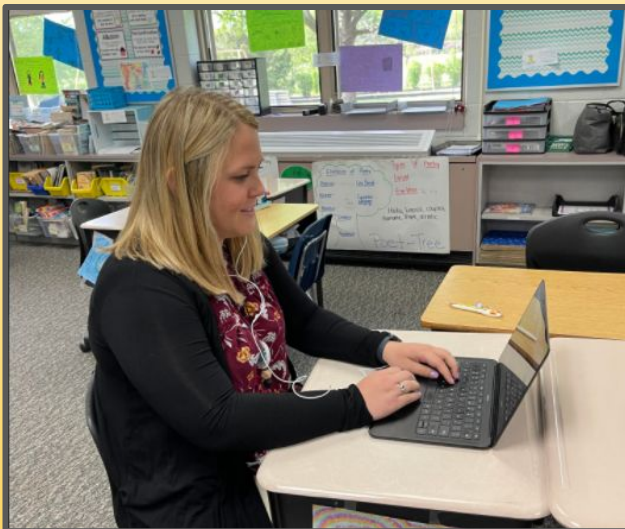
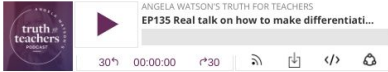
**Evidence of Completion:** Staff participation in a [Differentiation PODCAST Study](#) involving six different podcasts.




Want to listen instead of read?

Download the audio, and listen on the go!

ANGELA WATSON'S TRUTH FOR TEACHERS  
EP135 Real talk on how to make differentiat...




5 COMMON  
TEACHING PRACTICES  
I'M KICKING  
TO THE CURB



CULT OF PEDAGOGY

Listen to an Extended Version of this Post in a Podcast:





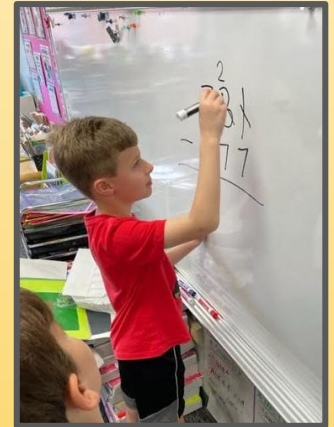
# Goal 1: Erickson Student Academic Success Goal

**Academic Success Goal:** Differentiate Math instruction through varying the learning process and instructional content to address learning gaps and impact the growth of all students.

## Evidence of Completion: 1st Grade: Math Differentiation - Data leading to a Focus on Numbers and Operations

### PROCESS

- After MAP testing, 1st grade team reviewed data to determine which RIT band was the lowest
- Data led to targeting Numbers and Operations
- Students were placed in four leveled groups (Low/Low Ave, Average, High Average, High) based on their Numbers and Operations Score
- An additional 30 minute math class each week was dedicated to this math strand. There were 15 additional math sessions.
- Lessons were created to meet the needs of students using the skills recommend at each level.



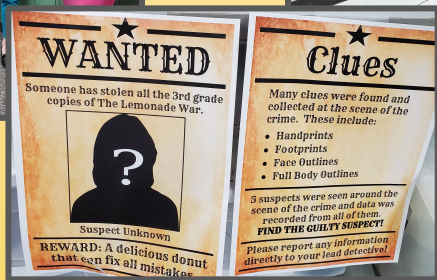
**CONCLUSION:** Out of the 65 first graders 57 of them made the *expected growth* in the Numbers and Operations Band. This calculated to 88% of first graders making expected growth. Several students showed more than 5 or 10 points of growth.



# Goal 1: Erickson Student Academic Success Goal

**Academic Success Goal:** Differentiate Math instruction through varying the learning process and instructional content to address learning gaps and impact the growth of all students.

## Evidence of Completion: 3rd Grade: Math Lab - Data Leading to a Differentiation Focus on Geometry through Engaging Math Lessons



**Process:** Use of MAP data and learning continuum to divide students into 4 leveled learning groups once a week for 45 minutes.

**Lesson Objective:** Students will measure lengths and widths using the U.S. customary system and represent their data on a line plot.

**Lesson Theme:** Junior Detectives attempt to solve a 3rd grade crime - Who stole all the books??

- Group 1 Focus: Measure to the nearest inch
- Group 2 Focus: Measure to the nearest half inch
- Group 3 Focus: Measure to the nearest quarter inch
- Group 4 Focus: Measure to the nearest whole, half and quarter inch

**Conclusions:** After the spring MAP, 88% of third grade students showed growth within the area of Measurement and Data.



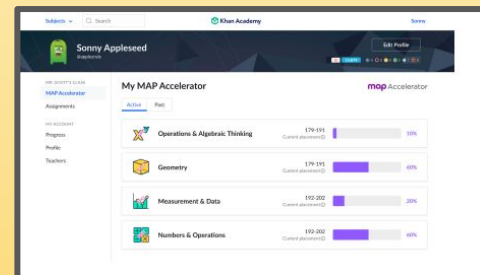
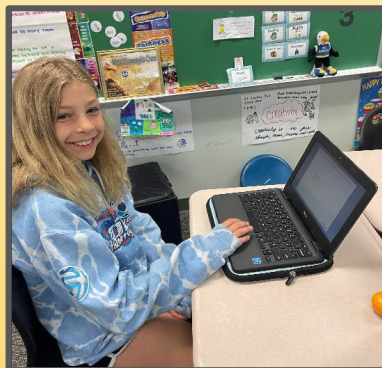
# Goal 1: Erickson Student Academic Success Goal

**Academic Success Goal:** Differentiate Math instruction through varying the learning process and instructional content to address learning gaps and impact the growth of all students.

## Evidence of Completion: 4th Grade: Math MAP Accelerator - Focus on setting individual student goals with individualized instruction and feedback

### PROCESS

- After Winter MAP testing, students were given an individual goal based on which RIT band they made the least amount of growth in (geometry, algebraic thinking, measurement & data, or numbers & operations)
- Students tracked their progress in this RIT band using MAP Accelerator and a sticker chart in their math classrooms
- Students worked on MAP Accelerator for at least 30 minutes per week



**Conclusions:** Out of the 4th grade students, 91% of students showed growth in the RIT band that they made the least amount of individual growth in from Fall to Winter. For the Spring MAP test, students were motivated to track their progress and reach their goals. It is shown that this was an effective way for students to show improvement for the RIT band that they have made the least amount of growth in.





# Goal 2: DuJardin Social Emotional Learning Goal

**Social Emotional Learning Goal:** In order to ensure community and social emotional wellbeing of students and staff, DuJardin will review data from student/staff reflection forms and implement a variety of team building activities & supports.

- Connection Card Survey (Fall & Spring)
- Staff & Student Emotion Check-Ins
- Zones of Regulation & Regulation Strategies
- Suite360 & Reboot
- Relationship, Regulation, & Responsibility Classroom Visits
- Winter Wonderland Event
- OnWard Book Study
- Team Building Activities

*#LeadLikeAJaguar*

## CALM DOWN STRATEGIES

### STEP #1: How to Calm Down

**Stop-** Use your signal

**Name** your feeling

**Calm down:** Use the signal use positive dialogue

### STEP #2:

#### FINGER BREATHES:

#### COLOR MY MOOD:

#### ZONES OF REGULATION:

#### COLOR CHARTING:

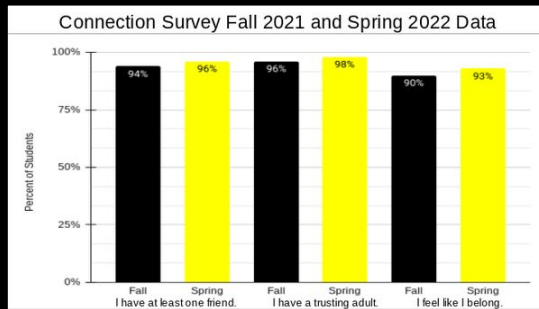
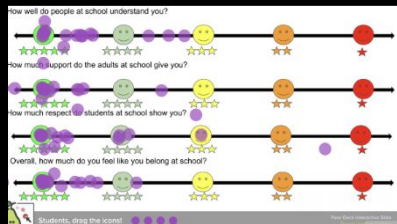
### SLIPPING YOUR LID

The Three Human Brains

### MAKING GOOD CHOICES

USING YOUR K P STAIRS BRAIN TO GENTLY HUG BIG FEELINGS

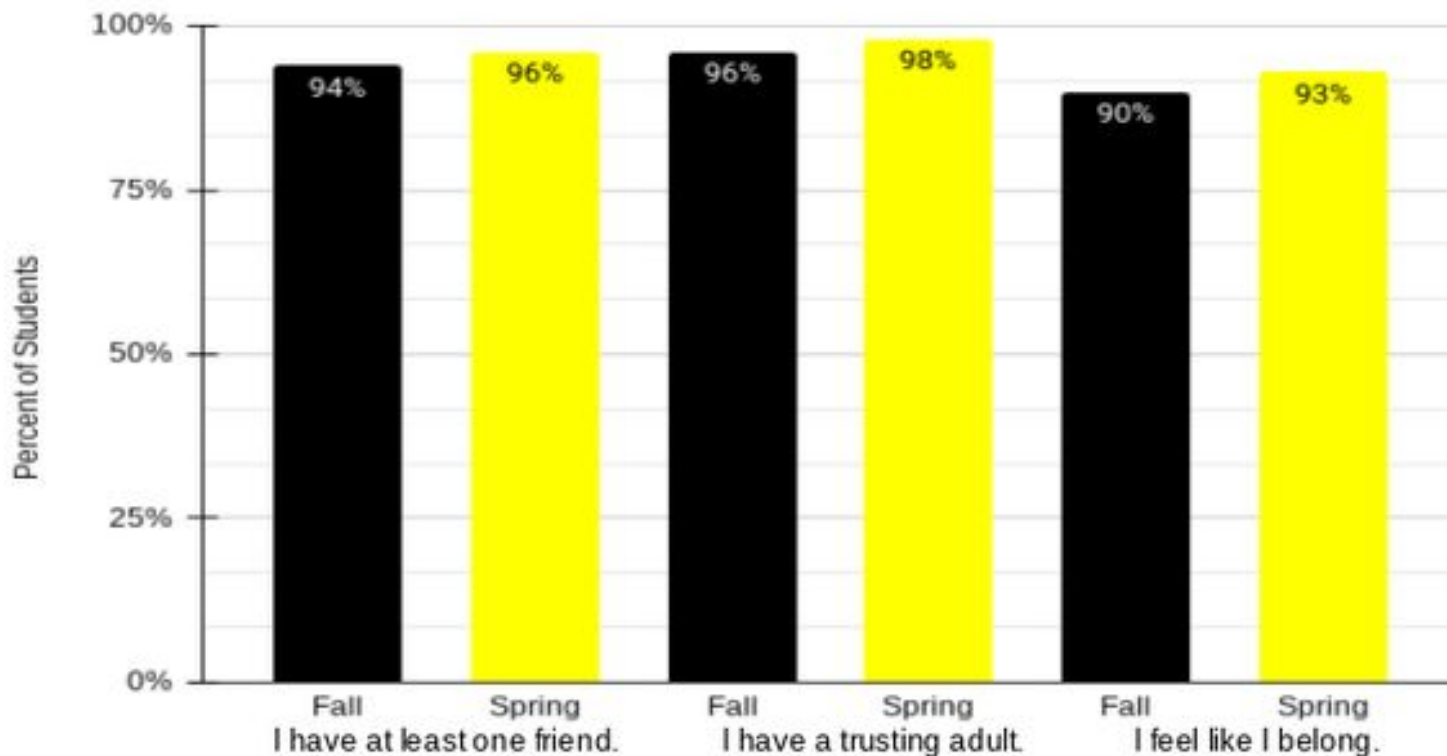
Engaged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Laid	Furious	Frustrated	Tense	Shamed	Hyper	Cheerful	Relaxed	Happy	Blatant
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Enthusiastic	Excited
Anxious	Apathetic	Worried	Irritated	Annoyed	Pleasant	Focused	Happy	Relaxed	Thrilled
Regulated	Troubled	Concerned	Uneasy	Frustrated	Pleasant	Joyful	Playful	Blissful	Blissful
Disgusted	Glam	Disappointed	Down	Apathetic	At Ease	Energizing	Happy	Relaxed	Excited
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Relaxed	Excited
Alienated	Miserable	Lonely	Unhappy	Tired	Relaxed	Happy	Relaxed	Blissful	Balanced
Disappointed	Depressed	Sullen	Unhappy	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree
Displeasing	Hopless	Discouraged	Unhappy	Drained	Sleepy	Relaxed	Tranquil	Cozy	Serene





## Goal 2: DuJardin Social Emotional Learning Goal

Connection Survey Fall 2021 and Spring 2022 Data





## Goal 2: Erickson Social Emotional Learning Goal

**Social Emotional Learning Goal:** Commitment to building strong connections and relationships through self-awareness learning and activities to positively impact the social emotional health of students and staff.

**Evidence of Completion:** Connection Card Survey results showed that NEW students are not feeling connected at Erickson. A Student Ambassador Program was then developed and student training began this school year. This program trains 5th grade leaders to welcome new students through activities throughout the school year.



\***Connection Card Survey** also showed that students would like **more recess choices**. **Student Council** took on this initiative to research playground equipment, poll the entire school, and then presented ideas to the Erickson **PTO for purchase**. This resulted in the purchase of a **Gaga Pit and portable soccer nets** for the 22-23 school year.





## Goal 2: Erickson Social Emotional Learning Goal

**Social Emotional Learning Goal:** Commitment to building strong connections and relationships through self-awareness learning and activities to positively impact the social emotional health of students and staff.

### Evidence of Completion: LUNCH BUNCH Social Skill GROUPS

- During School Improvement meetings, teachers discussed social skills that students were struggling with at each grade level
- Through classroom observations, teacher recommended students for small group lessons with a Lunch Bunch Teacher Leader
- Students met for four different sessions during lunch in small groups to practice the social skills through planned activities

**Conclusions:** Teachers reported that the additional lessons helped to increase students' social skills and self-awareness in the classroom.



# Goal 3: DuJardin & Erickson Standards Based Grading Goal

**Standards Based Grading Goal:** In order to ensure alignment across the elementary buildings, the SBG committee will review instruction, scope and sequence and assessments. With the aim of making SBG more objective, the committee will review current practices and determine the most essential standards to assess and report to families.

- Monthly Articulation Meetings between DuJardin & Erickson
- ELA Scope & Sequence
- Math Scope & Sequence
- Common Assessments (attempts)
- Shift from Report Card Statements to Mastery Statements

**Vision of Standards Based Grading:** Grades should accurately reflect student achievement and areas for growth.

## DuJardin & Erickson Goals for 2022-2023

- MTSS: Multi Tiered System of Support
- Differentiation
- SEL
- Social Studies Standards

