



U-46 Rising

Willard Elementary School

April 11, 2022



Michelle Thompson- Executive Director

Dustin Covarrubias- Principal

Sara Henry- Instructional Coach

Chelsea Lenart- 3rd Grade Teacher

Middle of the Year Districtwide Rigor Diagnostic Results

Rigor Diagnostic Characteristics

Grade

	RD1	RD2	Total
PreK	23	19	42
K	60	42	102
1st	55	55	110
2nd	60	56	116
3rd	58	60	118
4th	69	68	137
5th	78	67	145
6th	52	71	123
7th	41	44	85
8th	48	39	87
9th	13	14	27
10th	20	15	35
11th	28	14	42
12th	26	16	42
Other	9	1	10

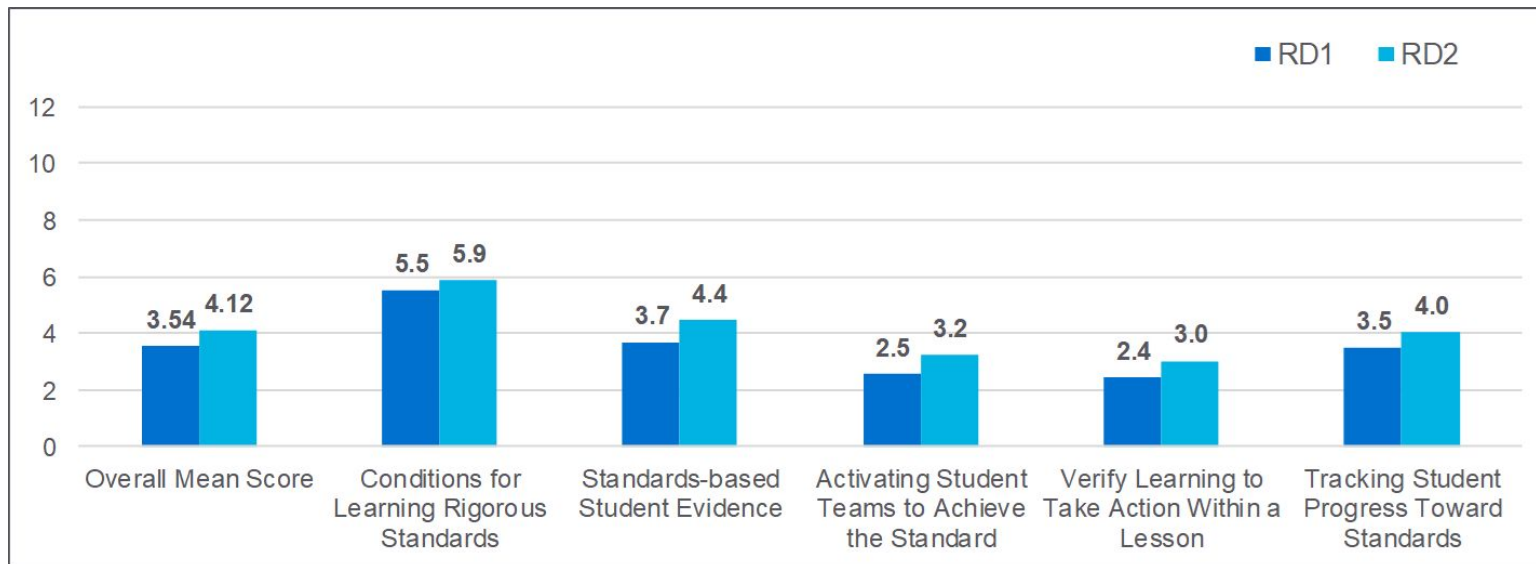
Subject

	RD1	RD2	Total
English Language Arts	209	216	425
Mathematics	150	147	297
Other	65	51	116
Social Studies	41	30	71
Science	25	44	69
Physical Education	14	19	33
Arts and Humanities	12	6	18
Music	5	9	14
Foreign Language	3	5	8
Business Computer and IT	2	2	4

During the second Rigor Diagnostic:

- 538 classrooms were observed across 57 schools in 7 Networks
- PreK – 12th grades were observed, along with “Other”
- More than half of the subjects observed were English Language Arts (ELA) and Math

Average Rigor Diagnostic Scores (Scale 1-12)



During the second Rigor Diagnostic:

- The overall mean score increased since the first diagnostic
- Conditions for Learning Rigorous Standards had the highest average pillar score (5.9)
- Verify Learning to Take Action Within a Lesson had the lowest average pillar score (3.0)

Average Rigor Diagnostic Scores

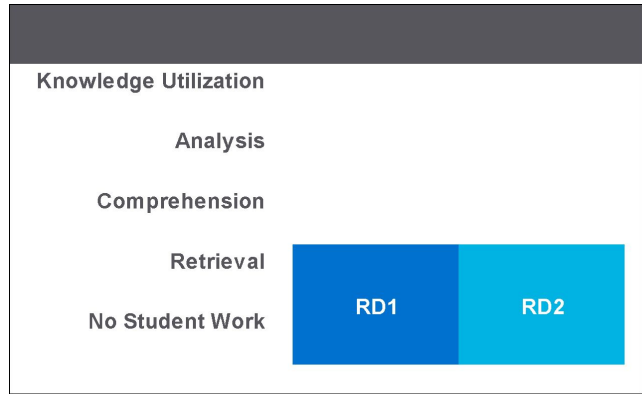
By Network (Scale 1-12)

School	Rigor Diagnostic Mean		Conditions for Learning		Standards-Based Student Evidence		Activating Student Teams		Verify Learning		Tracking Student Progress	
	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2
Elgin Network	4.02	5.37	5.8	7.0	4.3	5.8	2.2	3.2	2.7	4.4	5.1	6.5
Bartlett Network	4.07	4.79	6.4	6.6	3.6	4.6	3.2	4.2	2.8	3.8	4.3	4.7
High School Network	3.47	3.98	4.4	5.8	3.4	3.5	2.4	2.8	2.5	3.4	4.6	4.5
South Elgin Network	3.38	3.92	5.7	6.1	3.5	4.7	2.7	3.5	2.7	2.9	2.4	2.4
Larkin Network	3.27	3.77	5.2	5.2	3.1	4.1	2.5	3.2	2.3	2.6	3.3	3.7
Streamwood Network	3.47	3.57	5.6	5.0	3.7	3.8	2.1	2.7	2.0	2.0	4.0	4.2
Middle School Network	3.17	3.50	5.6	5.6	4.3	4.5	2.8	2.8	2.0	2.1	1.2	2.5
Overall Mean	3.54	4.12	5.5	5.9	3.7	4.4	2.5	3.2	2.4	3.0	3.5	4.1

- The average Rigor Diagnostic 2 score across all networks was 4.12
- All networks have shown growth since the first Diagnostic
- Standards-Based Student Evidence and Activating Student Teams have shown the most growth in the overall mean score (+.7)
- Conditions for Learning has shown the least growth in overall mean score (+.4)

Observed Taxonomy Levels

Taxonomy Level Most Often Seen in Student Work



Taxonomy Levels Seen in Student Work

	RD 1	RD 2
Knowledge Utilization	0%	1%
Analysis	3%	5%
Comprehension	14%	20%
Retrieval	61%	62%
No Student Work	21%	13%

During the second Rigor Diagnostic,

- Student work was not observed in 13% of classrooms, an 8% decrease since the first Diagnostic
- Retrieval was the taxonomy level seen most frequently in student work (62% of classrooms)
- Comprehension was observed in 20% of classrooms (6% increase)
- Analysis was observed in 5% of classrooms, (2% increase)
- Knowledge Utilization was observed in 1% of classrooms (1% increase)

Observed Taxonomy Levels

By Network

Taxonomy Levels Seen in Student Work

	Bartlett Network		Elgin Network		High School Network		Larkin Network		Middle School Network		South Elgin Network		Streamwood Network	
	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2	RD 1	RD 2
Knowledge Utilization	0%	0%	0%	0%	1%	2%	1%	1%	0%	1%	0%	0%	0%	0%
Analysis	1%	0%	5%	8%	9%	7%	0%	13%	3%	6%	0%	0%	3%	3%
Comprehension	5%	9%	19%	38%	13%	19%	18%	5%	18%	19%	8%	23%	20%	24%
Retrieval	78%	90%	56%	46%	57%	47%	60%	64%	64%	58%	57%	59%	58%	66%
No Student Work	16%	1%	20%	9%	20%	25%	21%	18%	16%	16%	35%	18%	20%	8%

During the second Rigor Diagnostic:

- Student work was not observed in at least 1% of classrooms in each Network
- Retrieval was observed most frequently in each Network
- Comprehension was observed in at least one classroom in each Network
- Analysis was observed in each Network except Bartlett and South Elgin
- Knowledge Utilization was only observed in the High School Network, Larkin Network, and Middle School Network

Willard's Story



Our Vision

We will provide all students with a safe, team-centered environment that fosters well rounded, life long learners.

We will utilize grade-level standards that promote cognitive complexity and student autonomy facilitated by staff.

We will set ambitious student goals and achieve them through teamwork and reflection.



Structures in Place from Day One

	Monday				Tuesday				Wednesday				Thursday				Friday				
	PE	Health	Art	Music	PE	Health	Art	Music	PE	Health	Art	Music	PE	Health	Art	Music	PE	Health	Art	Music	
8:30																					
8:45	3L	3S	Planning		4A	4S	3L	3S	5M	6Z	5/6 & 5th ED	K-F & M Support	3L	3S	4A	4S	4A	4S	5/6 A	5M	
9:15	3S	3L			4S	4A			Support	Support				3S	3L			4S	4A	3S	3L
9:30							3S	3L				5M	6Z			4S	4A				Support
9:45																					
10:00	6Z	5/6 & 5th ED	K-M Support	K-F Support		5M			Planning										5M	K-M Support	K-F Support
10:15												6Z	5/6 & 5th ED								
10:30	5/6 & 5th ED	6Z			5M			Movement Support			6Z	5M	5/6 & 5th ED	6Z		Movement Support	5M				
11:00	Lunch																				
11:45																					
11:50	Lunch/Recess/Movement Support	1I	1B		2S	2B	1I	1B	Lunch/Recess/Movement Support				Lunch/Recess/Movement Support				2S	2B	1I	1B	
12:15					2B	2S					2S	2B					2B	2S			
12:30																					
12:45																					
12:50																					
1:00	KF	KM	2B	2S	1I	1B	KF	KM	4A	4S		2S	KF	KM	1B	1I	1I	1B	2B	2S	
1:15																					
1:20	KM	KF			1B	1I											1B	1I			
1:35							KM	KF													
1:50			5/6 A	5M							2B & 2S Support	5/6 & 5th ED			1I	1B			5/6 A	5M	
2:20	CICO Support																				

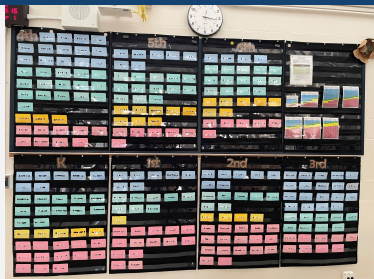
- Specials scheduled to allow for common plan time (90 grade level, 60 individual, 60 with instructional coach)
- Strategic scheduling of reading and math block to enable us to push support into classrooms
- Specials teachers are in classrooms providing targeted interventions after receiving in-house training by our reading specialist

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9	SEL				
9-9:30					
9:30-10	Reading Block				
10-10:30					
10:30-11	Free Choice			Free Choice	
11-11:45	Lunch				
11:45-12	Math Block				
12-12:45					
12:45-1	12:50-1:50 PE & Health	12:50-2:20 Art & Music	Free Choice	12:50-1:50 PE & Health	Free Choice
1-1:30					
1:30-2	Free Choice			Free Choice	
2-2:30					
Mondays- Individual Planning					
Tuesdays- Grade-level Partner Planning					
Thursdays- Data Driven Planning w/Principal and IC					

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	SEL				
8:45-9					
9-9:30	8:45-9:45 PE & Health			8:45-9:45 PE & Health	
9:30-10		8:45-10:15 Art & Music			
10-10:30					
10:30-11	Math Block				
11-11:30					
11:30-11:50					
11:50-12:35	Lunch				
12:35-1					
1-1:30	Literacy Block				
1:30-2					
2-2:30					
Mondays- Individual Planning					
Tuesdays- Grade-level Partner Planning					
Thursdays- Data Driven Planning w/Principal and IC					

Collaborative Team Time

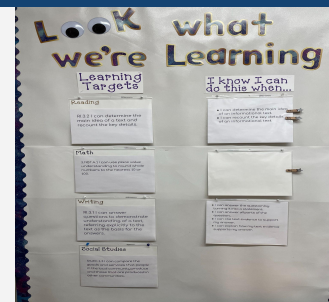
Data Driven Decisions



Academic Teaming



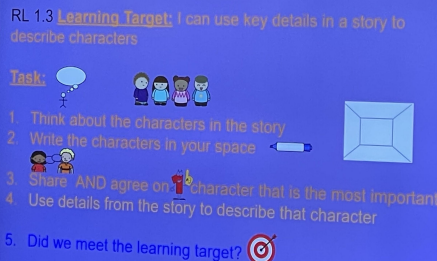
Standards Driven Instruction



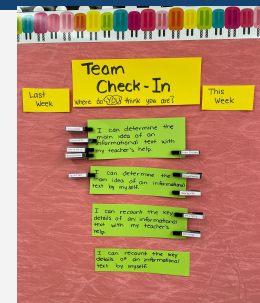
Teachers Growing



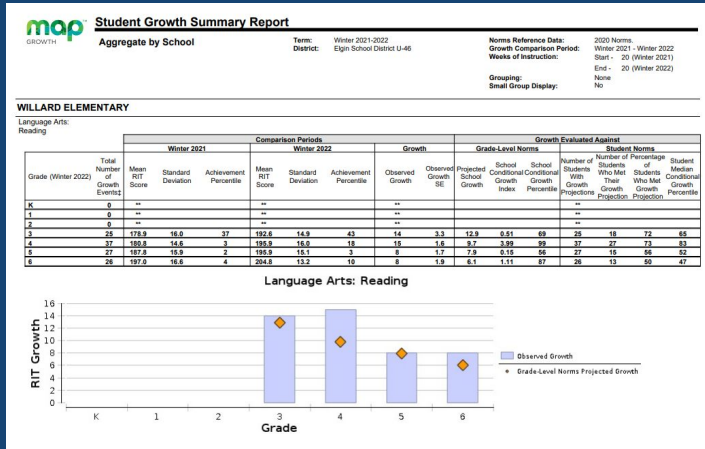
Task Alignment



Student Evidence Tracking

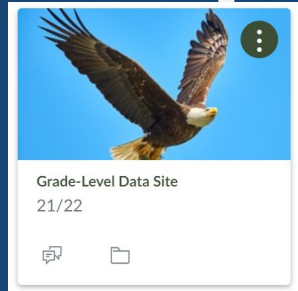
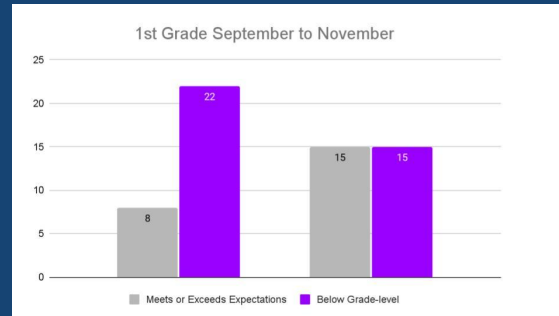
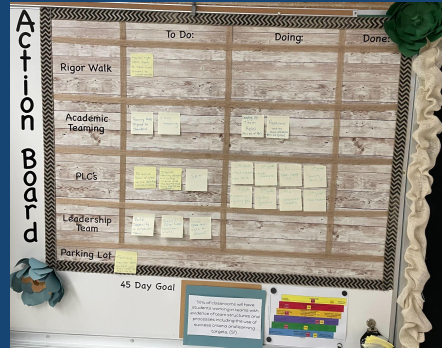
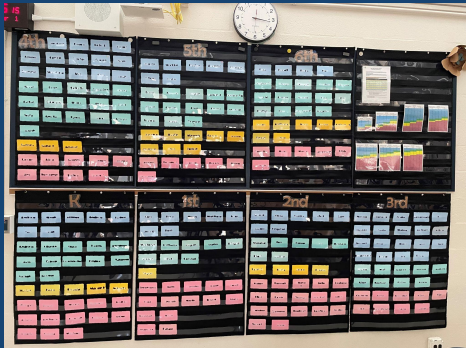


Data-Driven Planning



Data-Driven Decision Making

- Conditional growth in MAP in the area of Reading, District Literacy Assessments
- Guided reading groups, use of reading specialists
- Thinking more critically about the resources and standards
- Multi-Tiered Systems of Support (MTSS) data and discussions weekly

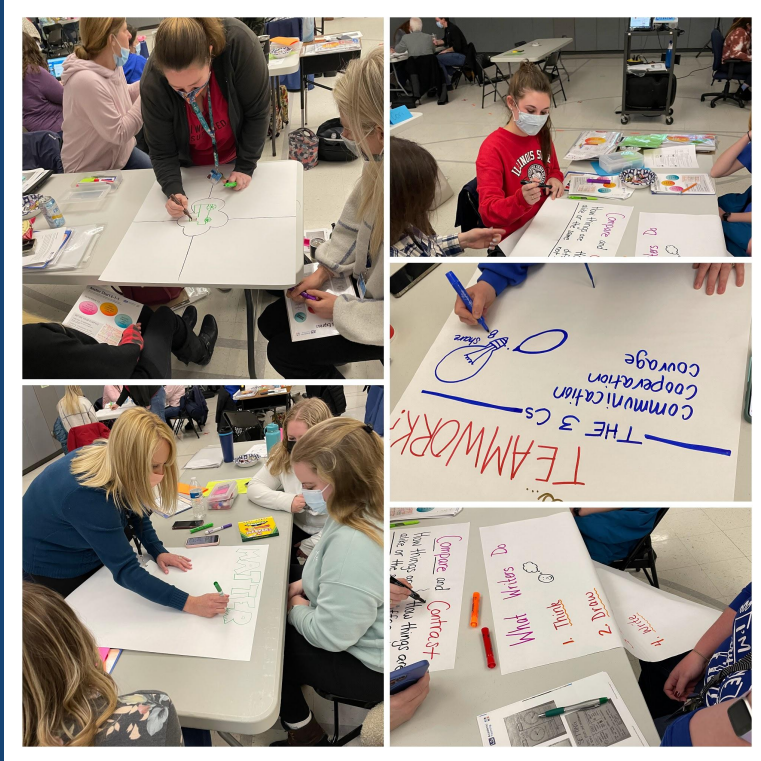


Standards Aligned Instruction



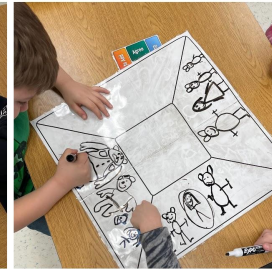
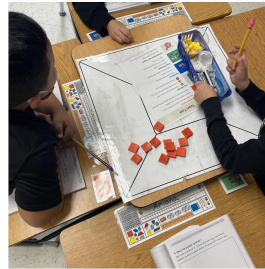
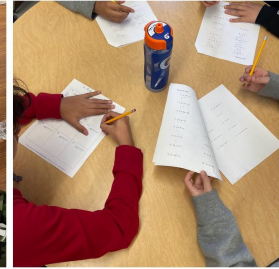
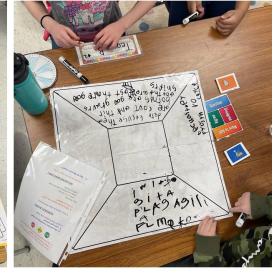
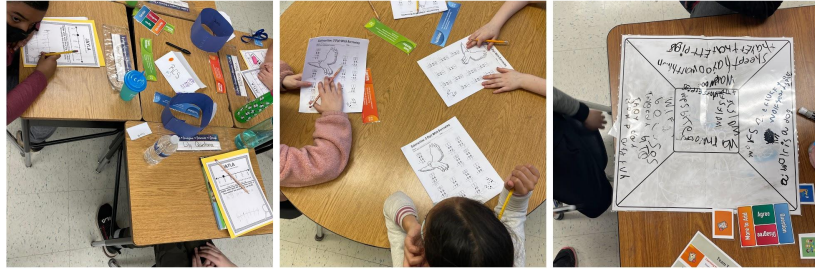
- Teachers growing in their craft, standards are driving instruction
- Deeper understanding of grade level standards
- Grade level teams meet twice a week
- Planning is driven by standards
- Teachers intentionally creating complex tasks to raise taxonomy and understanding

Teachers Growing



- Understanding of learning targets/success criteria first has helped with the ability to plan for team-based tasks
- Teachers are embedding team structures looking specifically at team roles, guiding questions and using task readiness to shift ownership of the task to students
- Taking advantage of the professional learning and coaching from LSI
- Teachers are seeking feedback from Rigor Walks, Look and Learns, and Rigor Diagnostics

Academic Teaming at Willard



AS A RESULT OF THIS...

- ★ Students are engaged in teaming tasks in all classrooms
- ★ LSI resources are utilized in all classrooms
- ★ Teachers are embedding teaming tasks in all areas of the students' day
- ★ Students are more engaged in their learning
- ★ Students are demonstrating academic gains that were not seen in years prior
- ★ Rich conversation among students
- ★ Academic vocabulary, learning targets, success criteria are being used by students

