



**School of Rigor  
and Equity**

**CHANNING MEMORIAL  
Elementary**

**2021-2022**

# **School for Rigor and Equity**

## **Channing Elementary School**

### **Elgin Network**

**Yvette Gonzalez-Collins-Executive Director**

**Rebecca Lunak-Principal**

**Claudia Martinez-Carter-Assistant Principal**

**Michele Seyller-Instructional Coach**

**Kent Martin-6th Grade Teacher**

# The Vision and Our Why for U-46 Rising



Our moral imperative to change until all our systems measurably work for all children.

It is our responsibility to ensure all students are engaged in rigorous learning, receive quality core instruction, and can develop the skills they need for better life chances and opportunities.

Our focus must be on rigor, agency, and equity (and all systems must support).

We will become a choice district that inspires families to join us.

# Our Collective Effort:



## Our Challenge:

**We** need every student engaged in rigorous grade-level core instruction.

**Our** classroom learning environments will shift to Academic Teaming, where students develop and exercise agency by collaborating with peers on standards-aligned tasks using complex grade-level texts.

## Our Collective Effort:

**We** will not locate deficits in **our** students, rather seek out deficits in **our** systems that generate **our** results.

Each of **our** systems must be measured and improved.

# **U-46 Rising Update District Profile**

# Rigor Walk Summary

## District Wide

Total of 2,251 Walkthroughs

Visits of 57 Schools and  
12,581 Classrooms

Average Visits Per  
Walkthrough: 5.6

## Elementary:

Walkthrough Count: 1,405

Visits: 41 Schools, 8,892 Classrooms

Average Visits Per Walkthrough: 6.3

## Middle Schools:

Walkthrough Count: 296

Visits: 8 Schools, 1,617 Classrooms

Average Visits Per Walkthrough: 5.5

## High Schools:

Walkthrough Count: 485

Visits: 5 Schools, 1,792 Classrooms

Average Visits Per Walkthrough: 3.7

# 2021-2022 Rigor Walk Data

## RigorWalk Walkthrough History

### RigorWalk Area Summary

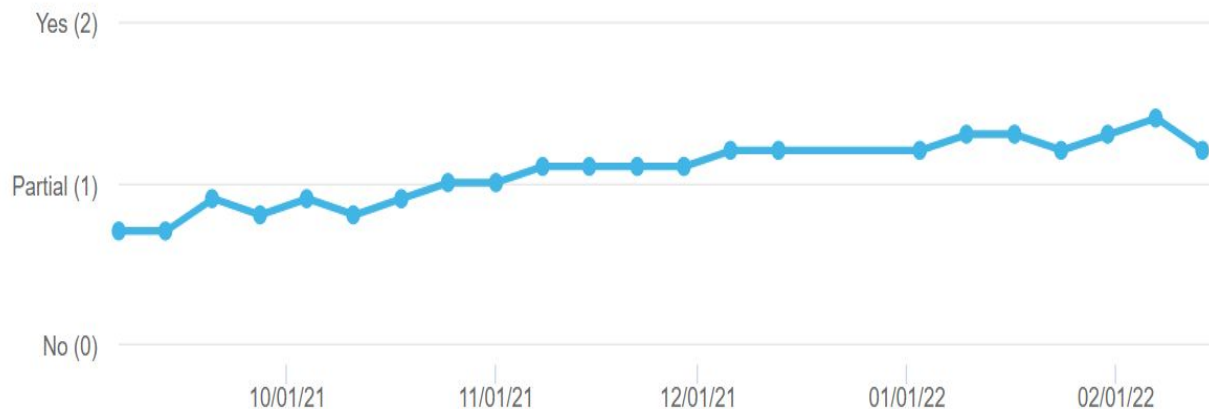
#### Standards-Based Student Evidence

**Trend Result:** 1.4

**Trend Start:** 0.8

**Growth:** 30%

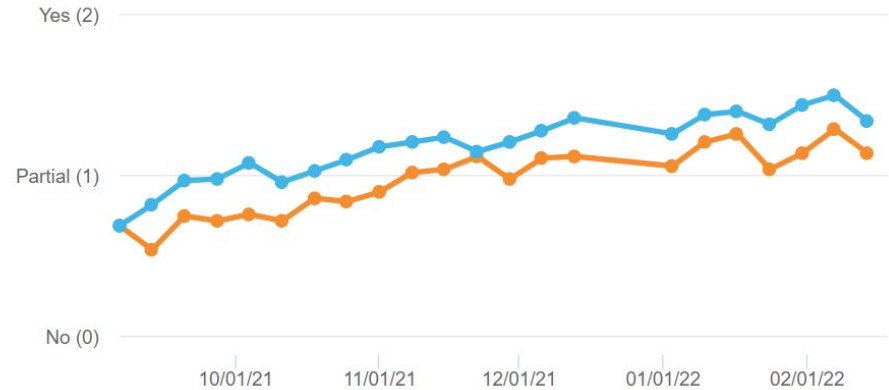
The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.



# Growth History for Rigor Walk Questions

## Standards-Based Student Evidence

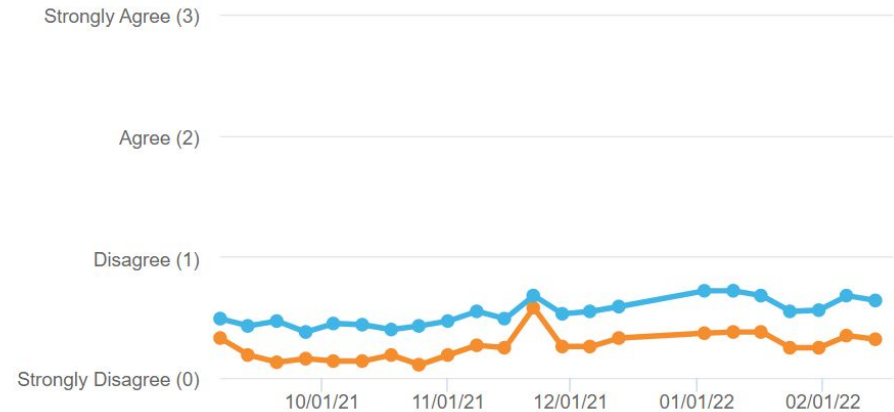
#	Questions	Trend Start	Trend Result	Growth
1	Does the lesson learning target address the standards?	0.9	1.5	30%
4	Is the student task aligned to the learning target?	0.7	1.3	30%



# Growth History for Rigor Walk Questions

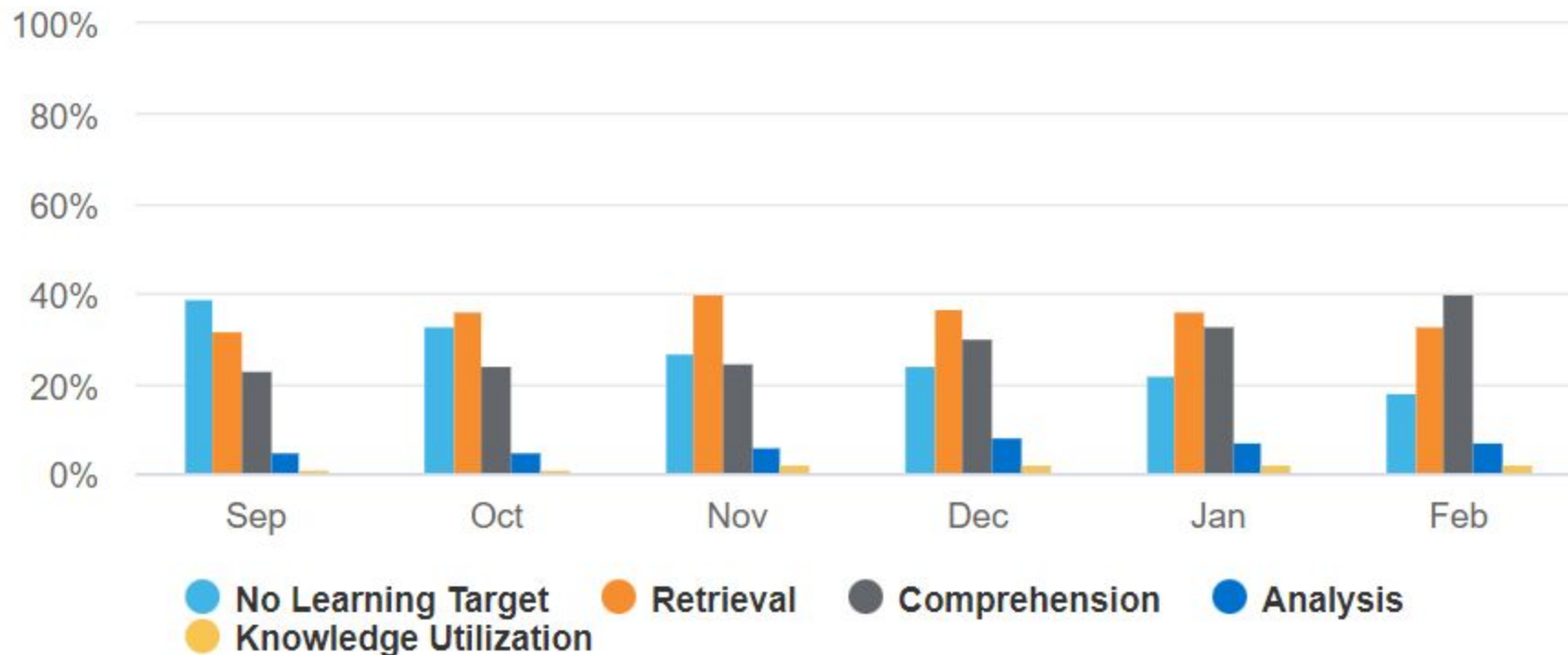
## Monitoring to Take Action Within a Lesson

#	Questions	Trend Start	Trend Result	Growth
6	Teachers track evidence of students meeting the lesson learning target.	0.4	0.7	10%
7	Students self-monitor their progress toward the lesson learning target.	0.2	0.4	7%



## What is the taxonomy level of the lesson learning target?

Percentage of Classroom Visits by Taxonomy Level



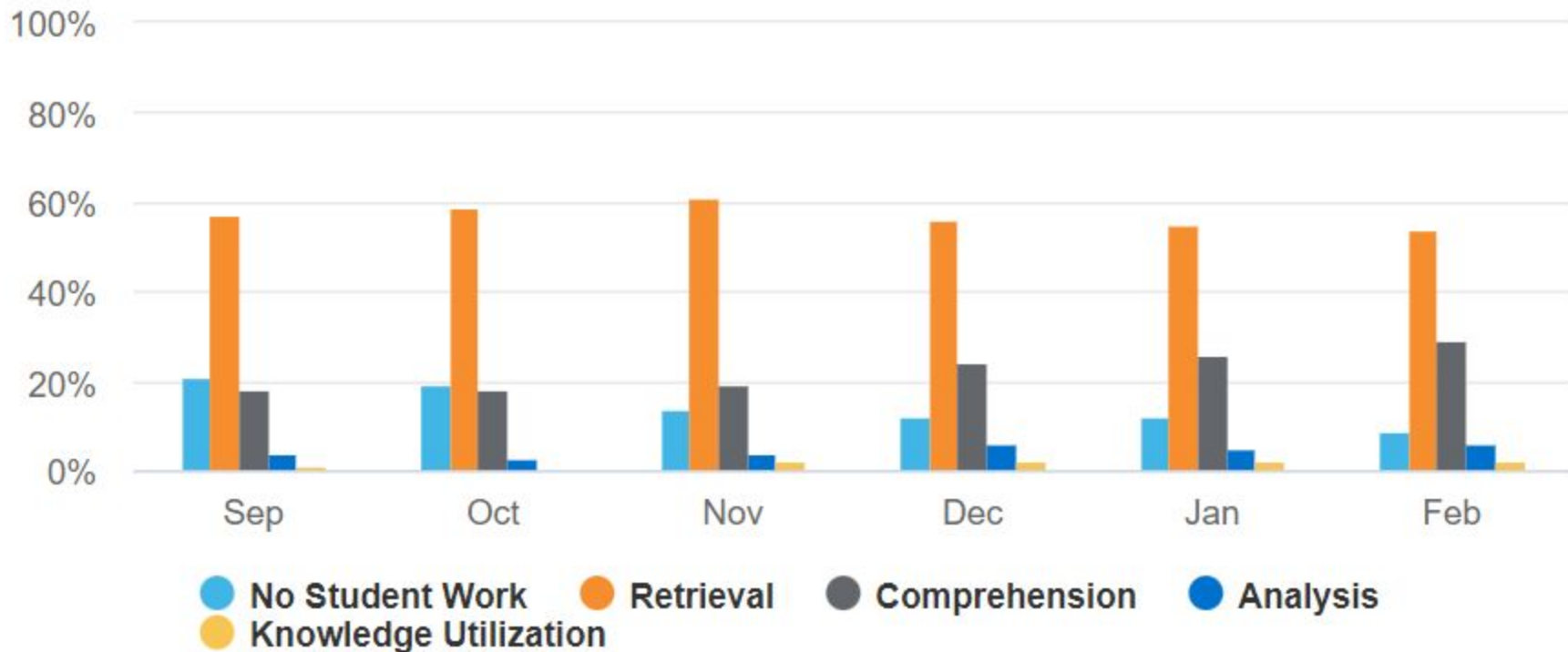
## Taxonomy Level of the Lesson Learning Target

### Classroom Distribution by Month

	No Learning Target	Retrieval	Comprehension	Analysis	Knowledge Utilization
Sep 2021	39%	32%	23%	5%	1%
Oct 2021	33%	36%	24%	5%	1%
Nov 2021	27%	40%	25%	6%	2%
Dec 2021	24%	37%	30%	8%	2%
Jan 2022	22%	36%	33%	7%	2%
Feb 2022	18%	33%	40%	7%	2%
Total	26%	36%	30%	6%	1%

# What is the taxonomy level of the student work?

## Percentage of Classroom Visits by Taxonomy Level



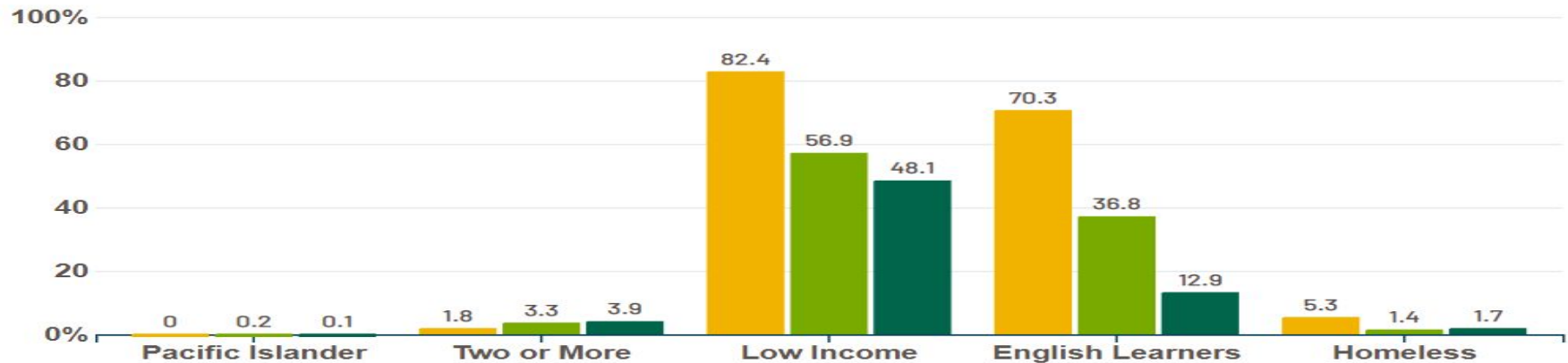
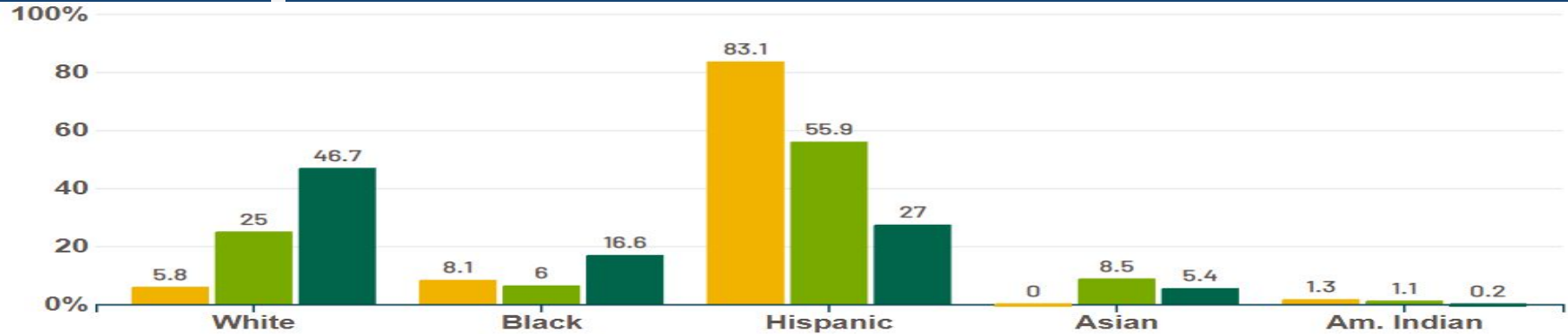
## Taxonomy Level of the Student Work

### Classroom Distribution by Month

	No Student Work	Retrieval	Comprehension	Analysis	Knowledge Utilization
Sep 2021	21%	57%	18%	4%	1%
Oct 2021	19%	59%	18%	3%	0%
Nov 2021	14%	61%	19%	4%	2%
Dec 2021	12%	56%	24%	6%	2%
Jan 2022	12%	55%	26%	5%	2%
Feb 2022	9%	54%	29%	6%	2%
Total	14%	57%	23%	5%	2%

School District State

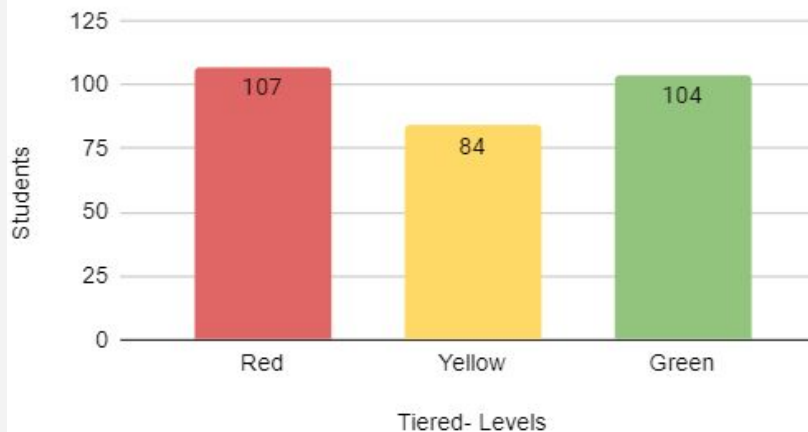
# We Are Channing



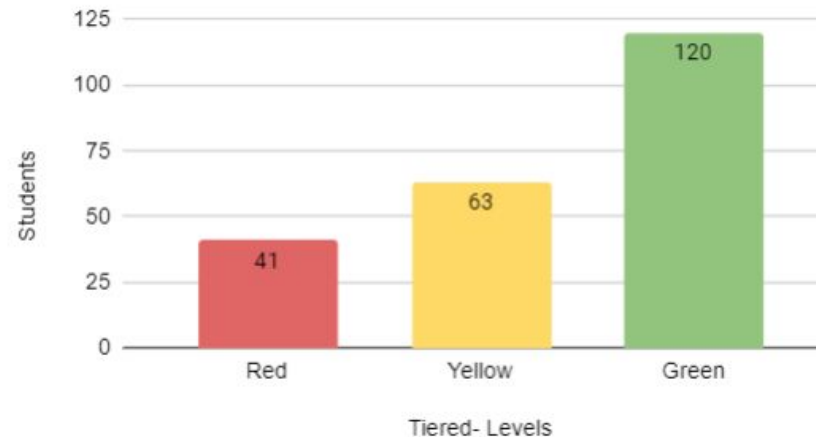
# Channing Data 2020-2021 School Year

## Spring 2021

School-Wide Data: English Reading



School-Wide Data: Spanish Reading



# Instructional Vision





**Our U-46 Rising instructional vision is to ensure ALL students and staff have a sense of belonging and experience success. Channing will increase rigor by providing culturally and linguistically relevant content through standards-based instruction utilizing student-led academic teams.**



# 1st Rigor Walk

## Diagnostic Data 9/27

### Standards-Based Student Evidence

Questions		Classrooms									
		Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
1. Does the lesson learning target address the standards?		Yes	Partial	No	Yes	Yes	No	No	No	Partial	Yes
2. What is the taxonomy level of the lesson learning target?		R	R	No Learning Target	R	R	No Learning Target	No Learning Target	No Learning Target	C	C
3. What is the taxonomy level of the student work?		R	No Student Work	R	R	R	R	R	R	A	R
4. Is the student task aligned to the learning target?		Partial	No	No	Partial	Partial	No	No	No	Yes	Partial



# 1st Rigor Walk

## Diagnostic Data 9/27

Questions		Classrooms									
		Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
5. Students are interacting with partners or groups.		Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	Agree	Agree	Disagree
5a. Students experience productive struggle.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Disagree
5b. Students use academic vocabulary.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree	Agree	Strongly Disagree
5c. Students challenge and question each other.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Disagree
5d. The performance task requires students to interact with partners or groups to achieve the learning target.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Agree	Disagree
5e. Students monitor each other to ensure all group members achieve the learning target.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Disagree
5f. Students work together in teams.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Disagree

# 1st Rigor Walk

## Diagnostic Data 9/27

Questions		Classrooms									
		Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
6. Teachers track evidence of students meeting the lesson learning target.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree
7. Students self-monitor their progress toward the lesson learning target.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree

## 45 Day Goal - October

100% of Channing classrooms will have the Learning Target aligned to standards in at least one content area by October 15th.

50% Of Channing classrooms will have student tasks aligned to Learning Target in one content area by November 19th.

# 2nd Rigor Walk

## Diagnostic Data 2/3

Questions		Classrooms									
		Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
1. Does the lesson learning target address the standards?		Yes	Yes	Yes	Yes	Partial	Yes	Yes	Yes	Yes	Yes
2. What is the taxonomy level of the lesson learning target?		C	C	C	C	C	C	C	R	C	C
3. What is the taxonomy level of the student work?		No Student Work	A	C	A	C	C	R	R	C	R
4. Is the student task aligned to the learning target?		No	Yes	Yes	Yes	Partial	Partial	Partial	Yes	Partial	Partial



# 2nd Rigor Walk

## Diagnostic Data 2/3

Questions		Classrooms									
		Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
5. Students are interacting with partners or groups.		Strongly Disagree	Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Agree	Strongly Disagree
5a. Students experience productive struggle.		Strongly Disagree	Agree	Agree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Disagree	Strongly Disagree
5b. Students use academic vocabulary.		Strongly Disagree	Agree	Agree	Agree	Agree	Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree
5c. Students challenge and question each other.		Strongly Disagree	Strongly Agree	Agree	Agree	Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree
5d. The performance task requires students to interact with partners or groups to achieve the learning target.		Strongly Disagree	Agree	Agree	Agree	Agree	Strongly Disagree	Strongly Disagree	Disagree	Disagree	Strongly Disagree
5e. Students monitor each other to ensure all group members achieve the learning target.		Strongly Disagree	Disagree	Agree	Agree	Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree
5f. Students work together in teams.		Strongly Disagree	Disagree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree

# 2nd Rigor Walk

## Diagnostic Data 2/3

Questions		Classrooms									
		Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
6. Teachers track evidence of students meeting the lesson learning target.		Strongly Disagree	Strongly Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree
7. Students self-monitor their progress toward the lesson learning target.		Strongly Disagree	Disagree	Disagree	Agree	Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree

# New 45 Day Goal

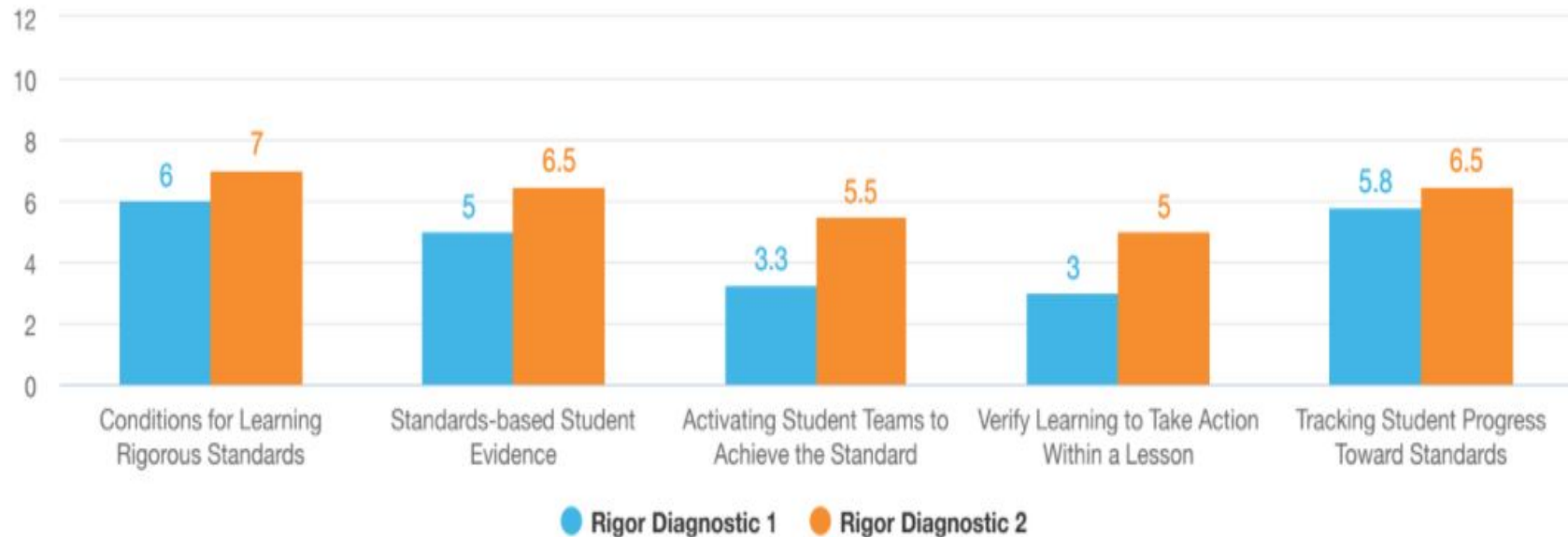
By the end of January, students will be interacting with partners or groups at agree or strongly agree based on data collected in Rigor Walks at 60%.

By March 25th, 60% of classes visited will have students interacting in partners or teams at agree or strongly agree at least three times.

# Growth

## Rigor Diagnostic Pillar Scores

The Rigor Diagnostic contains questions on a 12-point scale, grouped into one of five pillars. The average score for each pillar is compared below. Higher scores indicate a stronger alignment with the characteristics of rigorous instruction



# Grade Level Meeting with Instructional Coach

## Structure

- **Weekly trend data analysis**
- **Agenda items aligned to goals**
  - **Unpacking standards**
  - **Developing learning targets**
  - **Aligning tasks to targets using district resources**
    - Fountas and Pinnell
    - Eureka Math
    - Integrated Curriculum
    - Lucy Calkins Writing
  - **Develop tasks that allow student collaboration**
  - **Increased taxonomy levels**

# Taxonomy

## Taxonomy Levels Seen in Student Work

	RD 1	RD 2
Knowledge Utilization	0%	0%
Analysis	10%	20%
Comprehension	0%	40%
Retrieval	80%	30%
No Student Work	10%	10%

# Accelerating Student Centered Classrooms

## Benefits for our students:

- Equity
- Collaboration
- Student Agency
- 21st Century Skills

