



Board of Education Presentation Streamwood Network

April 24, 2023

Streamwood Network



Glenbrook Elementary



**Hanover Countryside
Elementary**



Heritage Elementary



Hilltop Elementary



Oakhill Elementary



Parkwood Elementary



Ridge Circle Elementary



Sunnydale Elementary

Schools for Rigor and Equity

Teresa Winters, Executive Director for Elementary Schools

Ana Lizza Arroyo, Principal

Parkwood Elementary ~ Year 2

Laura Alegria, Principal

Oakhill Elementary ~ Year 1

Lauren Janicki

Assistant Principal

Lettie Ekovich

Assistant Principal

Michelle Sheeks

Instructional Coach

Katheryn Mesch

Instructional Coach



Streamwood Network Goals

Conditions for
Self-Regulation
and Agency



Core
Instruction

Literacy
Development



Math
Development

Conditions for Self-Regulation and Agency

- **Conditions for Learning** (*Rubric for Classroom Walk*)

Attendance Data Reflection
Protocol

Core Instruction

- Model of Instruction
- Support teachers to design standards-based rigorous tasks

Theory of Action

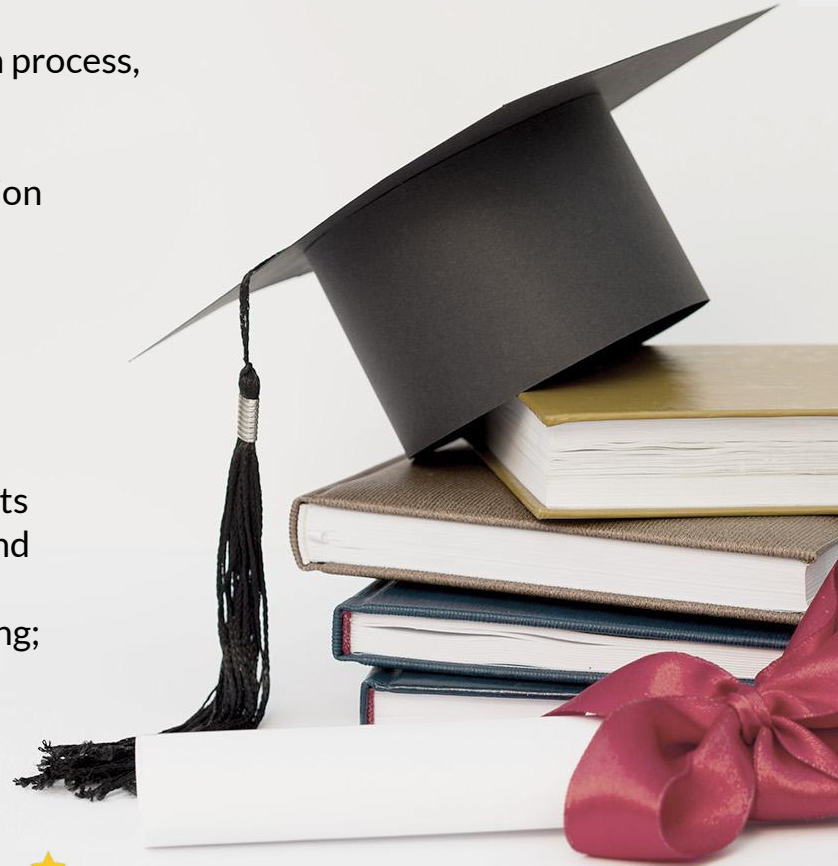
If the Executive Director demonstrates how improvement is a process, one that connects our actions to the instructional core;

Then principals would ensure core instruction is the intersection of the content, teacher knowledge, and skill;

Then leadership teams would strategize how student engagement would be embedded through academic teaming to allow for students to interact in partners and/or groups;

Then teachers would create learning opportunities for students to experience productive struggle within content, challenge and question one another, use academic vocabulary in their conversations, and, above all, monitor their progress in learning;

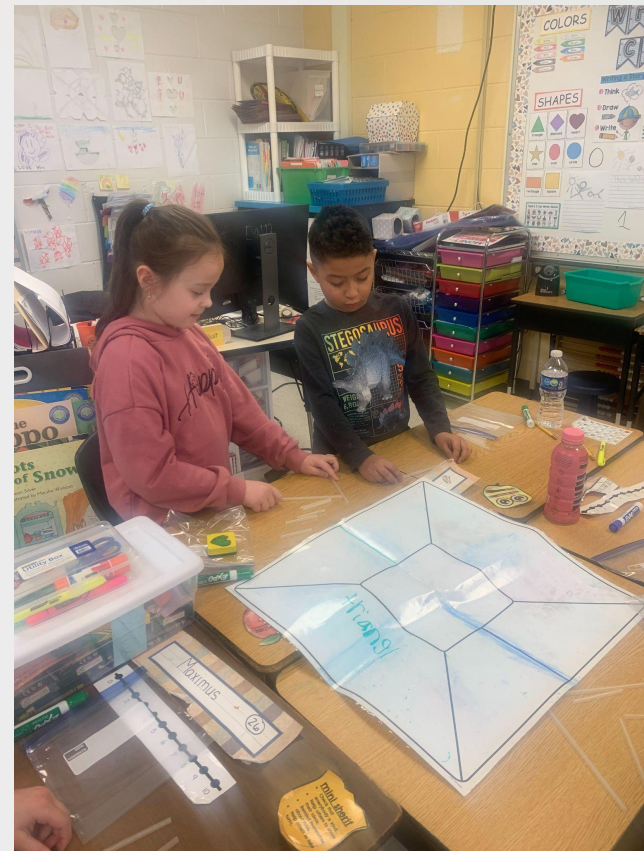
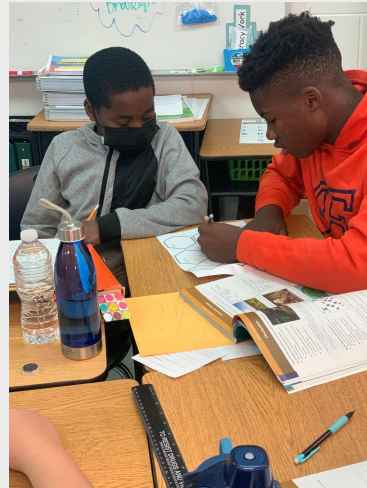
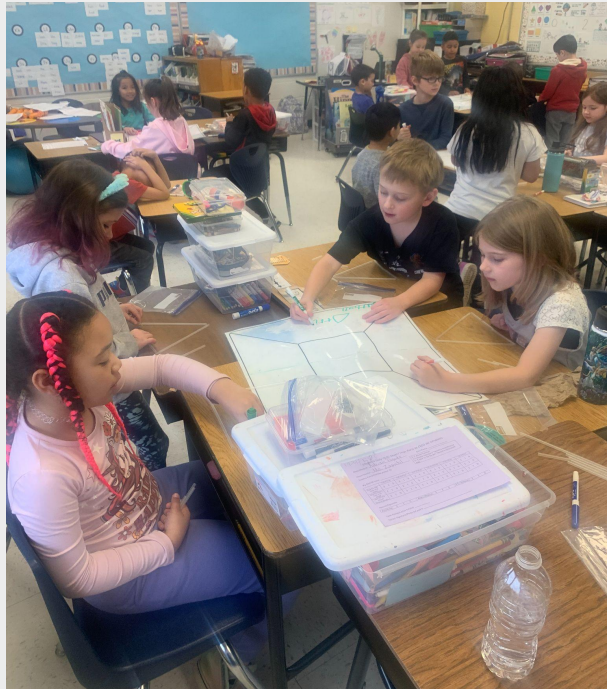
So that we will contribute to ALL students using their VOICE, VALIDATING their experiences, and VISUALIZING becoming college and career ready for our society.

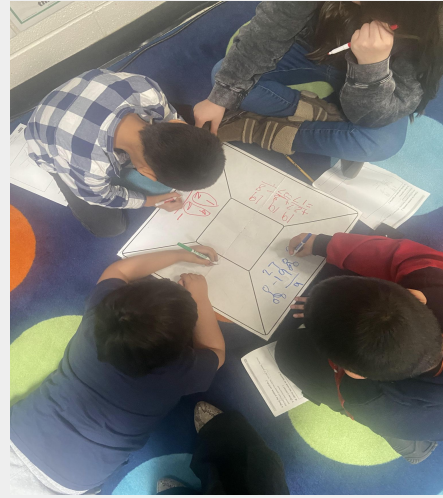


Heritage Elementary



Hanover Countryside





*A learner with AGENCY is a
learner who is future ready!*

**Parkwood
Elementary**

Instructional Priorities

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

The task and student work are at the appropriate taxonomy level or higher and demonstrate the standard as it is intended.

1

2

Student teammates interact equally as they make connections between their learning and their teammates' learning.

We assess and provide feedback on what we value: deeper, authentic learning aligned to grade-level standards.

3

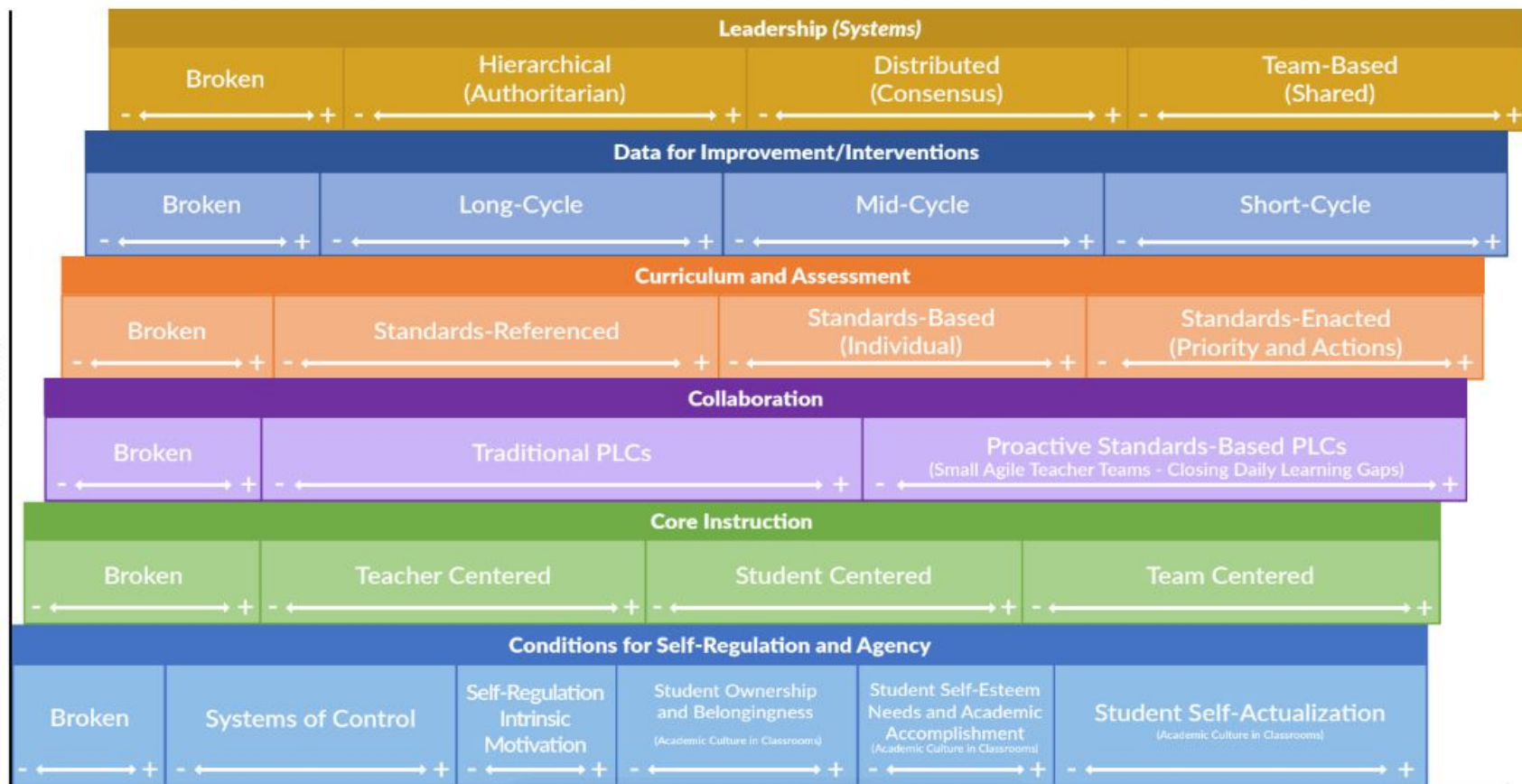
4

Our intervention and support systems align with core instruction and include early identification and exit based on real-time learning.



School Instructional Maturity Model[©]

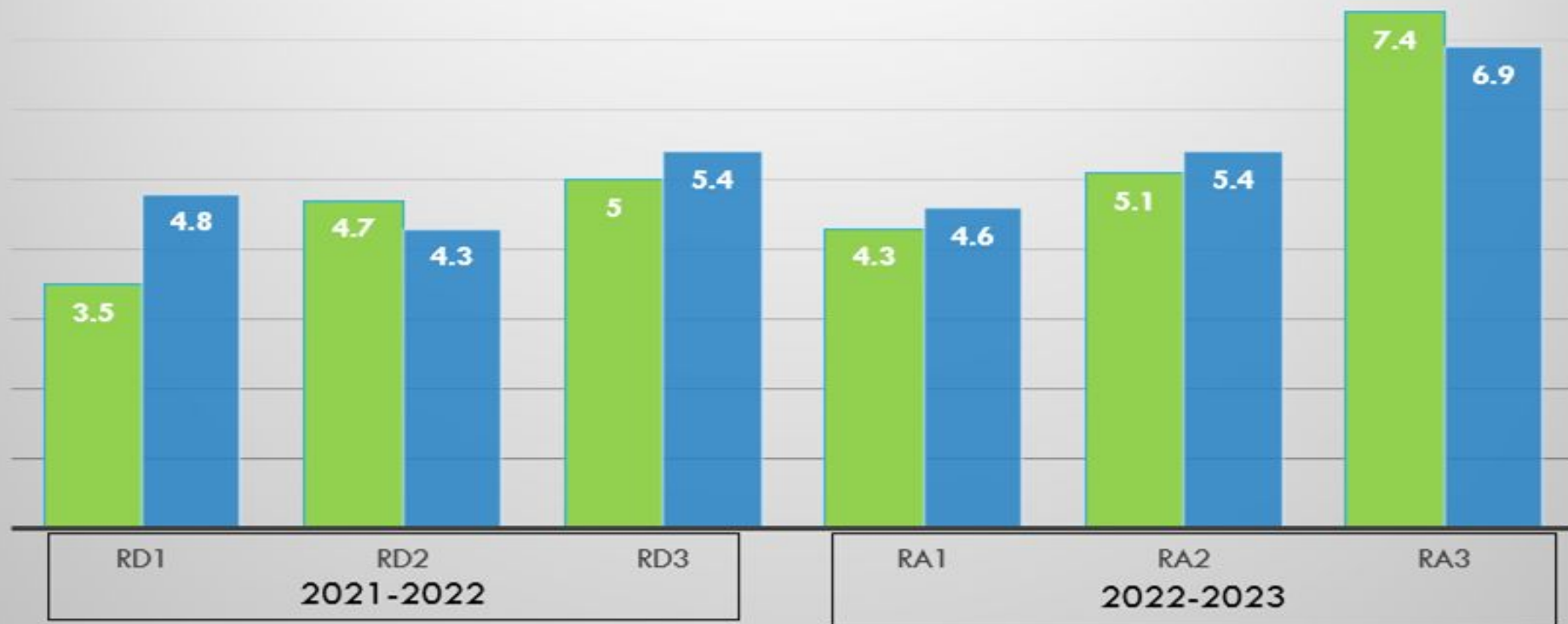
SYSTEMS



Demonstration/Schools for Rigor & Equity

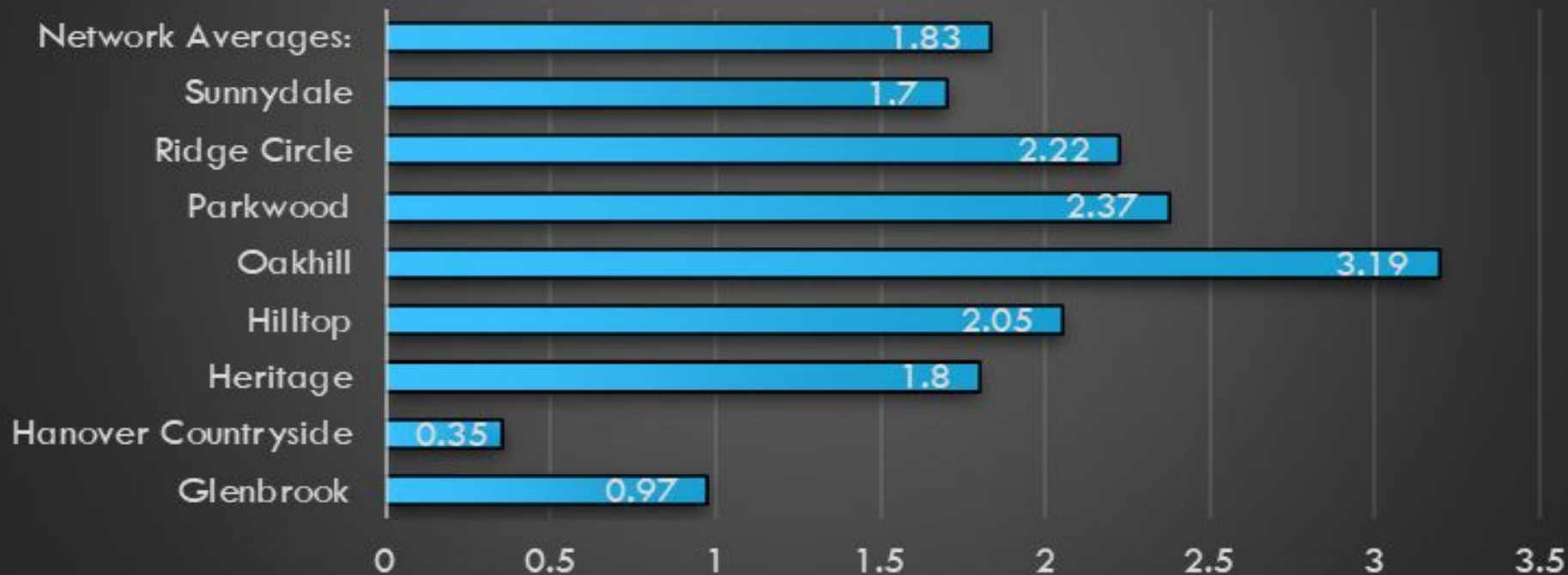
2-Year Mean RigorDiagnostic / RigorAppraisal Data

■ Oakhill (2022 SFRE) ■ Parkwood (2021 & 2022 SFRE)



Streamwood Network 2022-2023

Growth from RigorAppraisal (Fall to Spring)



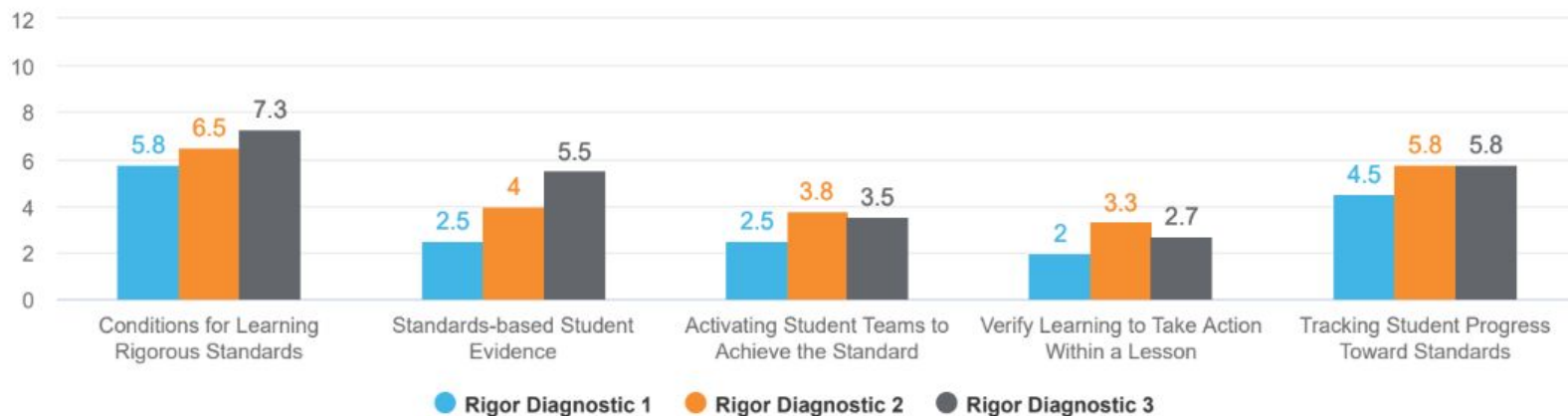
Oakhill Rigor Diagnostic 2021-2022

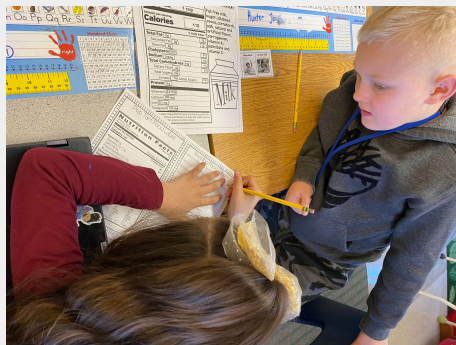
4/25/22, 11:01 PM

LSI Tracker - Walkthroughs

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





Conditions for Learning Rigorous Standards



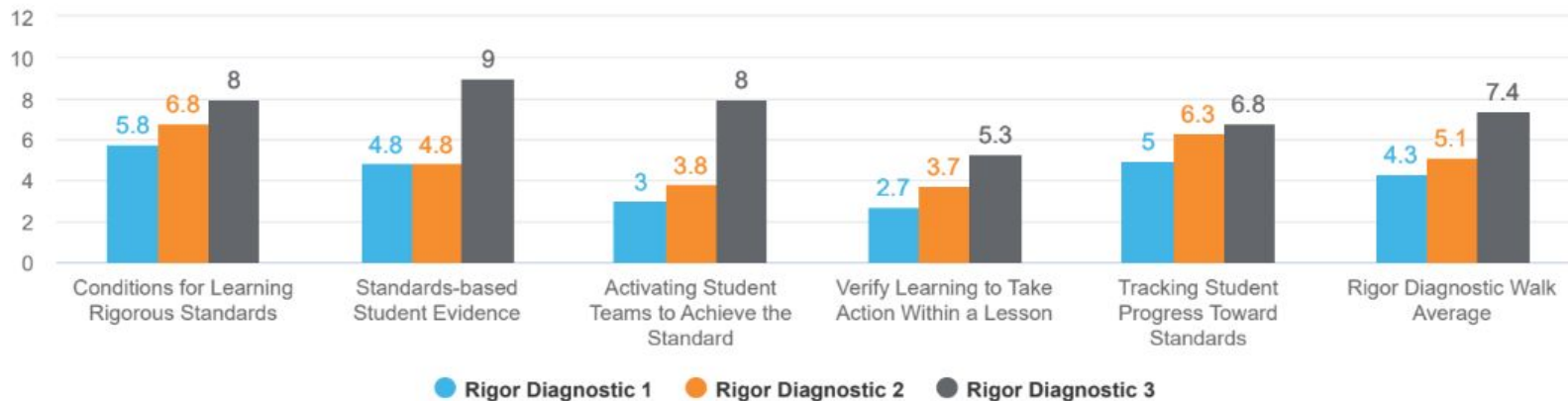
Oakhill SfRE Rigor Diagnostic 2022-2023

3/8/23, 5:51 PM

Empower Systems 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



Standards-Based Student Evidence Activating Student Teams to Achieve Standard

September 2021

	Classrooms									
	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
	No	No	No	No	Partial	No	Yes	No	Yes	Yes
	No Learning Target	R	No Learning Target	No Learning Target	R	No Learning Target	C	No Learning Target	C	C
	No Student Work	R	R	No Student Work	R	No Student Work	No Student Work	R	No Student Work	C
	No	No	No	No	Yes	No	No	No	No	Yes

	Classrooms									
	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
	Disagree	Agree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree

April 2023

	Classrooms									
	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	C	C	A	C	C	KU	C	A	C	A
	C	C	A	C	C	KU	C	A	A	A
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

re the Standard

	Classrooms									
	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8	Classroom 9	Classroom 10
	Agree	Agree	Agree	Agree	Agree	Strongly Agree	Strongly Disagree	Agree	Agree	Strongly Agree

Creating Structures and a Culture of Collaboration

Teacher
Commitment

Dedication to Growth

Having a shared
Goal



PLCs

Having a Plan

45 DAY
GOALS

Stronger Focus

Scaffolding our Goals

Same Page



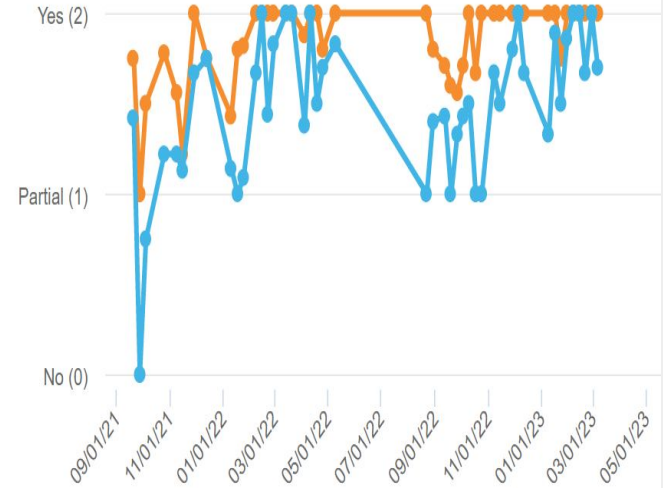
Parkwood

Standards-Based Student Evidence

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	See Details	1.7	2.0	15%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	See Details	1.2	1.7	25%

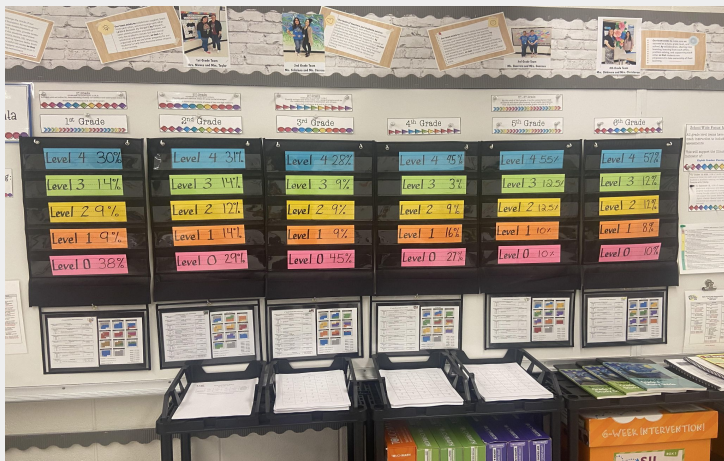
Taxonomy Level of the Lesson Learning Target (2021-2023):

	No Learning Target	Retrieval	Oct 2021 Comprehension % of Total: 62% Visit Count: 8	Analysis	Knowledge Utilization
Aug 2021	0%	0%		0%	0%
Sep 2021	7%	43%		7%	7%
Oct 2021	8%	23%	62%	0%	8%
Nov 2021	22%	33%	39%	6%	0%
Dec 2021	0%	50%	36%	14%	0%
Jan 2022	9%	30%	61%	0%	0%
Feb 2022	0%	0%	90%	10%	0%
Mar 2022	0%	7%	80%	13%	0%
Apr 2022	3%	3%	88%	6%	0%
May 2022	0%	0%	100%	0%	0%
Jun 2022	0%	0%	0%	0%	0%
Jul 2022	0%	0%	0%	0%	0%
Aug 2022	0%	67%	33%	0%	0%
Sep 2022	16%	6%	71%	6%	0%
Oct 2022	4%	13%	83%	0%	0%
Nov 2022	4%	13%	71%	8%	4%
Dec 2022	0%	0%	90%	10%	0%
Jan 2023	4%	26%	48%	17%	4%
Feb 2023	0%	17%	65%	13%	4%
Mar 2023	0%	0%	91%	9%	0%
Apr 2023	0%	0%	0%	0%	0%
May 2023	0%	0%	0%	0%	0%
Total	6%	17%	69%	8%	2%



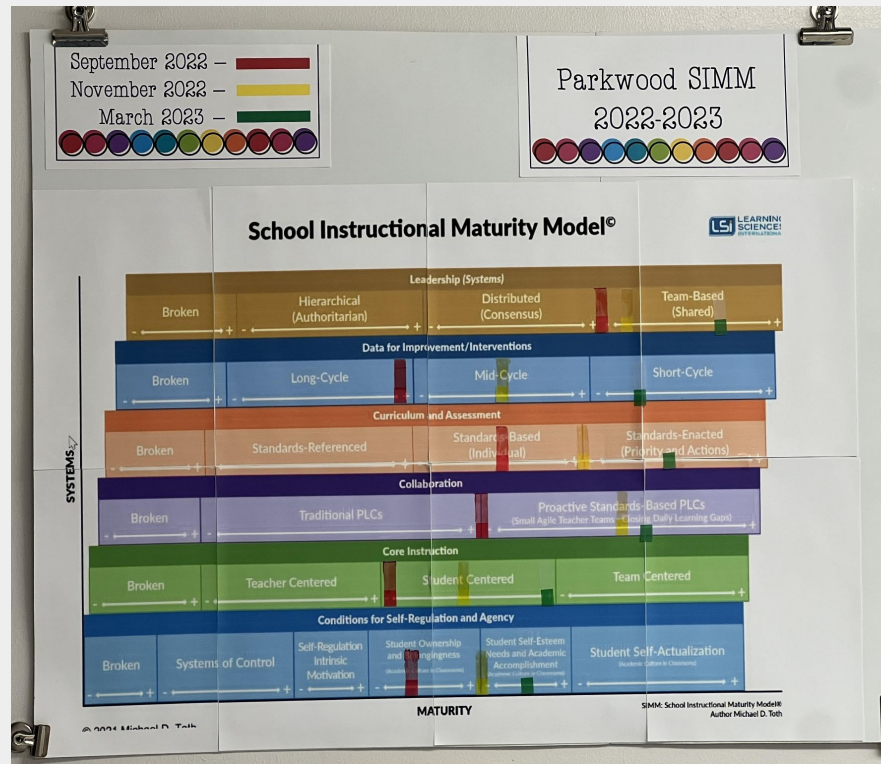
PLC Data Reflection (short-mid-long cycle data)

- Student Inventories
- common assessments
- DLB
- math fluency
- MTSS (academic and behavioral)
- ACCESS
- Rigor Walk/Rigor Diagnostics
- Attendance
- IAR
- Gallup Poll
- Panorama Survey



Short Cycle Data: math fluency progression wall, updated weekly.

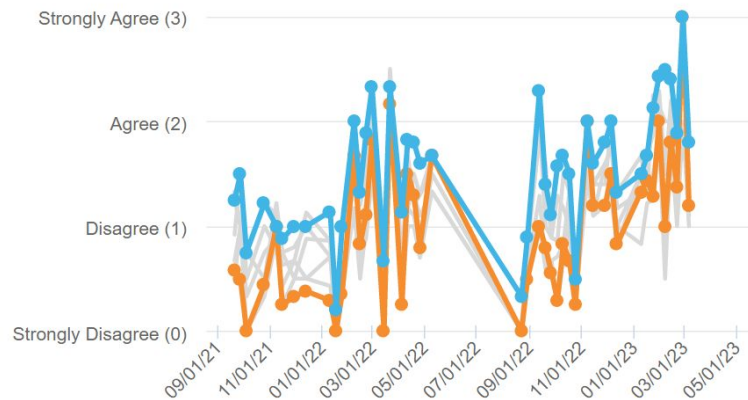
ORID Protocol
Q6 and Q7 Data



Parkwood SIMM
Peer Teaching

Organizing Students to Achieve the Standard

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 5	Students are interacting with partners or groups.	See Details	1.0	2.0	33%
<input type="checkbox"/> 5a	Students experience productive struggle.	See Details	0.8	1.6	27%
<input type="checkbox"/> 5b	Students use academic vocabulary.	See Details	0.7	1.8	37%
<input type="checkbox"/> 5c	Students challenge and question each other.	See Details	0.5	1.3	27%
<input type="checkbox"/> 5d	The performance task requires students to interact with partners or groups to achieve the learning target.	See Details	0.9	1.6	23%
<input type="checkbox"/> 5e	Students monitor each other to ensure all group members achieve the learning target.	See Details	0.6	1.3	23%
<input checked="" type="checkbox"/> 5f	Students work together in teams.	See Details	0.4	1.4	33%

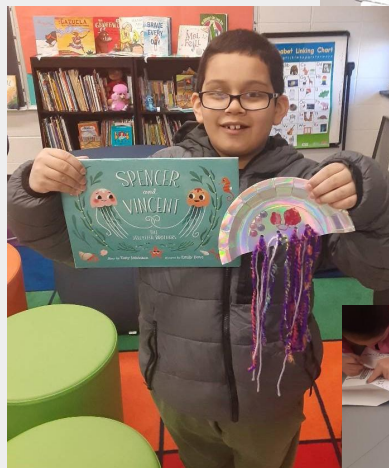


Team Centered

- Leading data
- 70% in student-led teams plus student-led formative assessment, peer coaching and authentic rigorous tasks fostering productive struggle
- Team success and peer success
- Student ownership of culture
- Peer teaching, coaching and caring
- Focuses on developing better learners Independent thinkers with high agency in teams



Parkwood Power



**Kidlit Craft Club
and
Reader's Theater**



Broadcast Club

[Readiness Check Video](#)

[Agree/Disagree Video](#)

["I am somebody!"](#)



Questions?