



# U-46 RISING

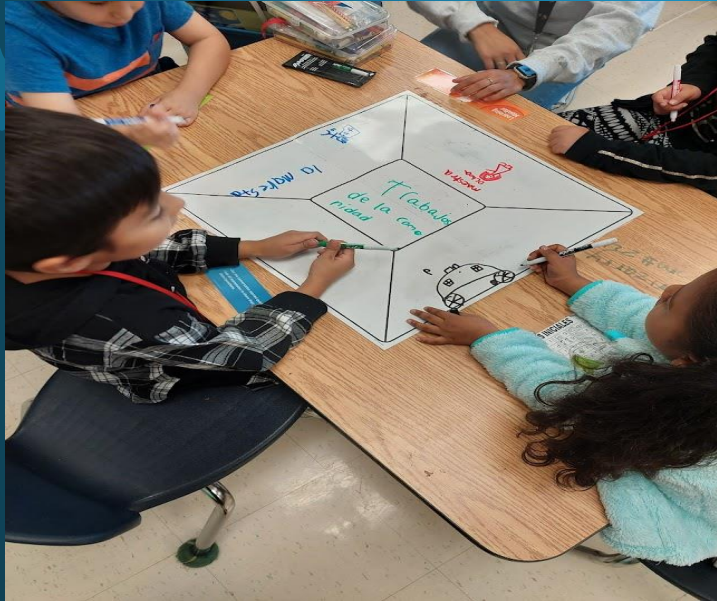
## Elgin Network Board of Education Presentation

March 6, 2023



# Elgin Network Vision

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



# Elgin Network Goals

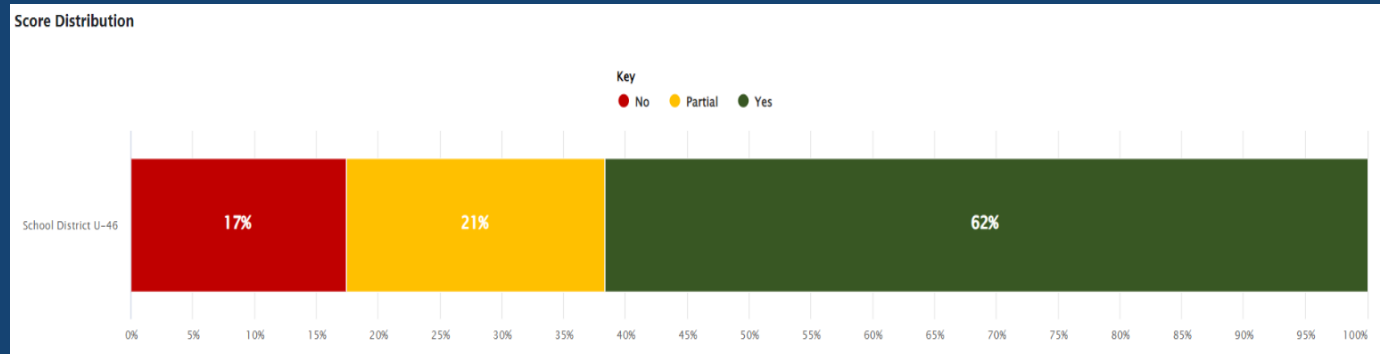
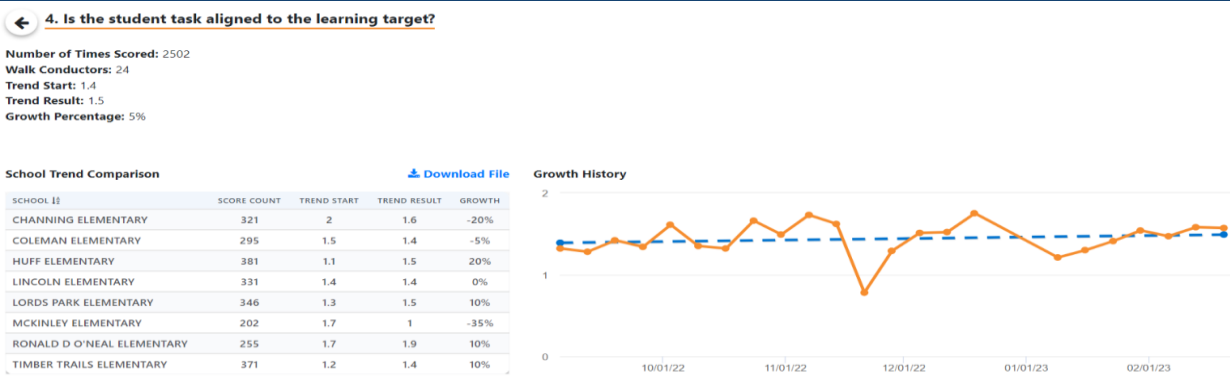
## 1. CORE INSTRUCTION:

By the end of School Year 2023, 98% of the classrooms in the network will have lesson learning targets and student task alignment with task taxonomy levels of comprehension, analysis and/or knowledge utilization with students engaged in tasks with partners or in groups as measured by Rigor Walks and Rigor Diagnostics.

## 1. DATA TO DRIVE IMPROVEMENT AND INTERVENTIONS:

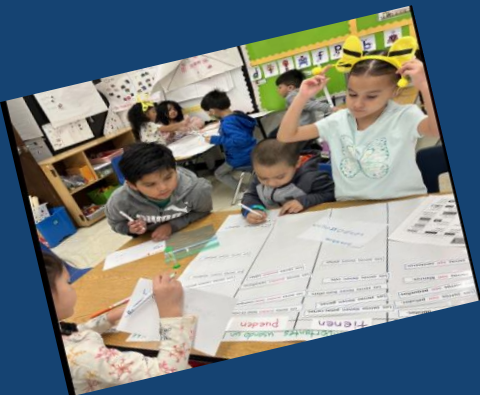
By Spring 2023, 100% of the Elgin Network administrators will be using a data cycle system on an ongoing basis to analyze attendance, student growth data (DLB, MAP grade-level common assessments, grades, MAP, IAR, and ACCESS), instructional practices data (Rigor Diagnostic, Team Diagnostic, and Rigor Walk data), behavioral, 5Essentials, and Panorama data to drive instructional decisions.

# Student Task Aligned to Learning Target Progress Since September 2022



# Students Interacting with Partners or Groups

## Progress Since September 2022



### 5. Students are interacting with partners or groups.

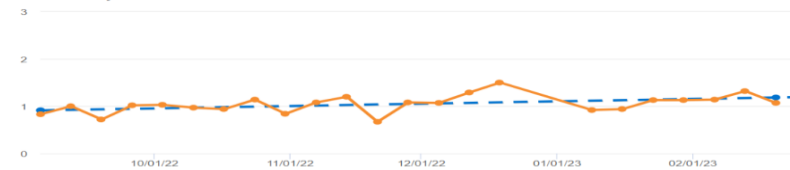
Number of Times Scored: 2474  
 Walk Conductors: 23  
 Trend Start: 0.9  
 Trend Result: 1.2  
 Growth Percentage: 10%

#### School Trend Comparison

[Download File](#)

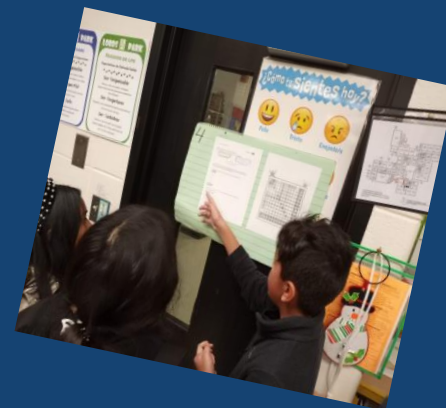
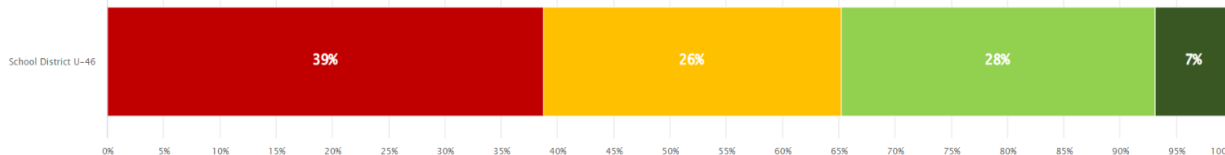
SCHOOL ID	SCORE COUNT	TREND START	TREND RESULT	GROWTH
CHANNING ELEMENTARY	321	1.5	1.4	-3%
COLEMAN ELEMENTARY	275	0.6	0.8	7%
HUFF ELEMENTARY	378	0.6	0.9	10%
LINCOLN ELEMENTARY	332	0.9	1.1	7%
LORDS PARK ELEMENTARY	347	1	1.1	3%
MCKINLEY ELEMENTARY	192	0.8	0.6	-7%
RONALD D O'NEAL ELEMENTARY	258	1.1	1.9	27%
TIMBER TRAILS ELEMENTARY	371	1	1.1	3%

#### Growth History



#### Score Distribution

Key  
 ● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



# Taxonomy Level of the Student Work

## School Year 21-22

Taxonomy Levels Seen in Student Work

	RD 1	RD 2	RD 3
Knowledge Utilization	0%	0%	0%
Analysis	5%	8%	1%
Comprehension	19%	38%	48%
Retrieval	56%	46%	44%
No Student Work	20%	9%	8%

## School Year 22-23

Taxonomy Levels Seen in Student Work

	RA 1	RA 2
Knowledge Utilization	0%	0%
Analysis	0%	4%
Comprehension	38%	43%
Retrieval	60%	44%
No Student Work	3%	10%

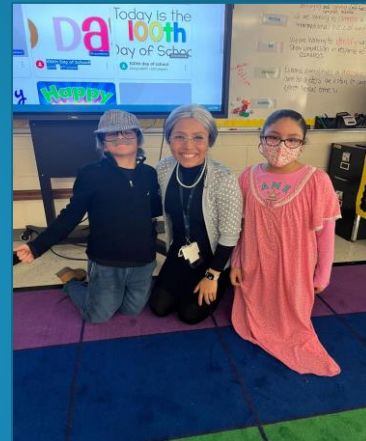


# Professional Development

- Instructional Leadership Training
- Academic Teaming Training
- Coaches Visits
- Network Level Support
- Weekly Site Visits
- Rigor Walks
- Data Analysis
- Principal Community of Practice
- Monthly Network Meetings



# Coleman Elementary Celebration of Dedication





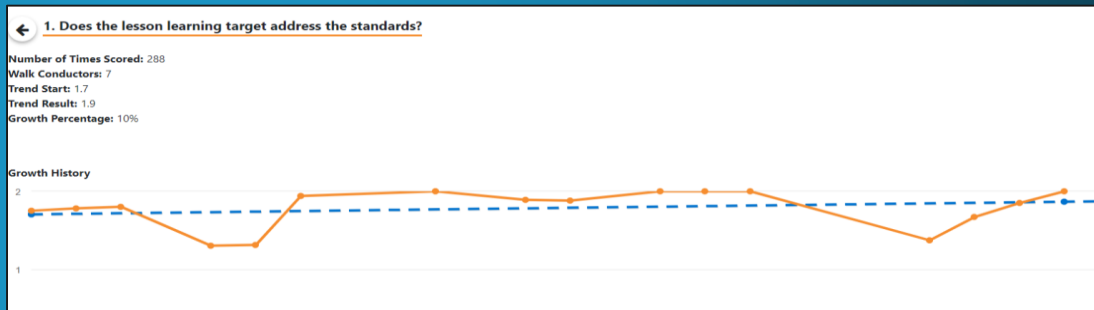


# 1. Coleman Core Instruction Goals

To increase Tier 1 Core instruction, 100% of classes will have learning targets aligned to the standards and student tasks at the taxonomy level of the standard as measured by weekly Rigor Walk Data 80% of the time by the first week of March.

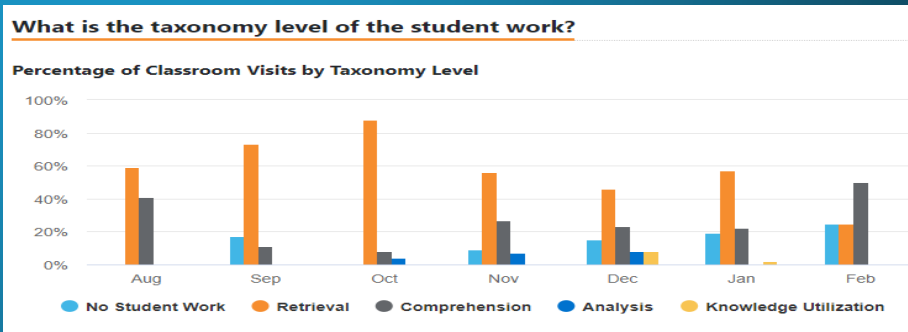
Lesson  
Learning  
Target  
Aligned to  
Standards

From August to January,  
we have seen 10% growth.



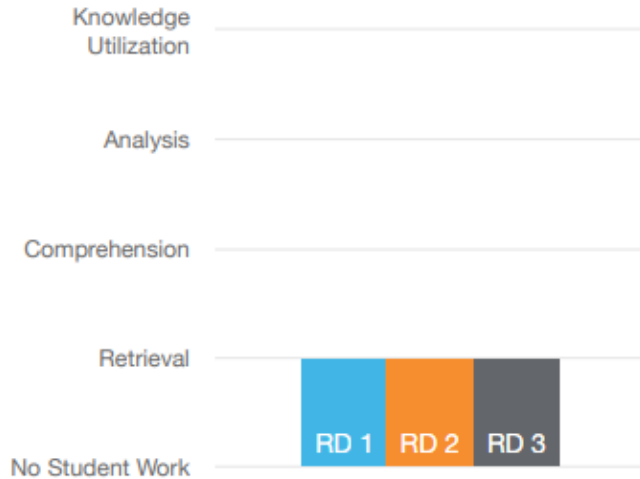
Student work  
at the  
taxonomy  
level of the  
standard

Although we are still seeing  
work at the retrieval level, we  
are moving towards  
comprehension and above by  
developing aligned learning  
targets.



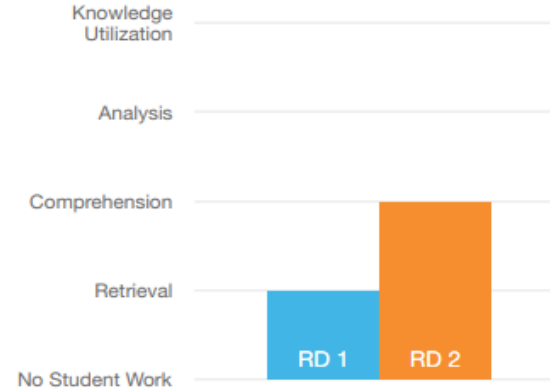
# Coleman Rigor Diagnostic Data

## Taxonomy Level Most Often Seen in Student Work



2021-2022 School Year

## Taxonomy Level Most Often Seen in Student Work



2022-2023 School Year

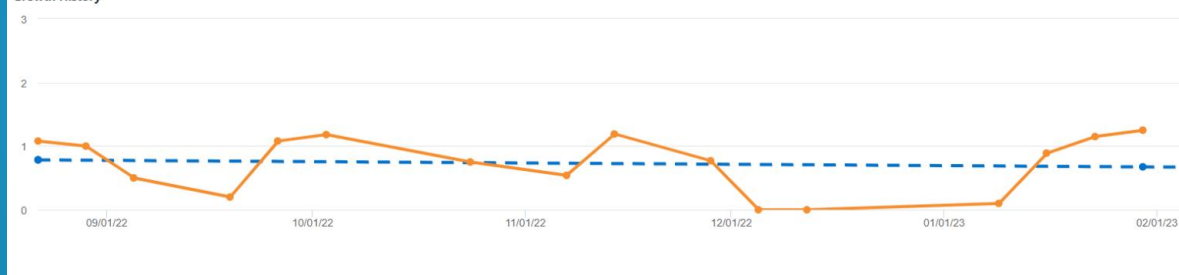
## 2. Coleman Collaboration Goals

To increase Tier 1 instruction, students will be given opportunities to work in partners or groups on complex tasks at or above taxonomy levels 60% of the time as measured by question 5 on the Rigor Walk Tool.



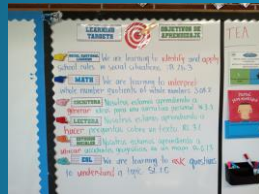
### 5. Students are interacting with partners or groups.

Growth History

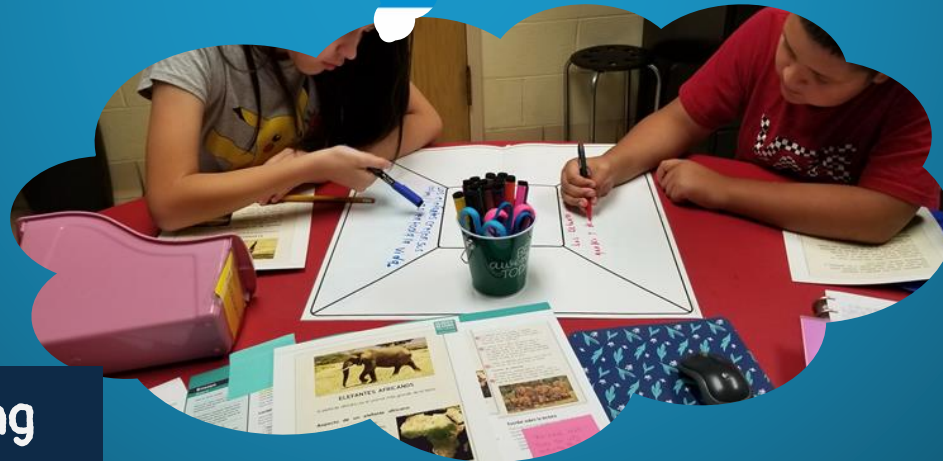


# Academic Teaming Implementation

## PD During Faculty Meetings



## Modeling/Coteaching



## Planning with PLCs



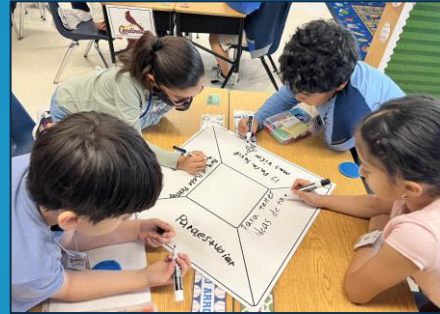
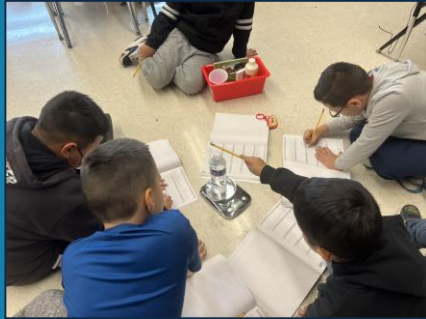
## IE Support







Mrs. Vazquez





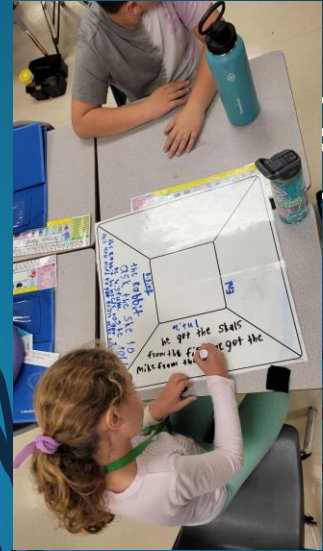


# Timber Trails Elementary School



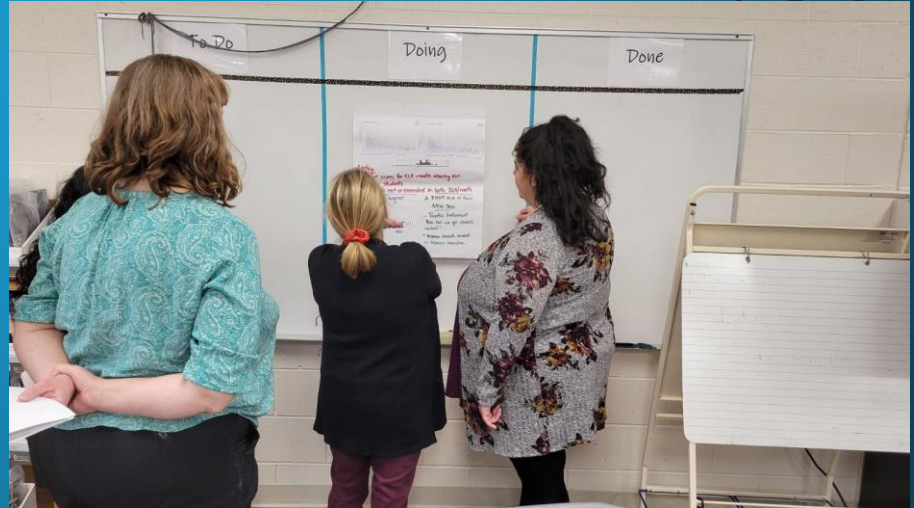
# 1. Core Instruction Goal

March 24th, 2023, we will have 70% of all students engaged in culturally and linguistically responsive performance-based group tasks that includes differentiated strategies to ensure Tier 1 instruction in Reading and Math , as evidenced by Agree or Strongly Agree on question 5 and 5d of the Rigor Walk Rubric.



## 2. Collaboration

By March 24th, 2023, each grade level team will develop one collaborative lesson plan per week in order to increase the taxonomy level of our teaming tasks.





# 3. Data for Improvement/Intervention

By March 24th, 2023, grade level teams will analyze common assessment data and student work to make instructional decisions that include differentiated strategies to ensure Tier 1 instruction in reading and math is implemented with fidelity, students receive necessary support in order to close learning gaps.

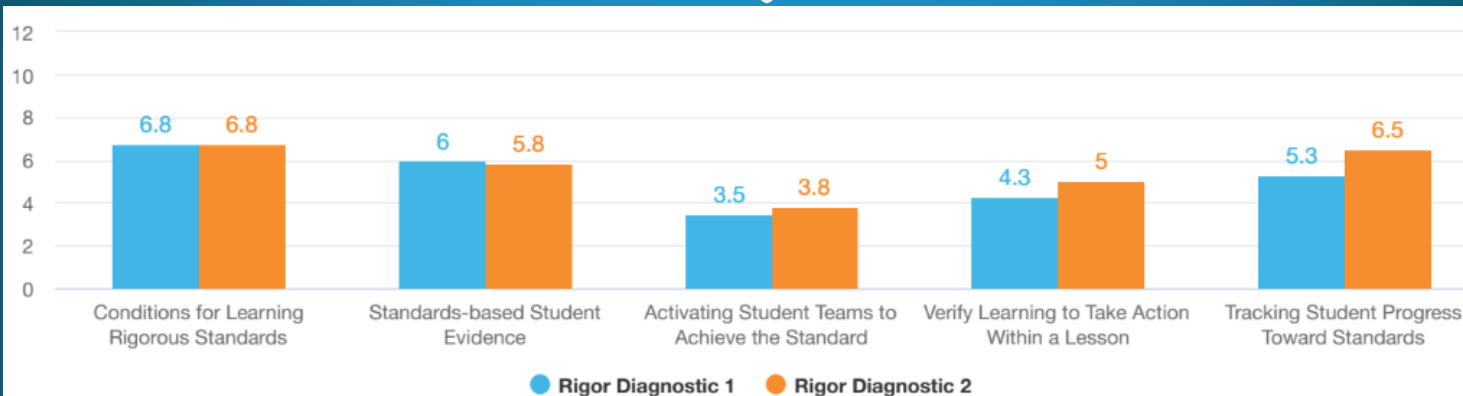


# Rigor Diagnostic Data



Two Rigor Diagnostics for the year 2022-2023

From September to November, we went from 5.2 pillar average to 5.6 average.



## Rigor Diagnostic Summary

In the most recent Rigor Diagnostic,

- **Conditions for Learning Rigorous Standards** received the highest average pillar score (6.8)
- **Activating Student Teams to Achieve the Standard** received the lowest average pillar score (3.8)





# Rigor Walk Data



Rigor Walk Data from August 23, 2022

## Classroom Summary

## Notes

### Standards-Based Student Evidence

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

Rigor Walk Data from January 20, 2023

### Standards-Based Student Evidence

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

Empowering Students to Achieve the Standard



# Rigor Walk Data



Rigor Walk Data from August 23, 2022

## Monitoring to Take Action Within a Lesson

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.		Disagree	Disagree	Disagree	Strongly Disagree	Disagree	Strongly Disagree	Disagree	Disagree	Disagree	Strongly Disagree
7. Students self-monitor their progress toward the lesson learning target.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree



Rigor Walk Data from January 20th, 2023

## Monitoring to Take Action Within a Lesson

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.		Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Disagree	Disagree	Disagree	Agree	Disagree
7. Students self-monitor their progress toward the lesson learning target.		Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree	Disagree	Strongly Disagree	Disagree	Disagree

# Channing Memorial Elementary



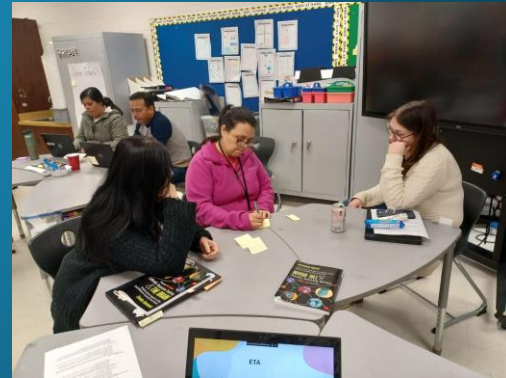
Our U-46 Rising instructional vision is to ensure ALL students and staff have a sense of belonging and experience success. Channing will increase rigor by providing culturally and linguistically relevant content through standards-based instruction utilizing student-led academic teams.



# 1. Core Instruction Goal

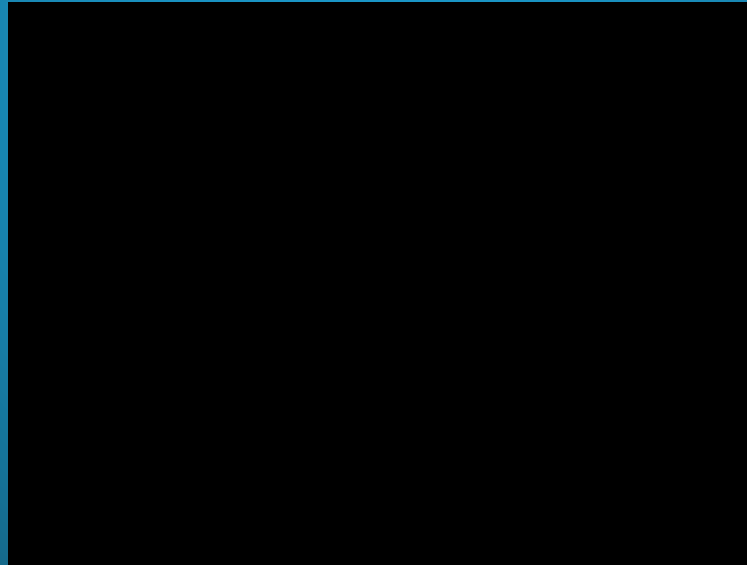


100% of teachers will engage in Balanced Literacy PD by units provided by the district during staff meetings beginning in January 2023.



## 2. Curriculum and Assessment

All students will engage in tasks that are culturally and linguistically relevant, using academic language, aligned to the standards-based learning target based on #5B of the Rigor Walk at agree or above at 60% of the classrooms, 4 out of 9






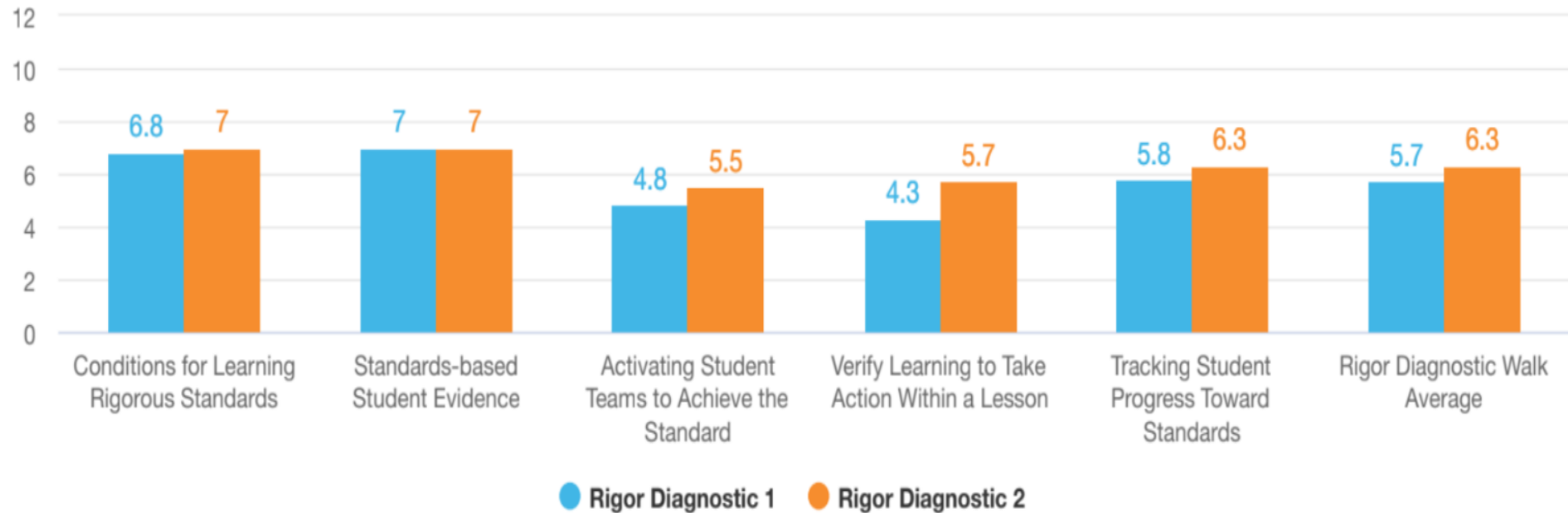


### 3. Data for Improvement/Intervention

By February 10th, Rigor Walk data will show that in at least 30% of classrooms, students will use success criteria to self-monitor at disagree or higher related to questions 7 and 5e at least 3 times.



# Channing Rigor Diagnostic Data



# Channing Taxonomy Growth

## Taxonomy Levels Seen in Student Work

	RD 1	RD 2
Knowledge Utilization	0%	0%
Analysis	0%	0%
Comprehension	50%	70%
Retrieval	50%	30%

# Benefits of Being a School for Rigor and Equity (SfRE)

- Teacher collaboration
- Student Engagement
- Rigor
- Equity

