

# *South Elgin Network*

February 13, 2023

# *South Elgin Network Goals*

Goal 1: The South Elgin Network will **increase the standards-based student evidence and student teams seen in our network classrooms.**

By the middle of the year Rigor Diagnostic, the mean score for standards-based students evidence as measured by the Rigor Diagnostic will be at least a 6.0 and the mean score for Activating Student Teams will be 4.5.

Goal 2: All South Elgin Network schools will **make growth towards the Team-Centered Leadership** on the SIMM as evidenced by the team self-ratings from the beginning to middle of the year Rigor Diagnostic team discussions.

# Theory of Action

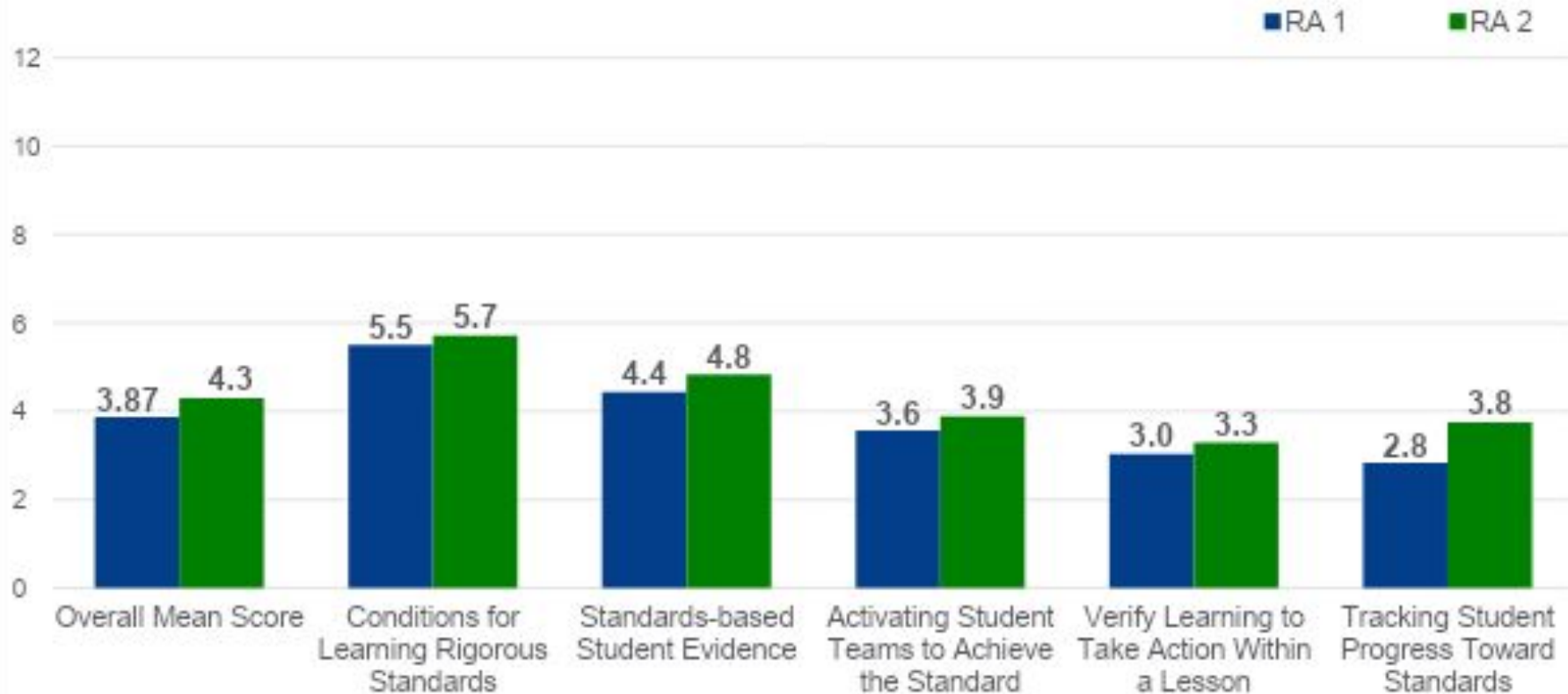
If we...are **thought partners/critical friends for one another**, then we will have a system of reflection to overcome all things (operational, special education, curriculum, and appraisal).

If we...**provide professional learning for teachers that is consistent**, then we can support our staff in implementing engaging, standards-based instruction.

If we... **focus our actions on moving toward utilizing short-cycle data**, then we will see student growth from effective Tier one, two, and three data usage.

Which will lead to every school in the South Elgin Network having systems and structures in place to **allow ALL students to experience success and reach their future goals**.

## Data - Rigor Appraisal #1 and #2





# Data - Taxonomy Level of Student Work

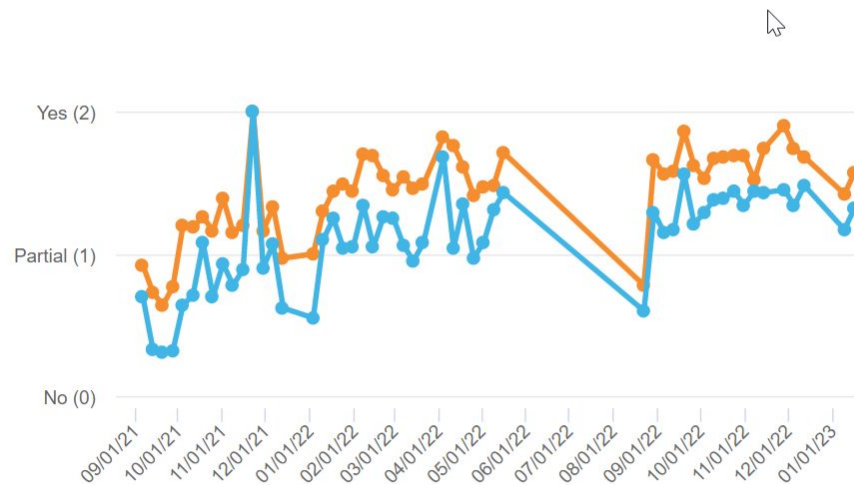
	RA 1	RA 2
Knowledge Utilization	0%	1%
Analysis	2%	8%
Comprehension	30%	37%
Retrieval	56%	51%
No Student Work	12%	3%

*Data from August 2021-now!*

## Standards-Based Student Evidence

### 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?	<a href="#">See Details</a>	1.2	1.8	30%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	<a href="#">See Details</a>	0.8	1.5	35%

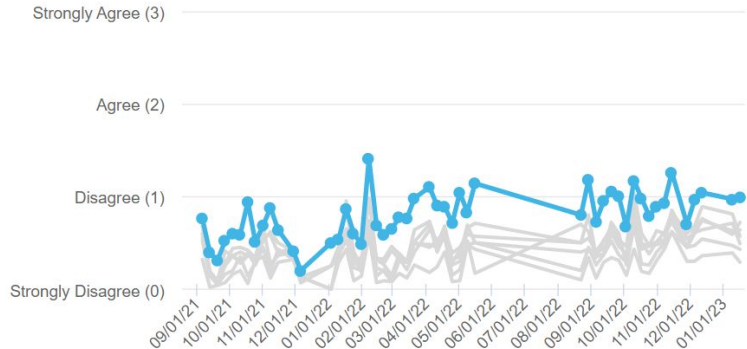


# Data from August 2021-now!

## Organizing Students to Achieve the Standard

### 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.	<a href="#">See Details</a>	0.6	1.1	17%
<input type="checkbox"/> 5a	Students experience productive struggle.	<a href="#">See Details</a>	0.3	0.7	13%
<input type="checkbox"/> 5b	Students use academic vocabulary.	<a href="#">See Details</a>	0.3	0.6	10%
<input type="checkbox"/> 5c	Students challenge and question each other.	<a href="#">See Details</a>	0.3	0.6	10%
<input type="checkbox"/> 5d	The performance task requires students to interact with partners or groups to achieve the learning target.	<a href="#">See Details</a>	0.3	0.6	10%
<input type="checkbox"/> 5e	Students monitor each other to ensure all group members achieve the learning target.	<a href="#">See Details</a>	0.3	0.5	7%
<input type="checkbox"/> 5f	Students work together in teams.	<a href="#">See Details</a>	0.2	0.3	3%



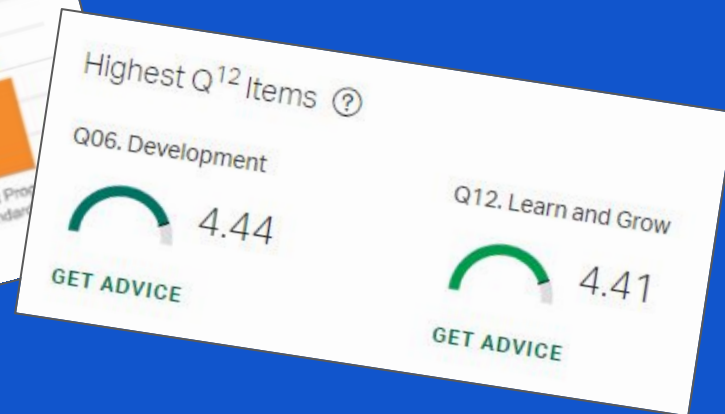
# U-46 Rising Leadership Teams Expanding our Influence



# Clinton Elementary

Principal Jon Miquelon  
Assistant Principal Lauren McDonald  
Instructional Coach Danalea Warrick

## Celebrations

[illegible][illegible]



# Game Changers

Clinton Vision	Clinton Elementary School is dedicated to meeting the diverse academic and social emotional needs of all our students while fostering the problem solving abilities necessary for the development of lifelong learners and global citizens.		
45 Day Goal	Goal 2: 3/16/23 Goals 1+3: 4/14/23		
Action Steps			
	Action Step	DO	DOING
1	Implement the new 45 day goal	Implement the new 45 day goal	Implement the new 45 day goal
2	Implement the new 45 day goal	Implement the new 45 day goal	Implement the new 45 day goal
3	Implement the new 45 day goal	Implement the new 45 day goal	Implement the new 45 day goal
	Implement the new 45 day goal	Implement the new 45 day goal	Implement the new 45 day goal

1 Core Instruction
Within the next 45 days, 60% of classrooms will have a performance task that requires students to interact with partners or groups to achieve the learning target. (60% Participation in PLCs, Teachers will define what equal participation and/or interdependency structures) (ask like, use PLC action boards to implement equal participation and interdependency structures, design interdependent math activities)
2 Conquers the Self-Regulation & Agency
Within the first two weeks of January, all teachers will release the "Goal Tools" created by the ARTS team. Additionally we will increase the number of students taking ownership in the hallways and classrooms as measured by each class earning at least 6 ROWS in 45 days
3 Data for Improvement and Intervention
Each teacher will use the Tier 23 team will update the PLC action board for math reading and SEL 100% of all teams will review and provide feedback on updated data rows during PLCs. A final data integration sheet document will be created, reviewed by the team and finalized. By the end of the 45 days the team will present the data to the school board.



<b>1/9/23 - 4/14/23</b>			
<b>Specials</b>	<b>DO</b>	<b>DOING</b>	<b>DONE</b>
Students listen and respond to each other's thinking	Establishing & following classroom appropriate procedures		
	Determining and using an appropriate intervention to allow for listening and responding		
Within the next 45 days, 60% of classrooms will have a performance task that requires students to interact with partners or groups to achieve the learning target (60). Through collaboration in PLCs, teachers will define what equal participation and/or interdependency structure(s) look like, use PLC action boards to implement structures, and design interdependent math activities.			
Within the first two weeks of January all teachers will release the 'Goal Tools' created by the PLC teams. Additionally we will increase the number of students taking ownership in the hallways and classrooms as measured by each class earning at least 5 Roles in 45 days.			
3 Data for Improvement Intervention			
Each PLC will have the Tier 2 team will update the PLC action board for each meeting and will have a PLC review and provide feedback on updated data, video during PLCs. A final draft integrating state feedback will be created, reviewed by the team and finalized by the end of the 45 days the team will present to the PLCs.			

# Fox Meadow Elementary

Principal Dr. Jason Gold  
Assistant Principal Lauren Theall  
Instructional Coach Candra Chavda



# Celebrations

## Rigor Walk Data 2021-2022 and 2022-2023 (Questions 1, 4, and 5d)

TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	<a href="#">See Details</a>	0.9	1.2	15%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	<a href="#">See Details</a>	0.5	0.8	15%

<input type="checkbox"/> 5d	The performance task requires students to interact with partners or groups to achieve the learning target.	<a href="#">See Details</a>	0.4	0.0	-13%
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## Academic Teaming






TO COMPARE SELECT TWO	QUESTIONS	MORE	TREND START	TREND RESULT	GROWTH
<input checked="" type="checkbox"/> 1	Does the lesson learning target address the standards?	<a href="#">See Details</a>	1.2	2.0	40%
<input checked="" type="checkbox"/> 4	Is the student task aligned to the learning target?	<a href="#">See Details</a>	0.8	1.9	55%

<input checked="" type="checkbox"/> 5d	The performance task requires students to interact with partners or groups to achieve the learning target.	<a href="#">See Details</a>	0.0	1.0	33%
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Students self-assessing  
according to the learning target

# Game Changers

Learning Targets and Success Criteria  
posted in each classroom

 <p><b>Learning Target</b> (The <b>WHAT</b>)</p>	 <p><b>Purpose of Target</b> (The <b>WHY</b>)</p>	 <p><b>Success Criteria</b> (The <b>HOW</b>)</p>
<p>Today I am <b>LEARNING</b> to...</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Standard: <b>R.L. 3.2</b></p>	<p>So I <b>CAN</b>...</p> <p>recount the details of a story by summarizing the text.</p>	<p>I am <b>SUCCESSFUL</b> when I can...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recount the important details of the story.</li> <li><input type="checkbox"/> recount the events in sequential order.</li> </ul>

background Clear frame

Not yet (1)	Starting to (2)	Got it (3)	Can teach someone (4)
 Alexia	 Alex, Jesus, Ari	 Lia, M.J., Yarela, Adam, Lukas, Sofia, Elle, Esten, Jayden, Levi	 Noah
<p>23A.e.9- I am learning to describe the basic function of the circulatory system.</p>			
<p>4th Anderson</p>			

Professional Learning Community  
work with our Instructional Coach



## THE MEADOW

### Coaching Services Menu

Choose from a variety of options. Mix and Match to design a meal that appeals to you. Is there something that you are craving, but you do not see it on the menu? Order it anyway. This chef is willing to cook up new creations to fit your taste buds!

Random Look & Learns will still continue, but this is for customer who would like additional options

Click here to book your [Reservation](#)

Appetizer	Entrees	Desserts
<b>Look &amp; Learn</b> Want me to come in and watch a lesson? Schedule a Look & Learn so we can reflect on your practice together. We will use the 4 levers to guide our	<b>Planning Support</b> We can plan together for a lesson, a week, or a unit.	<b>Listening &amp; Supporting</b> We can all use an open ear.

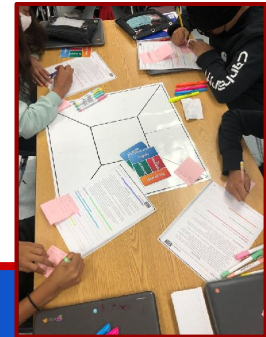
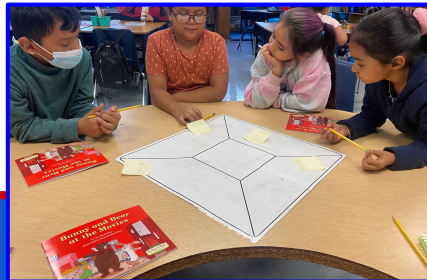
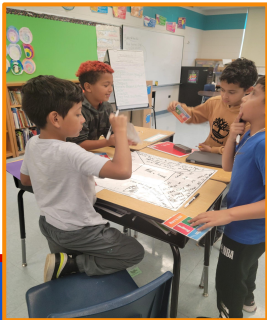
# *Hargfield Elementary*

Principal Dr. Barbi Chisholm  
Assistant Principal Ryan Dixon  
Instructional Coach Melissa Genz

# Celebrations



- Every teacher is engaging in the Academic Teaming process in one way or another
- Consistent collaboration with teacher teams and Instructional Coach
- Focus on instructional improvement even after school closure announcement
- U-46 Rising Team has grown as more teachers are becoming invested
- School for Rigor and Equity site visits by U-46 Rising Team



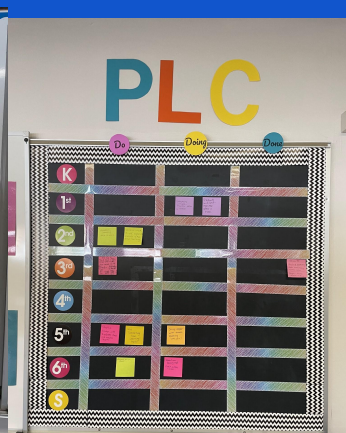
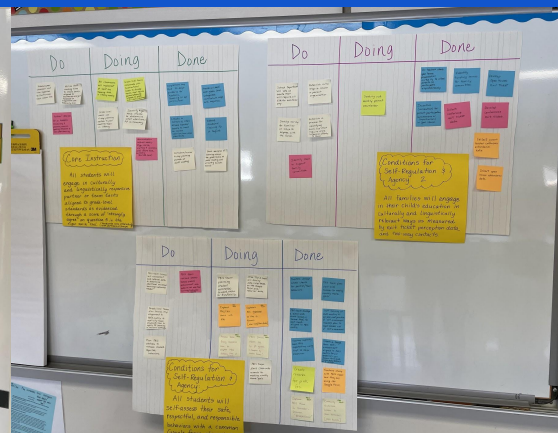
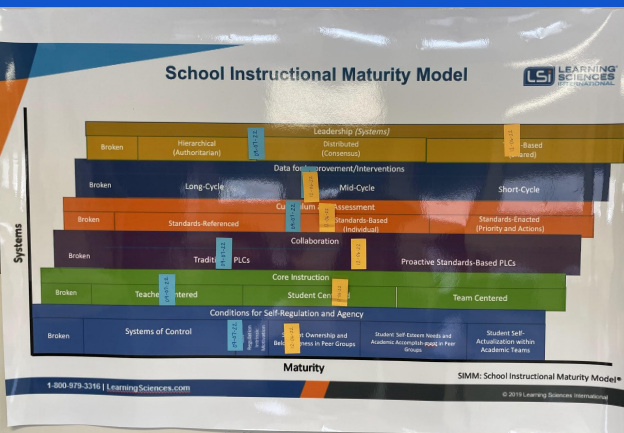


# Game Changers

**Time and support for collaborative team planning:** Additional 60 minutes of planning and part-time instructional coach support

**Aligned systems for distributed leadership:** This year, all the leadership teams are working in alignment with one another and owning a piece of the school improvement process

**Additional administrative support:** Teachers can focus on improving their instruction with fewer distractions



# *Willard Elementary*

Principal Dustin Covarrubias  
Assistant Principal Patrick Coleman  
Instructional Coach Sara Henry

# Celebrations

- Academic teaming
- Standards-based Instruction
- Teaming tasks rising above the taxonomy level of the standard



# *Game Changers*

- Teaming from day one this year
- Students reflecting on evidence by using the Empowered Learner Growth tracker
- Specials teacher providing targeted support throughout the building
- Our site exception has allowed teachers to have intentional planning in a teacher planning area
- Weekly meetings to monitor student intervention data and student growth
- Having two teachers at every grade level allows for strategic grouping and weekly purposeful planning
- We have created a peer learning process that allows staff to push practice without leaving the building
- Kindergarten- Every student is at a text level, 70% of students at or above grade level expectations, huge growth in literacy small class sizes is a huge factor because students receive more individualized support making growth at an accelerated level



## Quotes from **TEACHERS** in the South Elgin Network

"I have learned so much being on the U46 Rising Team. I have noticed that in being cognizant of the learning targets when planning, **my instruction and lessons are more focused and purposeful**. My students have really responded well and have taken ownership of their learning. They are aware of the purpose, or the "why" we are learning the day's lesson. Academic teaming has also positively impacted my instruction. **My students have learned the value of teamwork and learning from each other.**" -Isabel Vilchis, 5th grade DL Teacher Otter Creek

"Academic teaming affords students, most importantly, a safe and supported environment for focused opportunities for academic as well as social risk. **It teaches, encourages, and reinforces metacognition and student autonomy as well as learning from their peers through rigorous, standards-aligned tasks that require critical thinking, collaboration, creativity, and communication.** For teaching teams, it provides opportunities for dialogue about those tasks, analyzing real-time, formative data and allowing ample opportunities to facilitate learning while observing student thinking, dialogue, and decision-making." -Wayne Teacher

## Quotes from **TEACHERS** in the South Elgin Network

*“Academic teaming has brought my teaching to the next level. I find my students are more engaged when working on tasks in teams and are taking responsibility for their learning. Each student feels more involved because of the jobs they have within their team. Students are able to work together better and discuss/share their learning and thinking. **As a teacher, I feel like teaming has allowed me to know my students better because I am able to work with and listen to all the teams when they are learning. I am able to better assess skills on a daily basis when I use academic teaming. I can see the positive impact that teaming has on my students and myself as a teacher.**” -Amy Tellin, 1st grade teacher Bartlett*

***Teaming tasks have allowed students to interact with each other even when there is no common language.** It is avoiding a barrier, this work allows students to all be able to participate despite their English Proficiency and not feel intimidated by their lack of English. -Hiral Amin, 4th grade ESL Liberty*

## *Quotes from* **STUDENTS** *in the South Elgin Network*

"My favorite part of working in teams is when we draw pictures in math and talk about different strategies with each other to solve problems together." -1st grade student, Bartlett

"It's like you can let other people have a chance to get the answer right, and if they do, you can cheer them on, and if not, you can help them learn." -2nd grade student, Wayne

"It helps my learning, because I have a team so if I don't understand what I am supposed to be learning, they can help me." -3rd grade student, Willard

"Working in teams impacts my learning in using teamwork to get more ideas and hear different opinions." -5th grade Dual Language (DL) student, Otter Creek

"It's actually funner to learn when we work together." -5th grade student, Liberty

## *Quotes from* **STUDENTS** *in the South Elgin Network*

"I like teaming. It is fun and I like being the facilitator. Then my team gets the work done together. Helps me be a leader." -5th grade student, Garfield

"You can see ways to learn more and from more perspectives. When you work alone, you only see things through your perspective, but as a team, you can see things through other perspectives." -6th grade student, Wayne

"Working in academic teams does work for me, because it helps me realize what other ideas people have and what they can share." -6th grade student, Garfield

"It's good so you can share your opinions with others. Help people think in a different way and prepare us for jobs in the future." -6th grade student, Liberty

*Thank you!*

What questions can we answer?