

**ROCK ISLAND-MILAN SCHOOL DISTRICT #41**  
**Rock Island Center for Math and  
Science**

**Mr. John Hawley**  
**Principal**



# We Exist to...

Nurture students of all abilities and talents to learn and succeed at their highest potential in a STEAM environment that is welcoming to all.



# RICMS Values

## Core values:

What we do better than anyone else. We must have these, hire these, and make decisions around them.

- Care (Care for self, others, students, etc.)
- Passion (Hard work, ...)
- Learning and Growth

## Permission to Play:

Values that are common and important but not a core value.

- Integrity
- Collaboration

## Aspirational values:

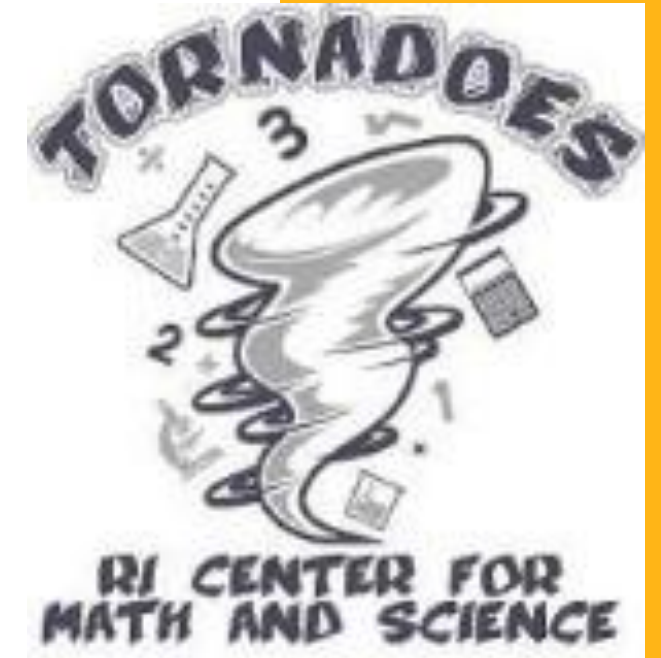
Something we don't have yet but want to develop.

- Innovation
- STEM/STEAM
- Flexibility and balance

## Accidental values:

Values we possess but don't want to possess and must guard against.

- Inflexible
- Rigidity - you can't be rigid and innovative at the same time
- Passive Aggressive



**JOHN DEERE**



# 5Essentials - Our Journey

Schools strong on at least three of the five essentials were **10x more likely** to show substantial gains in student learning over time than schools weak on three or more of the five essentials. A persistent weakness in even **just one of the five essential factors** reduced the likelihood of improvement **to less than 10%**.

Further, 5Essentials Measures are positively related to a variety of outcomes including:



Attendance



Test Score  
Gains



Freshman  
OnTrack



Graduation  
Rates



# 2025 5E Focus Goal

## Increase Student Discourse

### Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

### Teachers report the following about classroom discussions:

Students build on each other's ideas during discussion.

Students use data and text references to support their ideas.

Students show each other respect.

Students provide constructive feedback to their peers and to me.

Most students participate in the discussion at some point.

Students encourage each other to participate in discussion.



# 2025 5E

## Student Discourse Action Steps

- 5Essential student discourse descriptors in every classroom.
- Teachers explain what the descriptors look like and sound like in every classroom.
- Teachers participate in a book study on math talks: “Activating Math Talks, 11 Purposeful Techniques for your Elementary Students”.
- Professional development by Instructional Coach, Chris Beierlein, and RIROE Instructional Coach, Tami Kelly.
- Quarterly surveys by students and teachers on the 5Essential questions.
- Feedback from principals on the 5E and math talk book look fors.
- Hopefully, improved results on the 2026 5E.



# 2026 5E

## Overall Picture



- Very Strong
- Strong
- Neutral
- Weak
- Very Weak
- No Report
- Not Eligible
- Partial Data



# 2026 5E Survey Response

<b>Repondent</b>	<b>Response Rate</b>	<b>(Illinois)</b>
Students	99.9%	93.1%
Teachers	93.6%	75.8%
Parents	59.0%	18.4%



# 2026 5E Results

## Student Discourse

### Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

### Teachers report the following about classroom discussions:

Students build on each other's ideas during discussion.

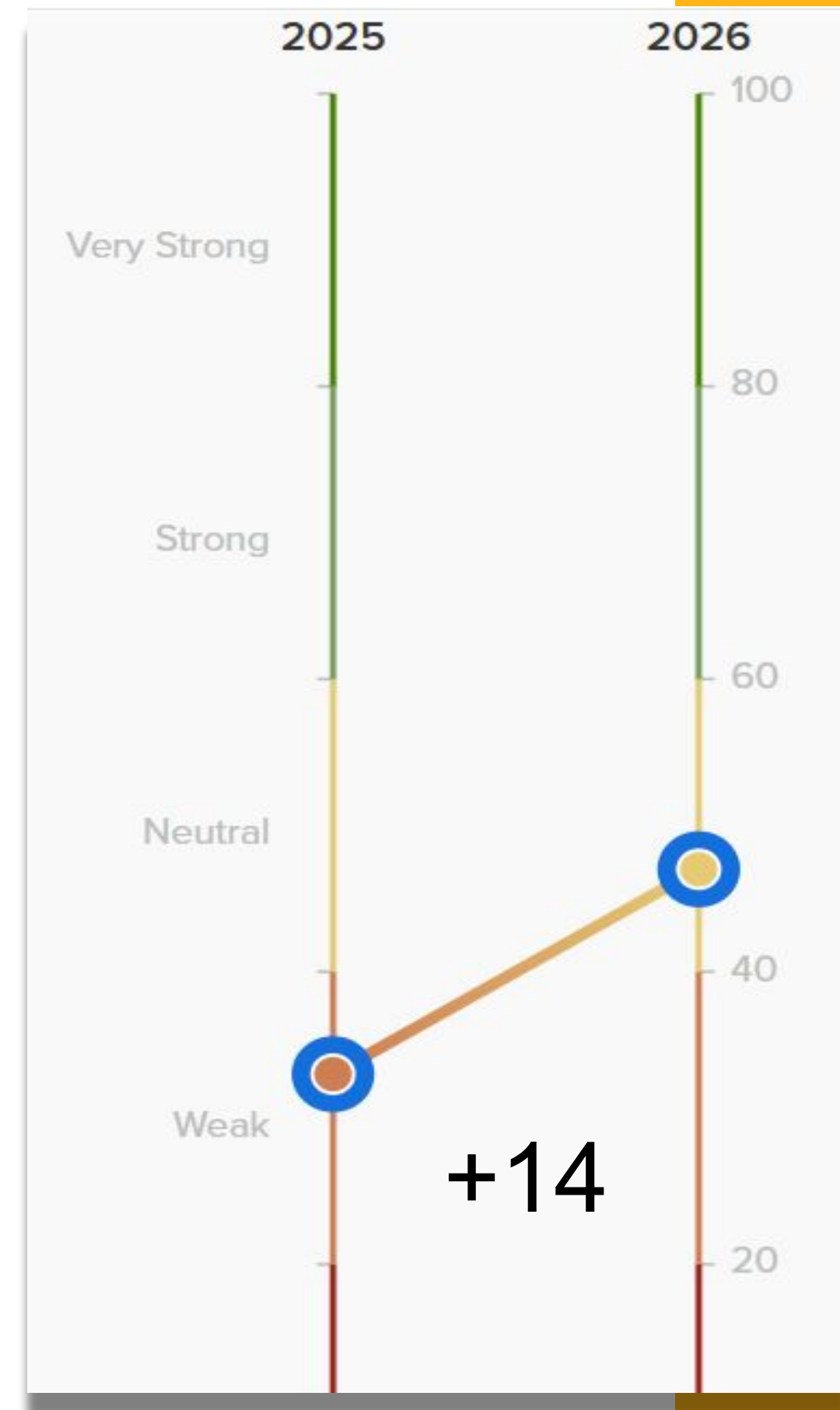
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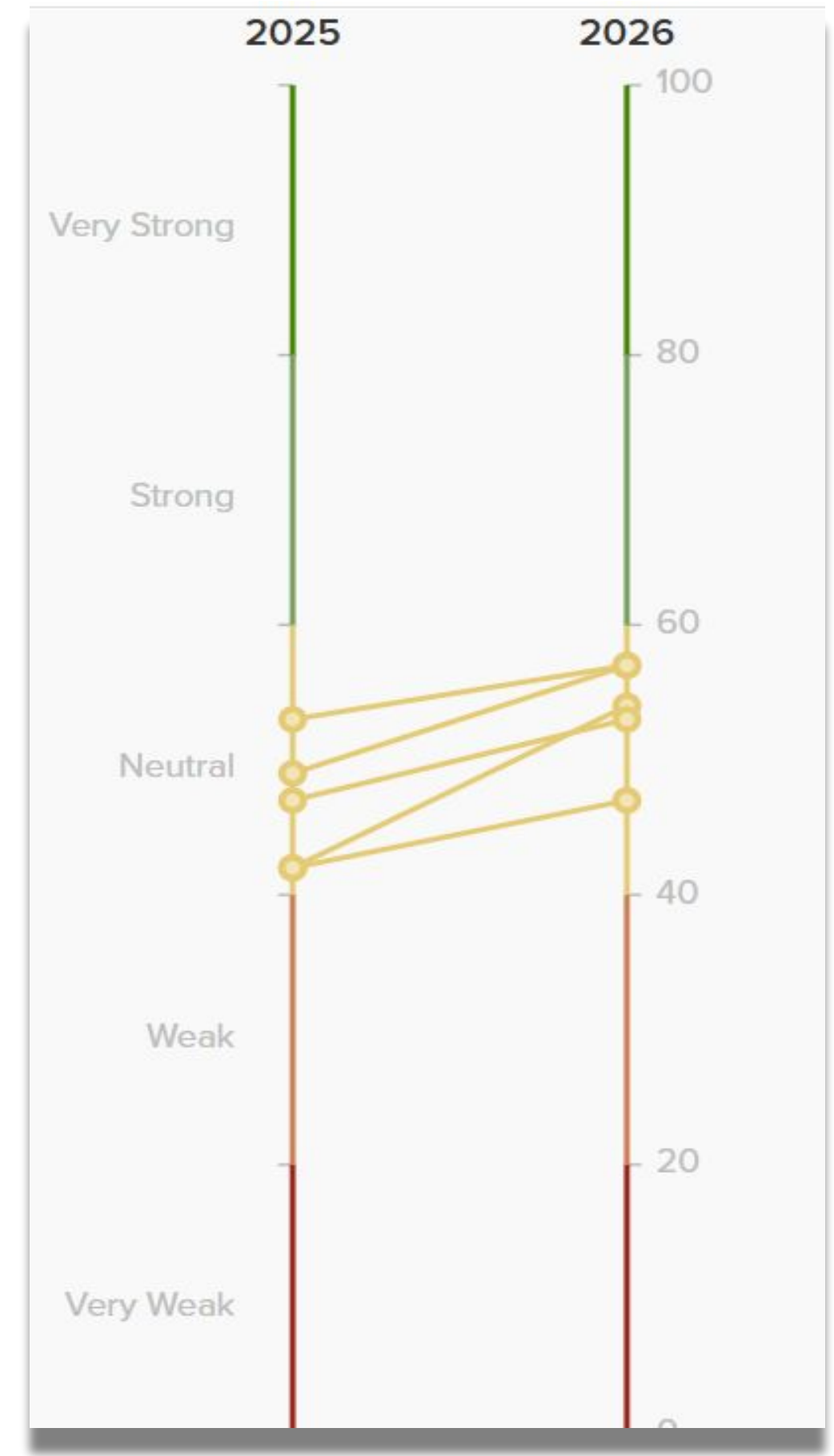
Students encourage each other to participate in discussion.



# 2026 5E Results

## 2-Year Trends

The 5Essentials	Change ↓↑	Performance
Ambitious Instruction	+ 12	54 <b>Neutral</b>
Collaborative Teachers	+ 8	57 <b>Neutral</b>
Involved Families	+ 6	53 <b>Neutral</b>
Supportive Environment	+ 5	47 <b>Neutral</b>
Effective Leaders	+ 4	57 <b>Neutral</b>



# 2026 5E Results

## 2-Year Trends - Ambitious Instruction

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is well-structured, and encourages students to build and apply knowledge. When combined with a support environment, Ambition Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success
- interactive and encourages students to build and apply knowledge
- well-paced (not measured)
- aligned across grades (not measured)

Measures	Change ↓↑	Performance	Respondent
English Instruction	+ 18	66 <b>Strong</b>	Student
Quality of Student Discussion	+ 14	47 <b>Neutral</b>	Teacher
Academic Press	+ 11	55 <b>Neutral</b>	Student
Math Instruction	+ 6	48 <b>Neutral</b>	Student



# 2026 5E Results

## 2-Year Trends - Collaborative Teachers

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools teachers are:

- active partners in school government
- committed to the school
- focused on professional development

Measures	Change ↓↑	Performance	Respondent
Collaborative Practices	+ 14	61 <b>Strong</b>	Teacher
Collective Responsibility	+ 12	65 <b>Strong</b>	Teacher
Teacher-Teacher Trust	+ 8	51 <b>Neutral</b>	Teacher
School Commitment	+ 7	64 <b>Strong</b>	Teacher
Quality Professional Development	- 1	43 <b>Neutral</b>	Teacher



# 2026 5E Results

## 2-Year Trends - Involved Families

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn
- value parents' input and participation in advancing the school's mission
- support efforts to strengthen its students' community resources

Measures	Change ↓↑	Performance	Respondent
Parent Involvement in School	+ 8	52 <b>Neutral</b>	Teacher
Parent Influence on Decision Making in Schools	+ 8	55 <b>Neutral</b>	Teacher
Teacher-Parent Trust	+ 4	53 <b>Neutral</b>	Teacher



# 2026 5E Results

## 2-Year Trends - Supportive Environment

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school
- they find teachers trustworthy and responsive to their academic needs
- all students value hard work
- teachers push all students toward high academic performance

Measures	Change ↓↑	Performance	Respondent
Parent Involvement in School	+ 8	52 <b>Neutral</b>	Teacher
Parent Influence on Decision Making in Schools	+ 8	55 <b>Neutral</b>	Teacher
Teacher-Parent Trust	+ 4	53 <b>Neutral</b>	Teacher



# 2026 5E Results

## 2-Year Trends - Effective Leaders

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership
- set high goals for quality instruction
- maintain mutually trusting and respecting relationships
- support professional advancement for faculty and staff
- manage resources for sustained program improvement (not measured)

Measures	Change ↓	Performance	Respondent
Teacher Influence	+ 7	47 <b>Neutral</b>	Teacher
Instructional Leadership	+ 4	62 <b>Strong</b>	Teacher
Teacher-Principal Trust	+ 4	70 <b>Strong</b>	Teacher
Program Coherence	+ 0	47 <b>Neutral</b>	Teacher



# 2026 - 2027 5E Focus

Measures	Performance	Essential	Respondent ↓
Parent Supportiveness	27 <b>Weak</b>	<input type="checkbox"/> Supplemental Measures	Student



# 2026 - 2027 5E Tentative Plan



**JOHN DEERE**

Partner with Ron Mirr and Ms. Dixon to improve family engagement.

