



# Board of Education Laurel Hill Elementary U-46 Rising

April 25, 2022



# Presenters

Dr. Kyle Bunker-Executive Director of the Bartlett Network

Maria Lopez-Principal

Kristen Maleski-School for Rigor and Equity Instructional Coach

Gabriela Torres-6th Grade Dual Language Teacher, MTSS Tier 1 Coach, and member of Rising Team, School Improvement, Family and Community Involvement Committee

# TRAINING /COACHING /GROWING

## Training

*Academic Teaming 101  
and 202*

*1100 Elementary Teachers  
trained*

*65 Middle School  
Teachers trained*

*30 High School Teachers  
Trained*

*100 District Support Staff  
Trained*

## Faculty Coaching

Elementary Schools

LSI Faculty Coaches  
provided to:

- SfRE – 24 full days of coaching
- Non SfRE – 6 full days of coaching

Secondary Middle and  
High School consortia  
teachers:

LSI Faculty coaches  
provided:

- 48 Days of Coaching across 15 District sites

## Administrative Coaching

Executive Directors  
provide principals:

- 90 – 180 minutes weekly on site

LSI Leadership coaches  
provided :

- SfRE: 12 full days on site
- Non SfRE: 6 half days on site

## Growing

Participating 2021-2022

- 5 SfRE Elementary Schools
- 65 Middle School Teachers
- 35 High School Teachers

2022 – 2023

- 8 additional Elementary SfRE Schools
- 1 Middle School
- 50 Additional Consortia Teachers across all 7 High Schools

*SfRE = Schools for Rigor and Equity*

## Elementary Schools

U-46 RISING PD PROGRESSION

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 101
- Academic Teaming 201
- On-Site Faculty Coaching

YEAR 1

2021-2022

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 301
- Academic Teaming 401
- On-Site Faculty Coaching

YEAR 2

2022-2023

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 501
- Academic Teaming 601
- On-Site Faculty Coaching

YEAR 3

2023-2024

### PROFESSIONAL DEVELOPMENT

- On-Site Faculty Coaching

YEARS 4-5

2024-2025

## Secondary Consortia Model: Schools for Rigor & Equity

U-46 RISING PD PROGRESSION

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 101
- Academic Teaming 201
- On-Site Faculty Coaching

YEAR 1

2021-2022

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 301
- Academic Teaming 401
- On-Site Faculty Coaching

YEAR 2

2022-2023

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 501
- Academic Teaming 601
- On-Site Faculty Coaching

YEAR 3

2023-2024

### PROFESSIONAL DEVELOPMENT

- On-Site Faculty Coaching

YEARS 4-5

2024-2025

## Middle Schools

U-46 RISING PD PROGRESSION

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 101
- Academic Teaming 201
- On-Site Faculty Coaching

YEAR 1

2022-2023

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 301
- Academic Teaming 401
- On-Site Faculty Coaching

YEAR 2

2023-2024

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 501
- Academic Teaming 601
- On-Site Faculty Coaching

YEAR 3

2024-2025

### PROFESSIONAL DEVELOPMENT

- On-Site Faculty Coaching

YEAR 4

2025-2026

## High Schools

U-46 RISING PD PROGRESSION

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 101
- Academic Teaming 201
- On-Site Faculty Coaching

YEAR 1

2023-2024

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 301
- Academic Teaming 401
- On-Site Faculty Coaching

YEAR 2

2024-2025

### PROFESSIONAL DEVELOPMENT

- Academic Teaming 501
- Academic Teaming 601
- On-Site Faculty Coaching

YEAR 3

2025-2026

### PROFESSIONAL DEVELOPMENT

- On-Site Faculty Coaching

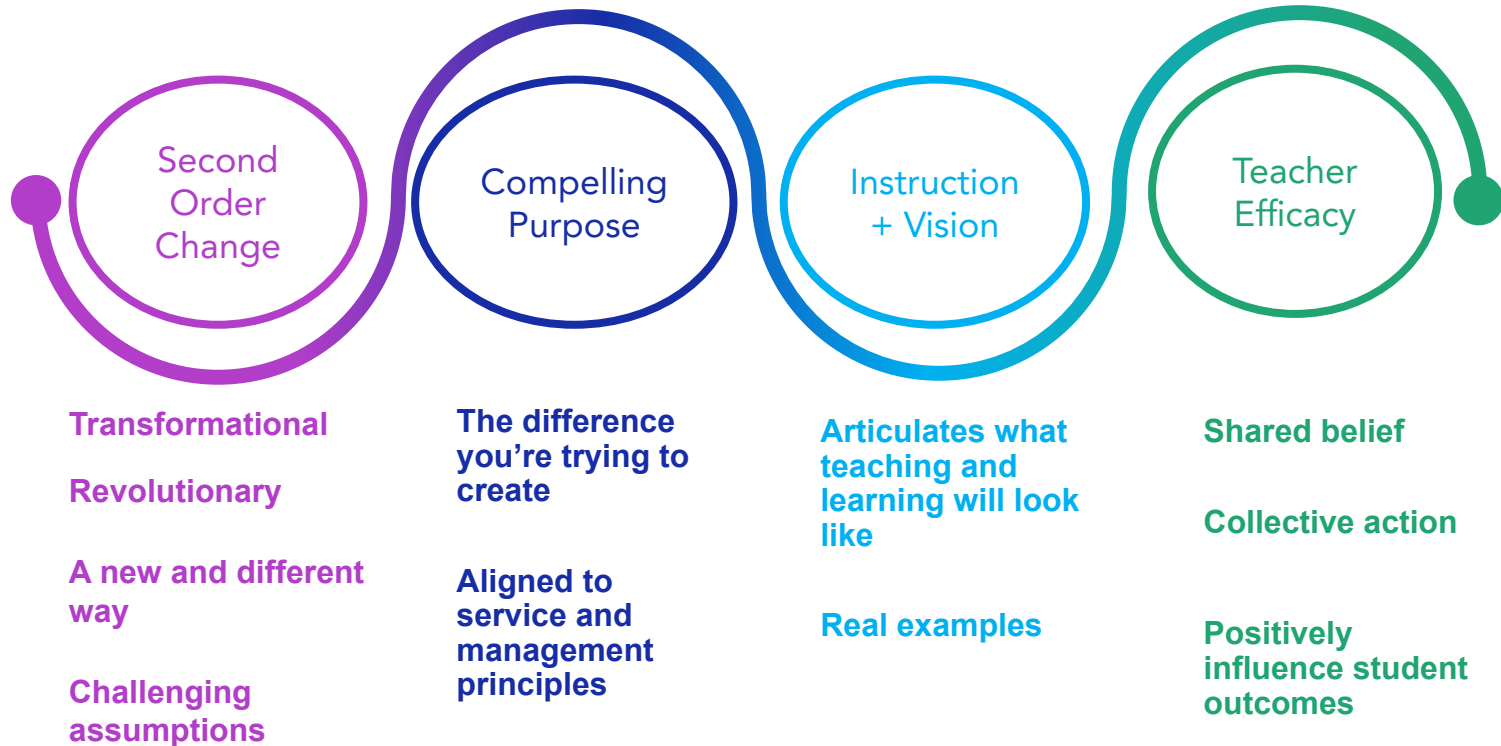
YEAR 4

2026-2027

All the U-46 Rising videos and documents can be found on the U-46 Web page under: My District – U-46 Rising



"A mind that is stretched by a new experience can never go back to its old dimensions." *Oliver Wendell Holmes, Jr.*



# Laurel Hill Rising



# Our Rising Journey

Where we were...

Where we are now...

Where we are going!



KINDER



4TH GRADE



PRINCIPALS



SPECIALS



PARA EDUCATORS



1ST GRADE



COMBINED



MAIN OFFICE



NURSE



2ND GRADE



5TH GRADE



NOON HOUR SUPERVISORS



STUDENT SERVICES



3RD GRADE



6TH GRADE



LIONS!

LUNCH



CUSTODIAN





# The Right Vision

## **Laurel Hill Instructional Vision 2021-2022**

Laurel Hill community will challenge, model and support the learning of one another in order to grow intellectually, socially and emotionally. The Laurel Hill Community will be able to utilize 21<sup>st</sup> Century Skills through team centered classrooms, while becoming independent learners within a collective society.

## **Visión Educativa de Laurel Hill 2021-2022**

La Comunidad de Laurel Hill desafiara modelará y apoyará el aprendizaje mutuo para crecer intelectual, social y emocionalmente. La Comunidad de Laurel Hill podrá utilizar las habilidades del siglo 21 a través de aulas centrados en el equipo, mientras se convierte en aprendices independientes dentro de una sociedad colectiva.

# The Right Conditions

2020 - 2023

- Home
- School Goal Statements
- Strategy in Action
- Supporting Resources

Standards-Based Learning and Assessment

Strategic Plan Alignment: Student Achievement and Effective & Engaged Staff

Social and Emotional Wellness

District Strategic Plan Alignment: Student Achievement and Effective & Engaged Staff

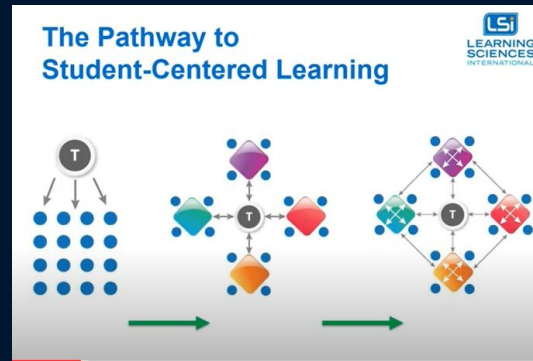
Family and Community Engagement

District Strategic Plan Alignment: Student Achievement and Effective & Engaged Staff

Aligning U-46 Rising to School Improvement Plan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-9:00	Dolan and Guerrero	Aguirre and Vazquez	8:15-9:15 Specials Team	Chaidez and Gordiano	Escamilla
9:00-9:30 T&TH		PLAN		PLAN	Observe, Push-In, Support, Possibly Meet w/Cross Cat Teachers
9:30-10:30	9:05-10:05 6th Grade PLC	1st Grade PLC		5th Grade PLC Includes 4/5 Combo	4th Grade PLC Includes 3/4 Combo
10:45-11:30	10:10-10:55 Ocampo and Southwell	Hermiz and Kramer	PLAN	Palewski	Hunsaker and Torres
11:30-12:15	11:00-11:45 LUNCH	LUNCH	LUNCH	10:45-11:30 LUNCH	LUNCH
12:20-1:20	12:00-1:00 Kindergarten PLC	12:20-12:50 Observe, Push-in, Support, possibly meet w/Cross-Cat Teachers	Observe, Push-In, Support, etc. Possibly meet with Cross-Cat Teachers	11:35-12:35 2nd Grade PLC	12:20-1:05 Verastegui and Castellanos
1:25-2:00	1:05-1:50 Davis and OMara	12:50-1:50 3rd Grade PLC		12:50-1:20 Gomez and Rosario	1:05-1:35 Watermann 1:35-2:00 PLAN

Instructional Coach Schedule

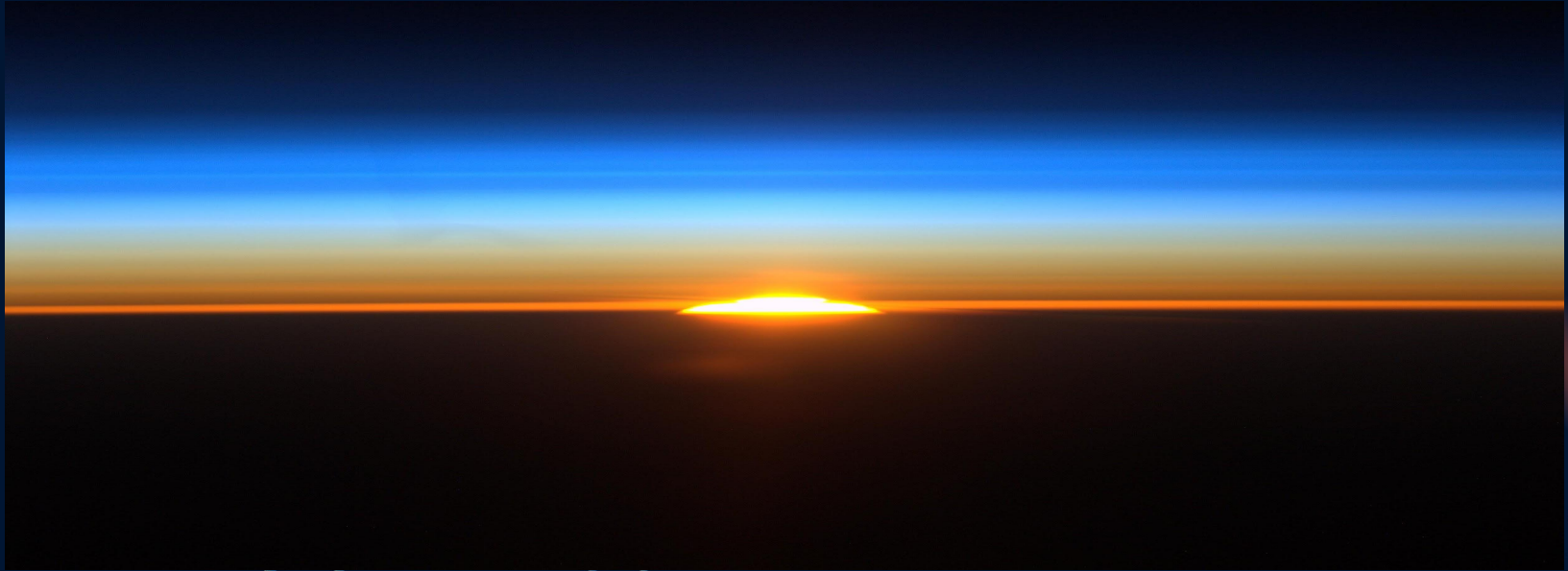


Supporting Academic Teaming with COVID Protocols

# Where We Were

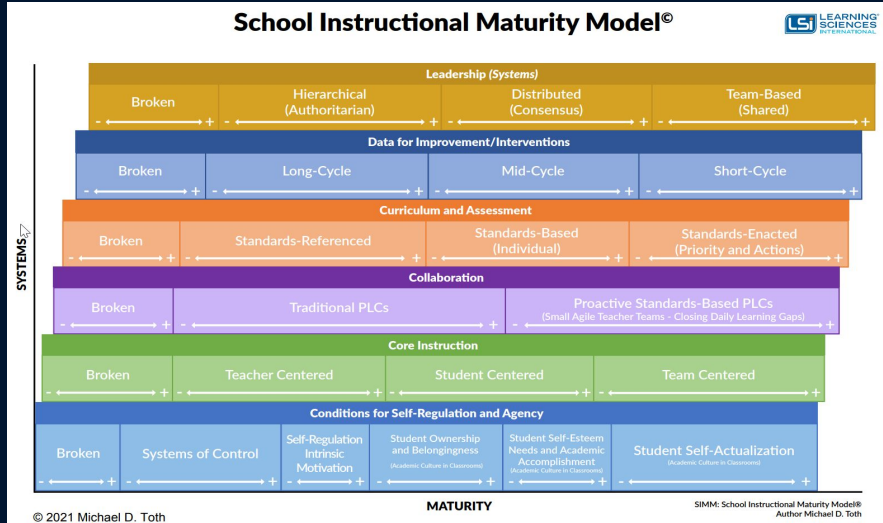
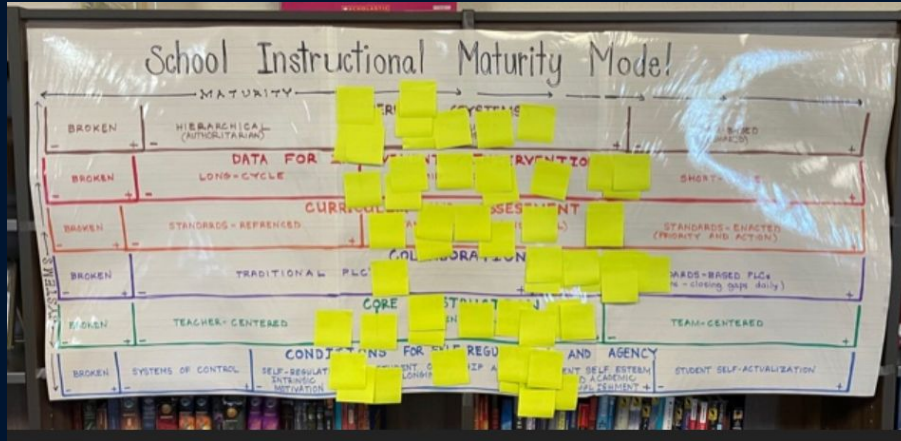
## Rigor Walk Pillar #1/September 2021

### Standards-Based Student Evidence





# Crafting our First 45 Day Goal September-December

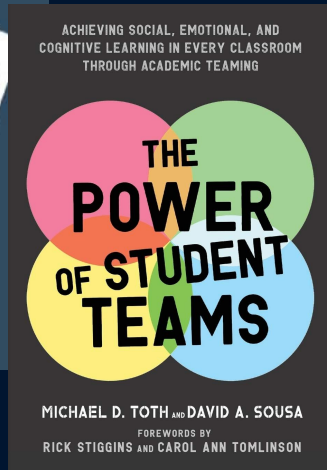




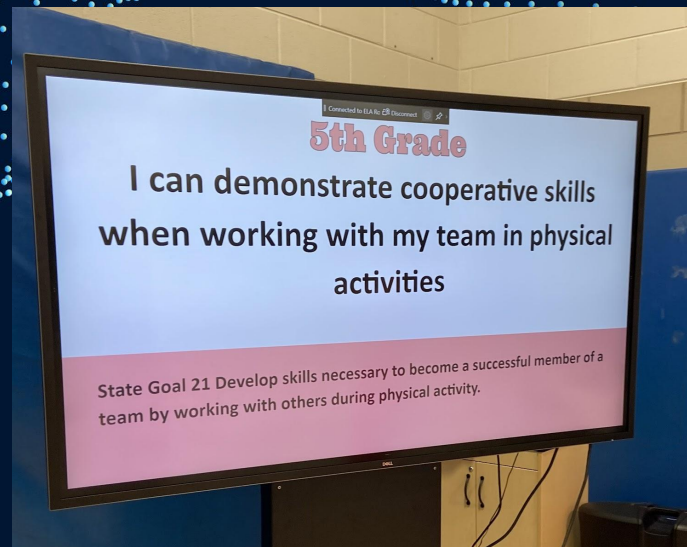
## First 45-Day Goal September-December

By December, students will engage in learning experiences that are aligned to standards-based learning targets that will be posted in classrooms.

# Implementing our 45-Day Goal Professional Learning Communities







**Standards:**

SS.CV.1.6-8LC  
Identify roles played by citizens.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Learning Target:**

I can examine the roles played by groups of people and how those groups work to change societies while engaging effectively in discussions by building on others' ideas and expressing my own clearly.

Learning targets      Objetivos de Aprendizaje

**Lectura**

RL.4.3

- Yo puedo identificar a los personajes.
- Yo puedo describir a un personaje incluyendo un rasgo de personaje.
- Yo puedo usar los pensamientos, palabras y acciones de un personaje de la historia para elaborar la descripción del personaje.

**Escritura**

W.4.3

Puedo escribir narraciones sobre experiencias reales e imaginarias usando detalles sensoriales y estructuras de historias que adoran lo que está sucediendo y quién está involucrado.

- Puedo organizar eventos en secuencias coherentes que se desarrollan de forma natural.

**Ciencias**

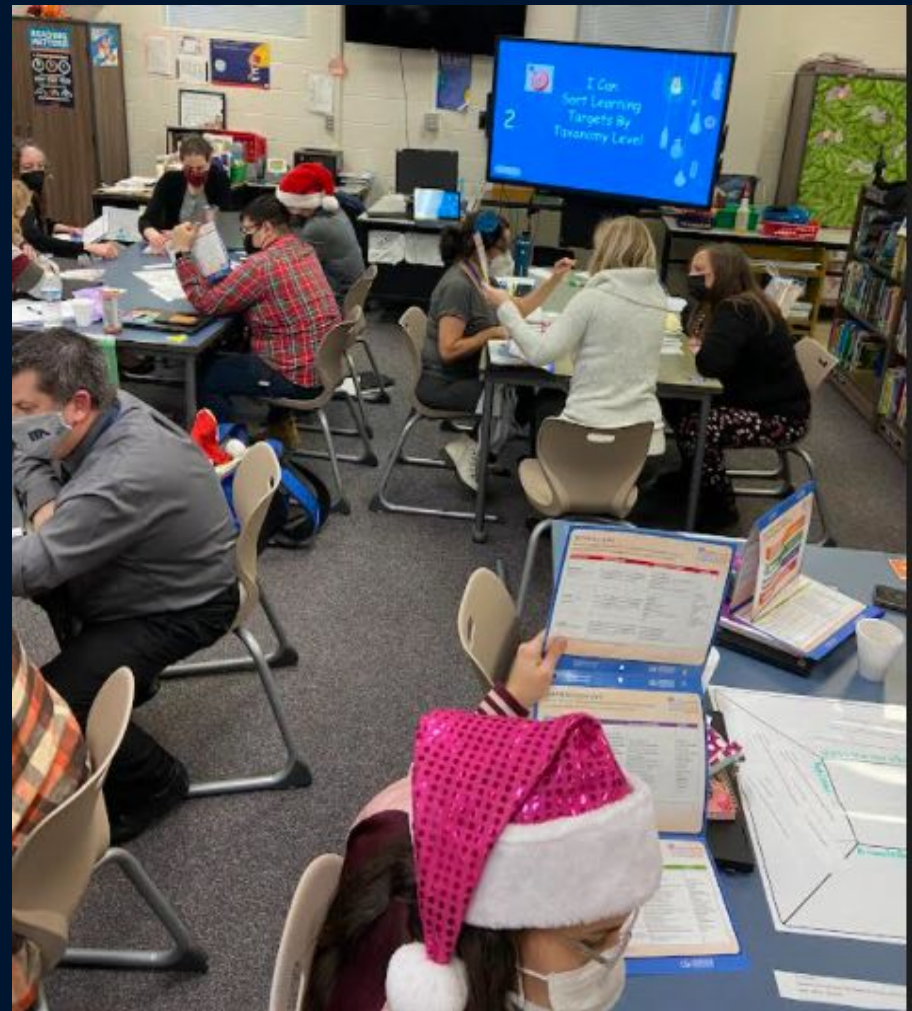
4-LS1.1

- Yo puedo identificar las estructuras externas e internas de las plantas y los animales.
- Yo puedo describir cómo las estructuras funcionan para apoyar la supervivencia de una planta o un animal.

# Staff Development

## MARZANO'S TAXONOMY OF EDUCATIONAL OBJECTIVES

MARZANO CENTER  
ESSENTIALS  
FOR ACHIEVING RIGOR

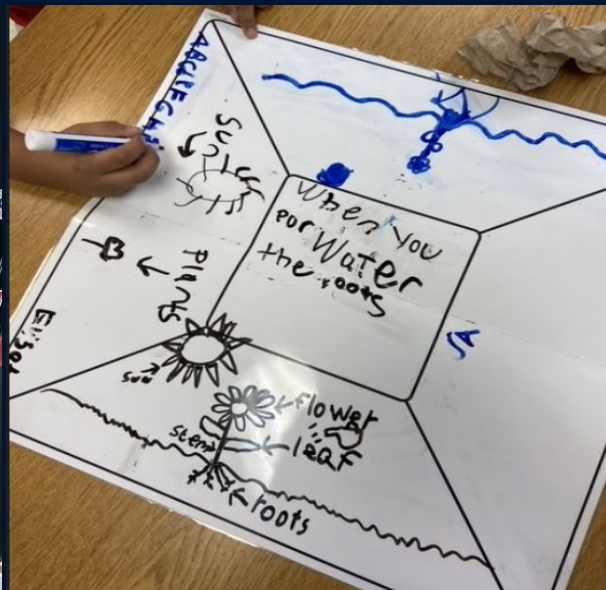




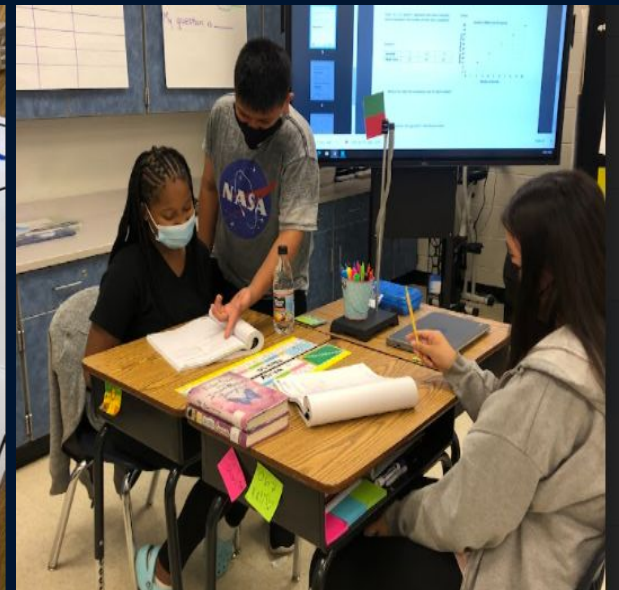
# Academic Teaming/September-December



Kindergarten



2nd Grade



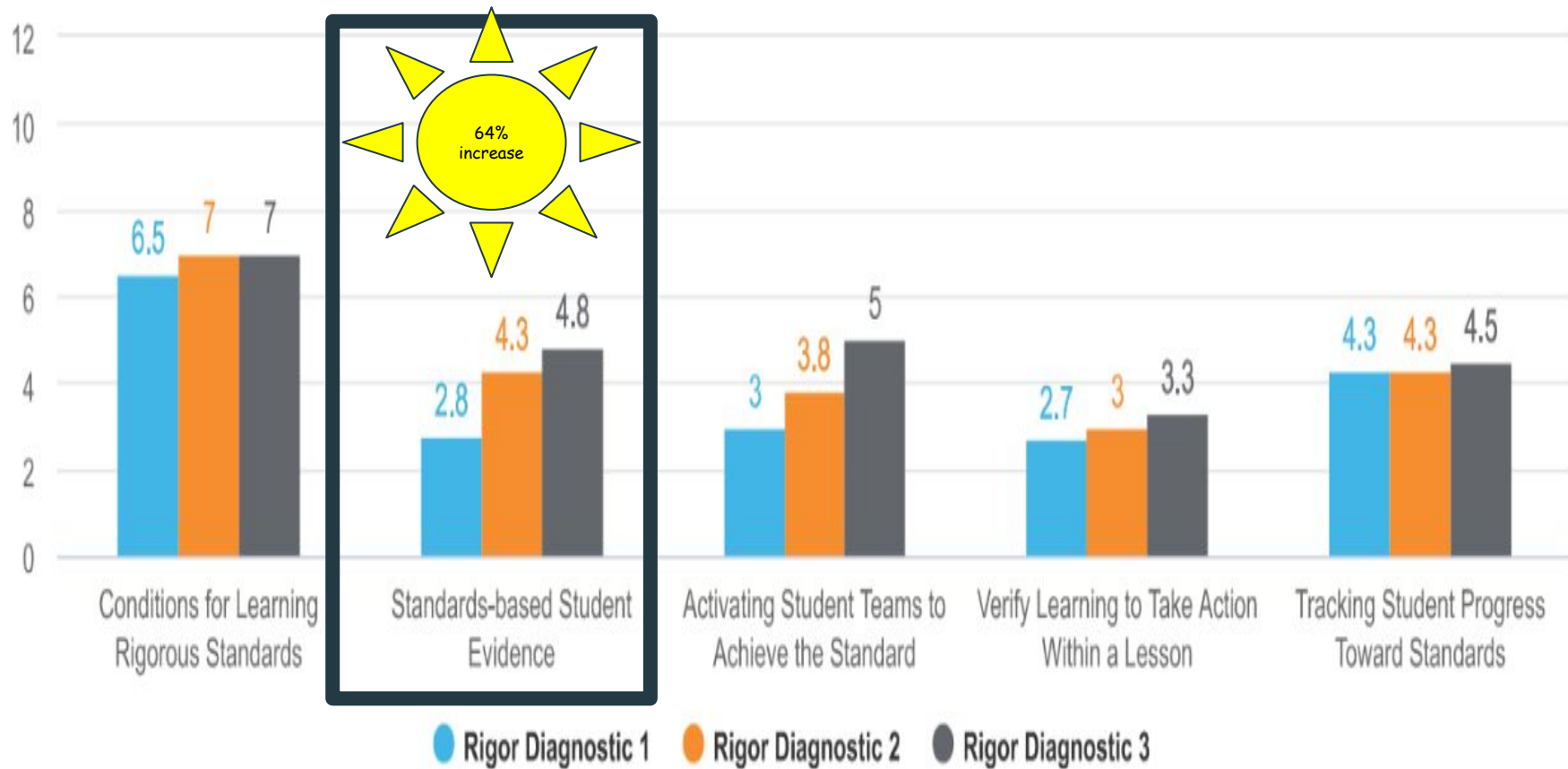
6th Grade

# Teacher Feature

## Teachers Share Academic Teaming







# Where We Are Now

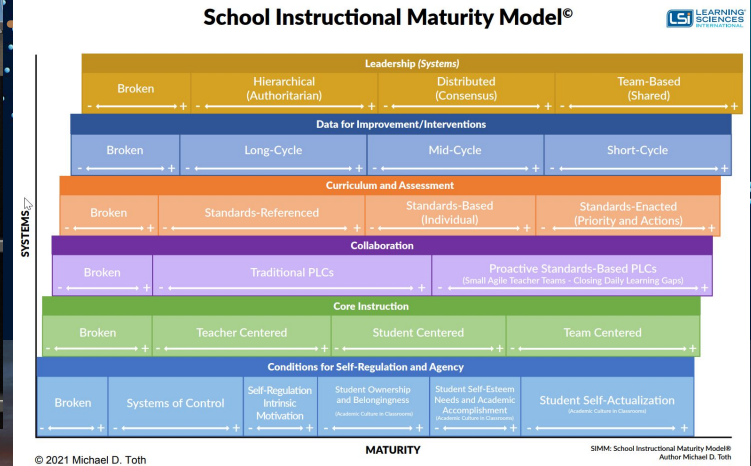
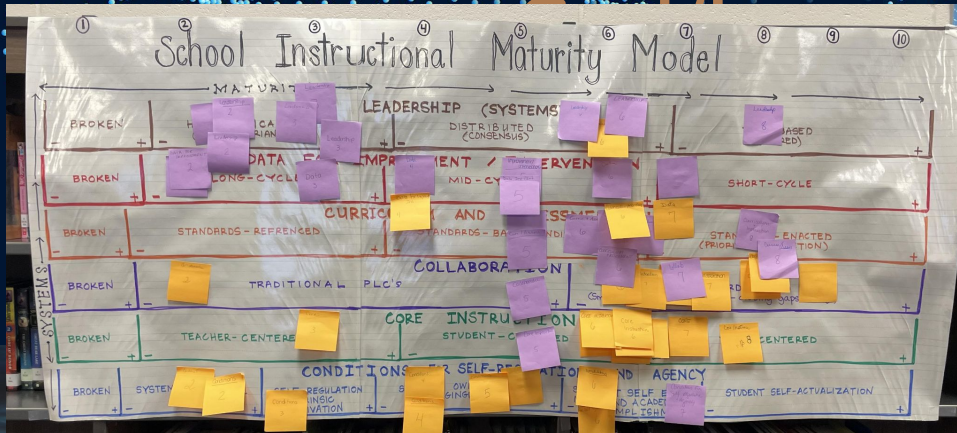
Rigor Walk Pillar #2

January-March 2022

Organizing Students to Achieve the Standard



# Crafting our Second 45-Day





## Second 45-Day Goal: January 12-March 23



By March 2022, teachers will work to create *rigorous learning experiences* for students that are aligned to standards-based learning targets that will show an increase in taxonomy levels to comprehension or above as measured by questions 1-5 of the rigor walk rubric.



# Professional Learning Communities

## Planning for Teaming as well as Look and Learns



What you did not give kids their own

Coaching Walks Feedback Sheet

Academic/Teaming Levers			
Target Task Alignment	Student Led Teaming	Integrated SEL	Formative Assessment
Student evidence supports is aligned to the Learning Targets(s)	Students interact and collaborate consistently as they are learning	Students self-regulate as they learn and work	Teacher notices impediment to student learning and takes action during the lesson
Students demonstrate all parts of the standard	Students listen to each other's thinking	Students interact responsibly as they learn and work	
	Teammates integrate their thinking as they collaborate		
Noticing: Learning target posted	Noticing: Partners taking to partners as they sort.	Noticing: Students had to figure out how to share scissors/cut.	Noticing: Teacher walks group to group and does Not stay!
Have you considered?			
How do kids get help? Know what to do next? Without your help?			
Hot Mess Express /or/ Roles			

## Look & Learn Celebrations

TTA

Learning targets posted!

Obvious pre-planning (Pc) and implementation

TEAMING

students talking about content! Majority of lesson!

Student tasks designed for teaming

Anchor chart 201

INTEGRATED SEL

students positive talk

students helping other students stay focused

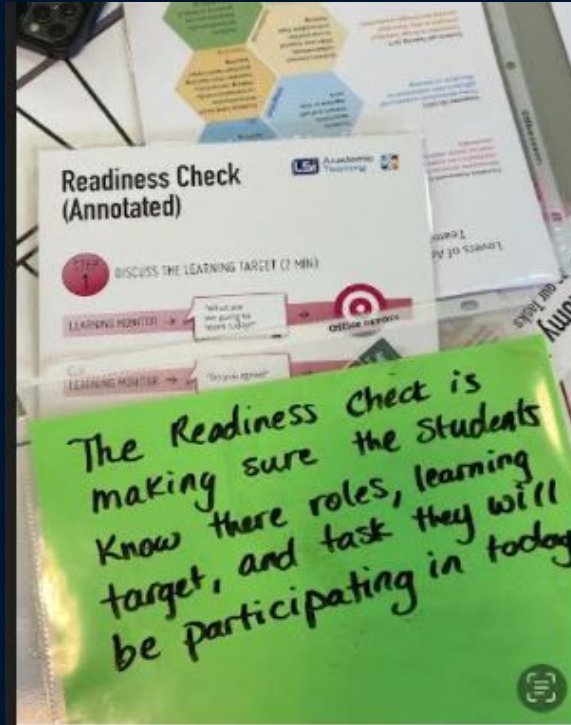
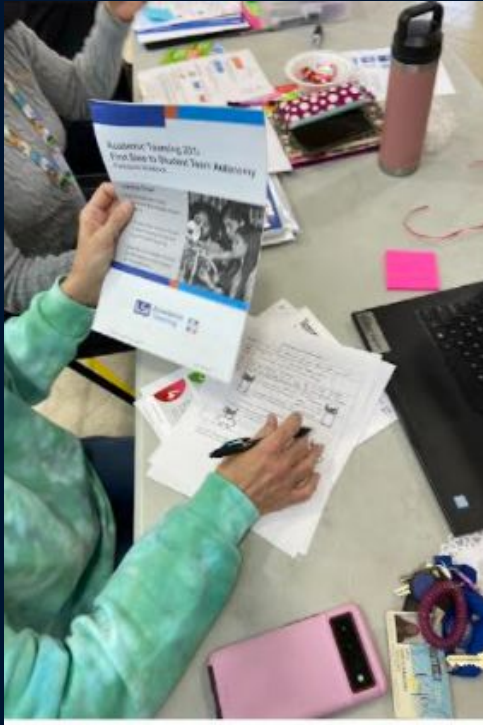
Readiness Check!

Formative

teacher tracking and listening to student talk

students helping others spell/write

# Staff Development with LSI/Academic Teaming 201

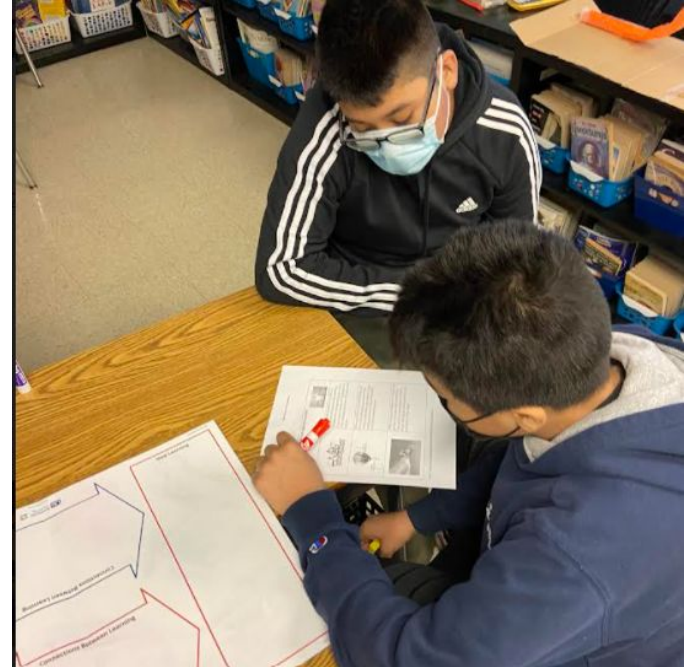
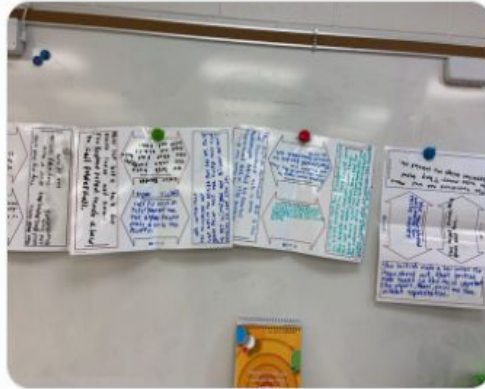




# Academic Teaming January-March



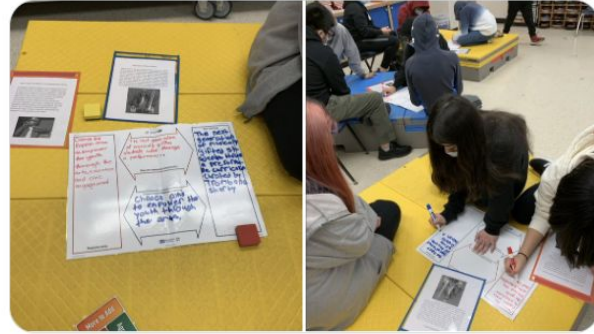
Jaime Bailey @JaimeBaileyEd · Feb 1  
Huge shout out to Laurel Hill teacher Carmen Vasquez. She had her students Connecting NEW Learning around the Townsend Act the first day back after training. Partners used different sources to share with their team. #studentled @DrKDBPrincipal @Learn\_Sci





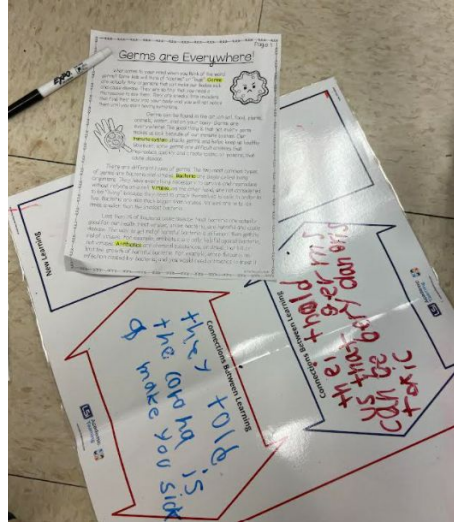
Jaime Bailey @JaimeBaileyEd · Mar 25

Shout out to music teacher Cecilia Anderson from Laurel Hill elementary - not only amazing vocal program but students integrating reading and writing in music using LSI's Connect New Learning mat  
[@Learn\\_Sci](#) [@AcademicTeaming](#) [#LHlionsroar](#)

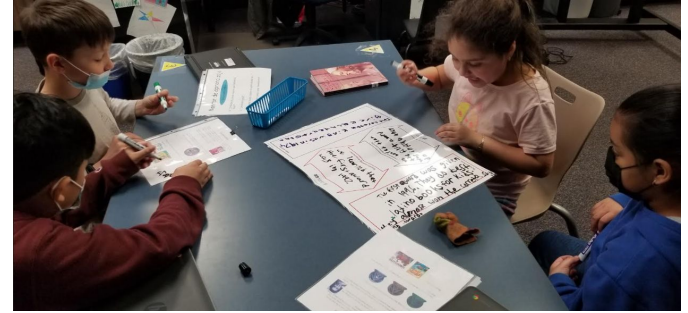


Music

Academic Teaming in Specials  
Art, Music, P.E. Digital Literacy  
and Health



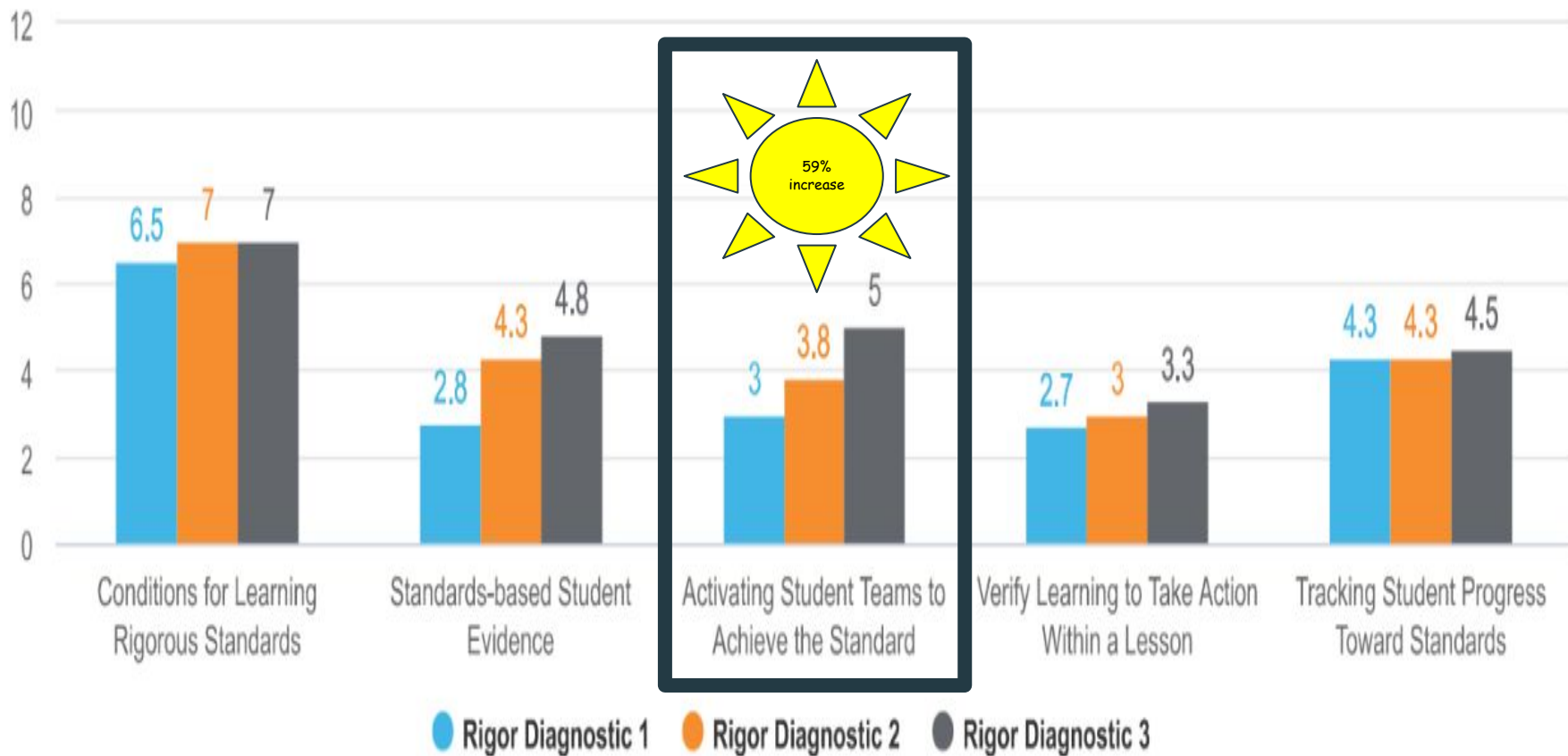
Health



Digital Literacy

Physical Education



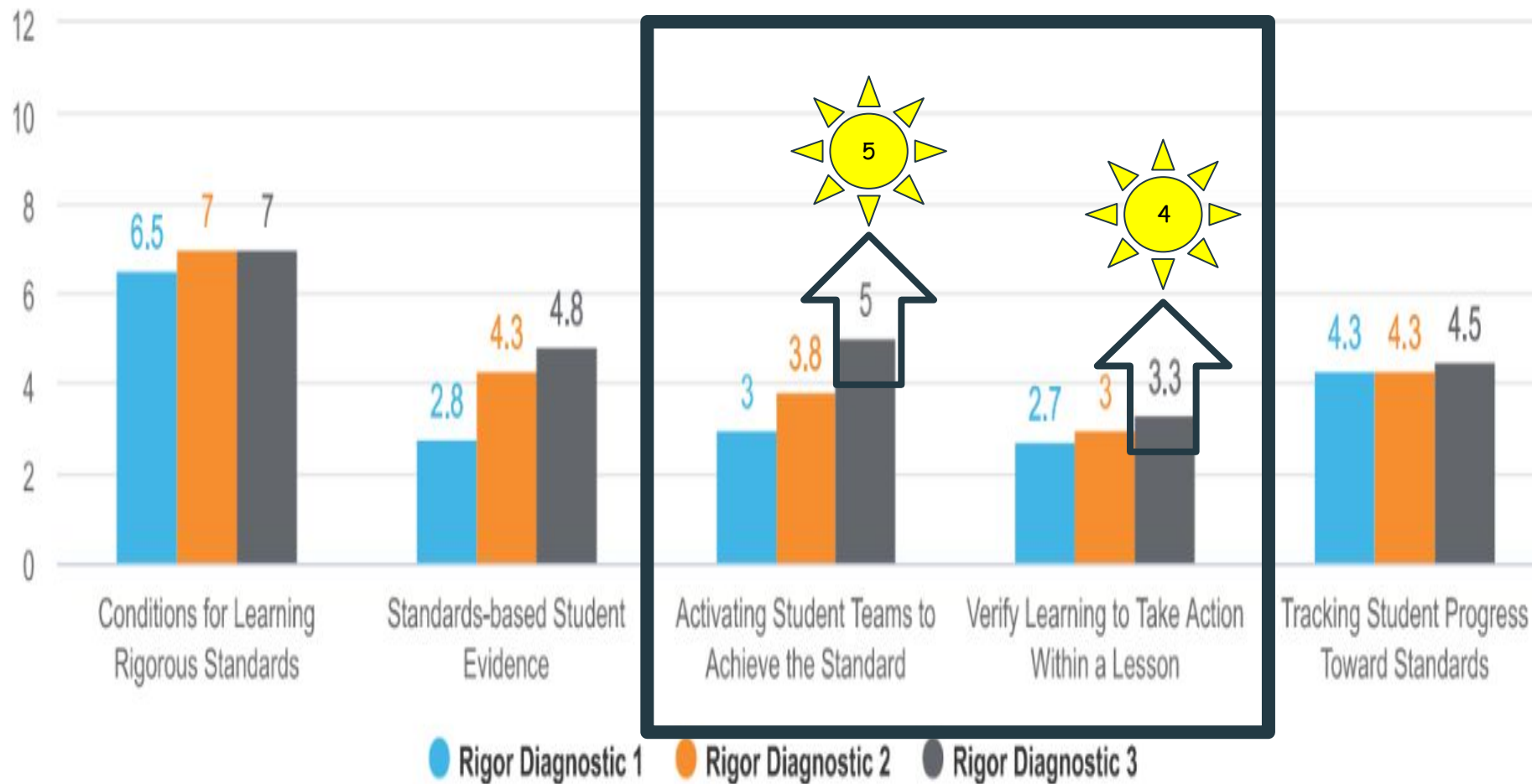


# Where We Are Going

## Rigor Walk Pillar #3/April 2022

### Monitoring to Take Action Within a Lesson

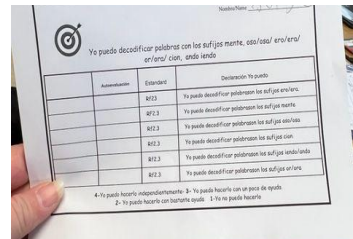




## Third 45-Day Goal: April 4-May 27



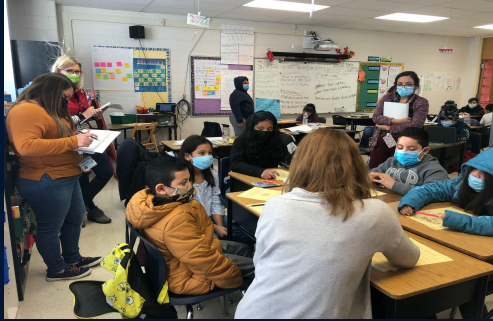
By May 27th, we will move from 3.8 to 5.0 on Question 5, as measured by the Rigor Diagnostic. We will also move from 3.0 to a 4.0 on questions 6 and 7, as measured by the Rigor Diagnostic.







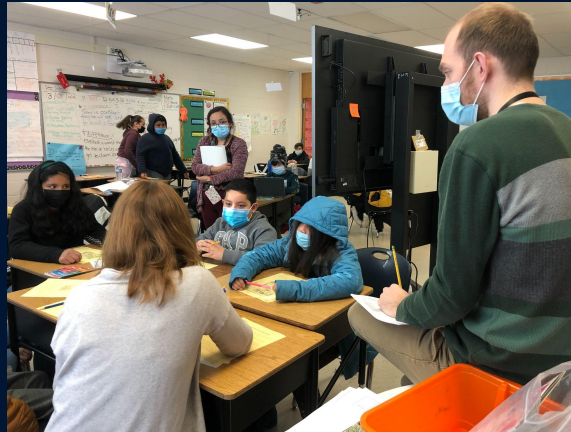
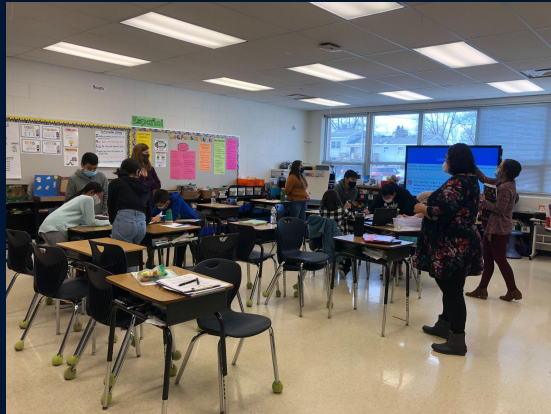
# Staff Development Teacher to Teacher Collective Efficacy



Joan- 2nd Grade  
LSI Video

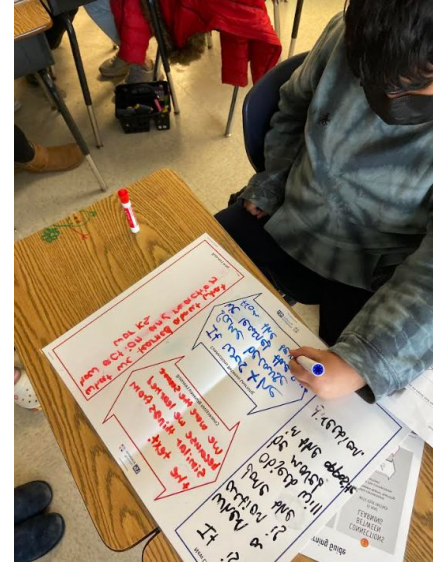
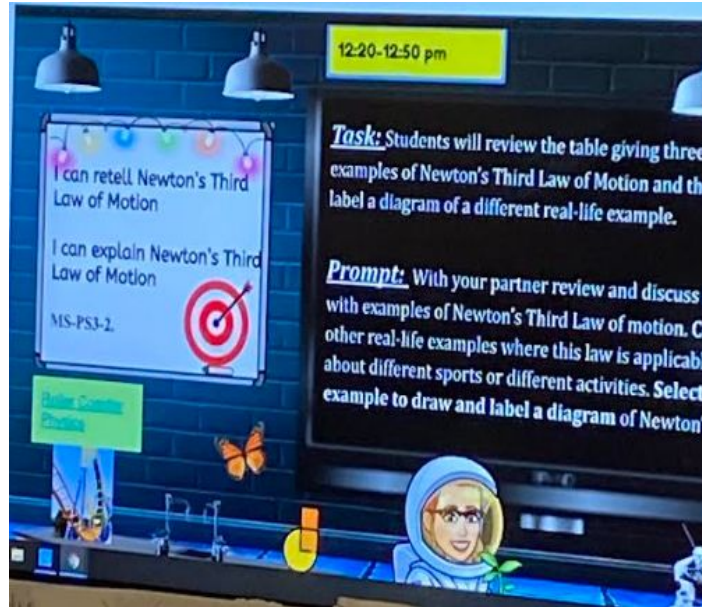
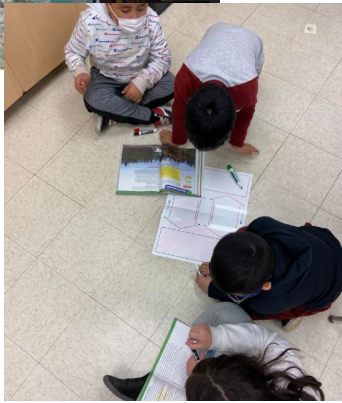


Jennifer-DL 4th Grade  
LSI Video





# Academic Teaming/March-April



# Student Self-Monitoring

Grade 4 Unit 2



RL.4.3 Describe in depth a character, in a story or drama, drawing on specific details in a story or drama drawing on specific details in the text.

☐ I can identify the characters

☐ I can describe a character including a character trait

☐ I can use a character's thoughts, words, and actions from the story to elaborate on the character description

	1	2	3	4
	Not yet	Starting	On my own	I can teach someone else
RL.4.3 Describe in depth a character, in a story or drama, drawing on specific details in a story or drama drawing on specific details in the text.				



RL.4.3 Describe in depth a, setting, or event in a story or drama, drawing on specific details in a story or drama drawing on specific details in the text.

☐ I can identify the setting of a story

☐ I can use details from the story to describe the story

☐ I can analyze how the setting influences the character traits

	1	2	3	4
	Not yet	Starting	On my own	I can teach someone else
RL.4.3 Describe in depth a, setting, or event in a story or drama, drawing on specific details in a story or drama drawing on specific details in the text.				



RL.4.2 Determine the theme of a story or drama or poem from details in a text; summarize the text.

☐ I can use supporting details to identify the theme or message of the story

☐ I can retell the story including the beginning, middle and end

☐ I can construct a concise summary of the story

	1	2	3	4
	Not yet	Starting	On my own	I can teach someone else
RL.4.2 Determine the theme of a story or drama or poem from details in a text; summarize the text.				



Nombre/Name: \_\_\_\_\_

Yo puedo decodificar palabras con los sufijos mente, oso/osa/ ero/era/ or/era/ cion, ando iendo

	Autoevaluación	Estándar	Declaración Yo puedo
		RF23	Yo puedo decodificar palabras con los sufijos ero/era.
		RF23	Yo puedo decodificar palabras con los sufijos mente
		RF23	Yo puedo decodificar palabras con los sufijos oso/osa
		RF23	Yo puedo decodificar palabras con los sufijos cion
		RF23	Yo puedo decodificar palabras con los sufijos iendo/ando
		RF23	Yo puedo decodificar palabras con los sufijos or/ora

4- Yo puedo hacerlo independientemente- 3- Yo puedo hacerlo con un poco de ayuda  
2- Yo puedo hacerlo con bastante ayuda 1- Yo no puedo hacerlo

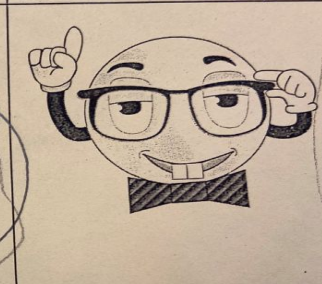
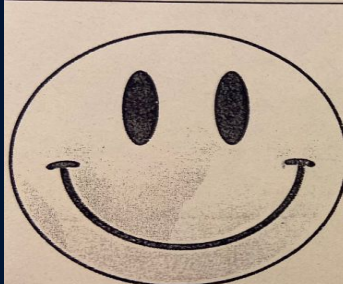
Learning Target: 2.4

I can identify the role of a producer and consumer in the economy.

I am beginning to identify the difference between a producer and a consumer.

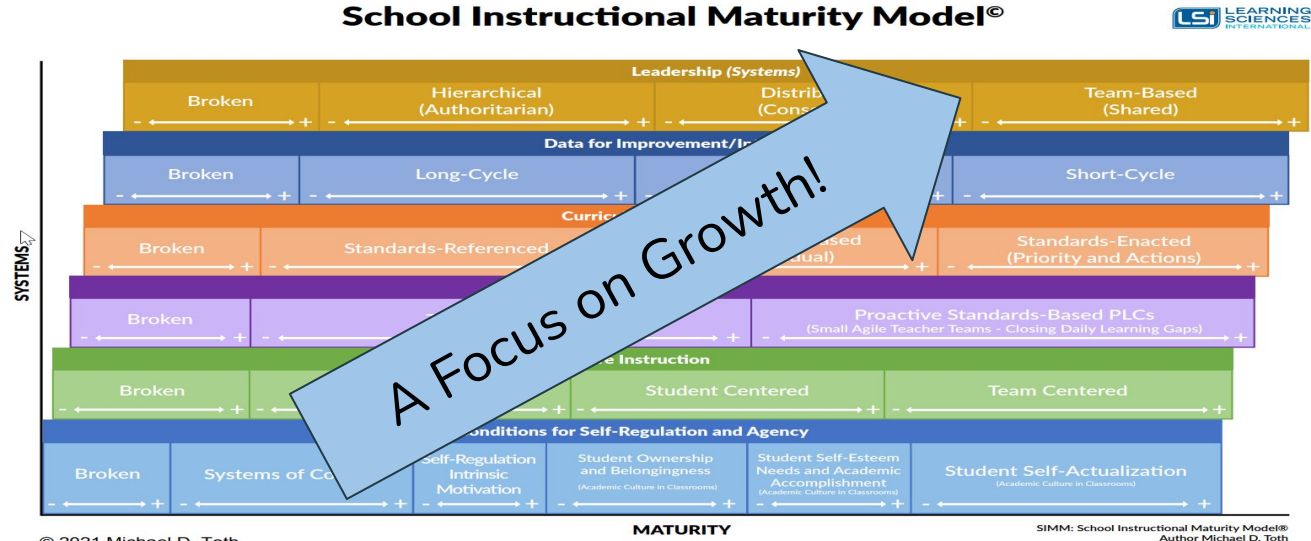
I can explain the role of a producer and a consumer in an economy.

I can teach a classmate the differences a producer and a consumer in an economy.

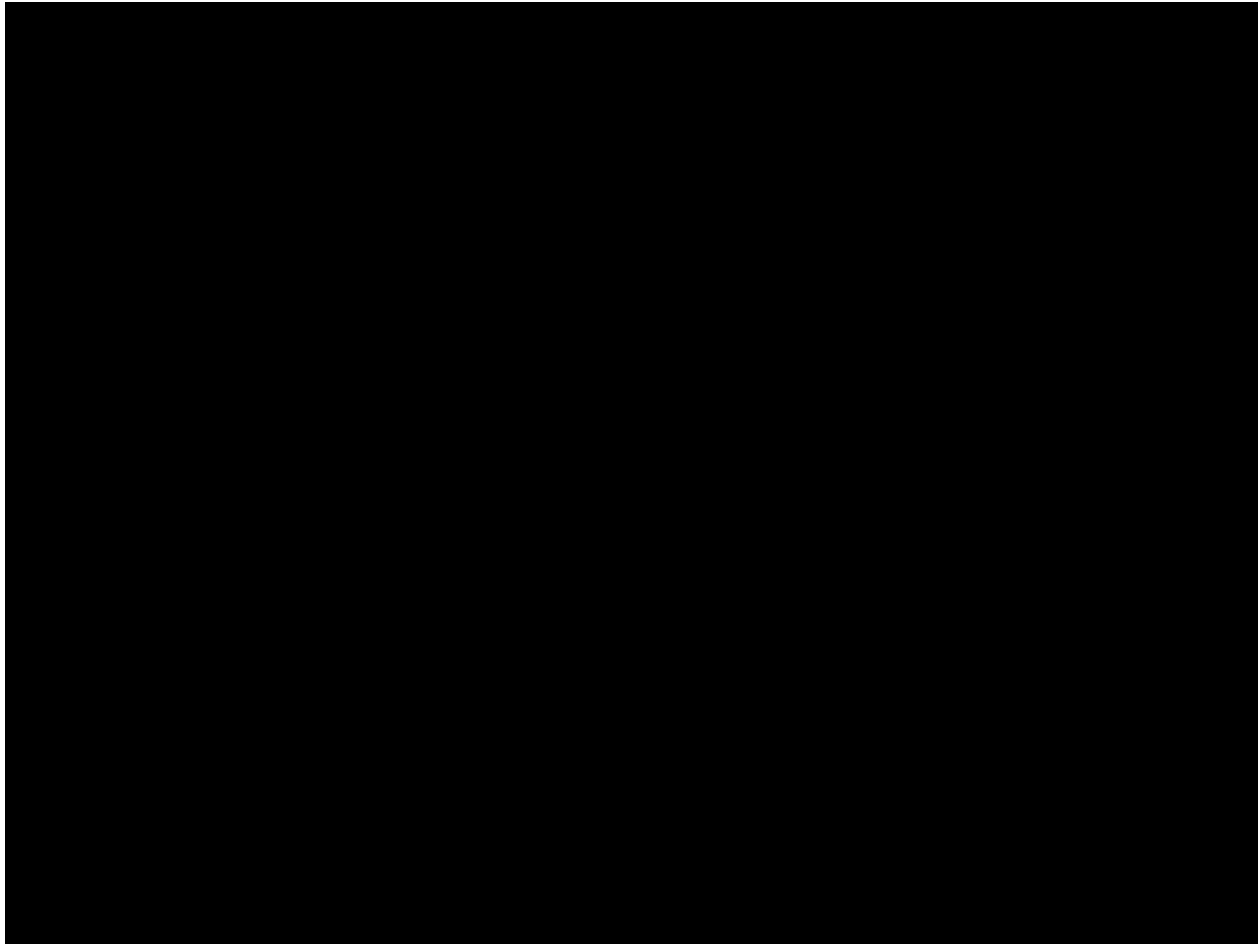


# Spring Rigor Diagnostic April 21, 2022

## Results will be shared with Laurel Hill Staff in May







# The Future Is Bright

