

U-46 Rising at Parkwood

PARKWOOD SCHOOL

Principal: Ana Arroyo
Instructional Coach: Isabel Torres
Teachers: Michelle Sheeks and Sandra Citron
Executive Director: Teresa Winters

U46
RISING

U46
AVANZANDO

Professional Development and Coaching to Support U-46 Rising

2021-2022 Professional Development - All Schools

- Professional Development Sessions
 - Designing Implementation - Schools for Rigor and Equity, Middle Schools, High Schools
 - ILI - Instructional Leadership Institute
 - 1 Session: Building Blocks of Leadership Teams
 - 2 Session: Leading Change in Team Culture
 - 3 Session: Leading for Collective Efficacy of Teams
 - 4 Session: Leading Teams to Systems of Continuous Improvement
- On-Site Coaching
 - Leadership Coaching (Principals and Executive Directors)
 - 16 sessions at Schools for Rigor and Equity
 - 6 sessions at **all** remaining schools (including middle and high schools)
 - Faculty Coaching (Teachers)
 - 24 sessions at Schools for Rigor and Equity
 - 6 sessions at remaining schools (including middle and high school consortia)

2021-2022 Professional Development Elementary Schools and Consortia Teachers

- Professional Development
 - Academic Teaming 101 - August-September 2021
 - Academic Teaming 201 - January-February 2022
- Book Readings
 - The Power of Student Teams by Michael D. Toth & David A. Sousa
 - Who Moved My Standards
 - You Got This

Compelling Purpose

Mission

To promote opportunities for all students to achieve their maximum potential in all aspects of life - academic, social-emotional, and physical for the purpose of educating the whole child.

- *Utilize student and community assets to provide instruction*
- *Support an inclusive environment to be culturally responsive*
- *Meet the needs of culturally and linguistically diverse learners in our school and community*
- *Leverage and bridge the assets of work with our educators, Education Support Professionals, students, parents, and community leaders*

Vision

Parkwood will empower students to develop their dreams and convert them to reality.

Theory of Action

If we invest in collaborative work centered on student outcomes and instruction, then we will create a culture of shared responsibility, and students will demonstrate proficiency in the standards.

Investment in Staff Leads to Opportunities for Students

- Lesson Study
- Gretchen Courtney Reading Strategies
- CORE PLC Cycle
- Restorative Practices, Movement Break, Art Expression
- DL Teacher Led PD to support WIDA usage for day-to-day instruction
- Culturally Relevant RTI with Dwayne Williams
- Ron Raglin/Dr. Cohen (NIU)
- Zaretta Hammond's work
- Academic Conversations with Jeff Zwiers
- Learning Inventories
- Investing in Specials team to ensure common planning time for PLCs
- Parent Series Book Study: Five Parenting Strategies to Support Emotional Development

Parkwood U-46 Rising Team

Our Commitment as a School for Rigor and Equity

Kindergarten (DL): Janet Delgado

1st grade (DL): Nadya Nieves

2nd grade (GE): Michelle Sheeks

4th grade (DL): Julian Sandoval

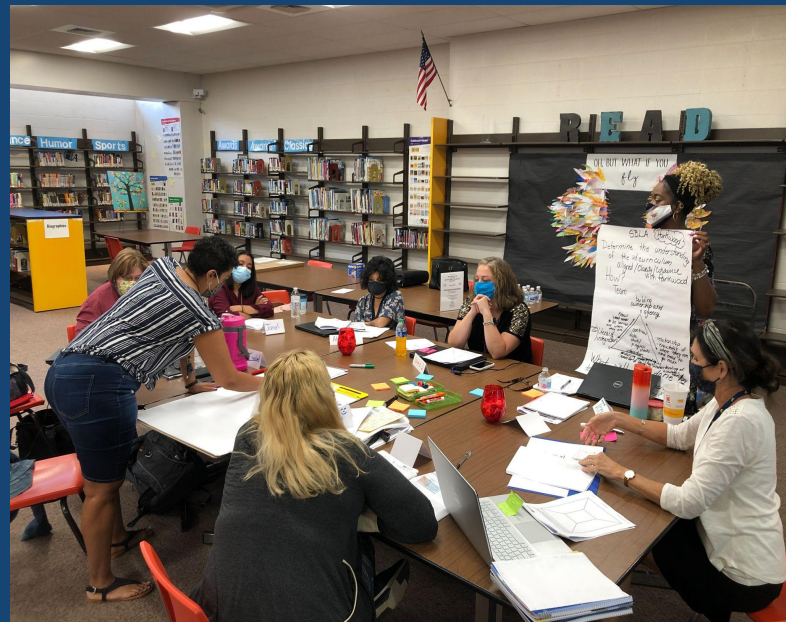
4th/5th (GE): Sandy Citron

5th grade (DL): Abigail Gonzalez

Special Education Bilingual: Jessica Hedyt

Special Team: Leah Kisiel

Instructional Coach: Isabel Torres



Learning Targets



Academic Teaming 101 201



Stand UP



Success Criteria



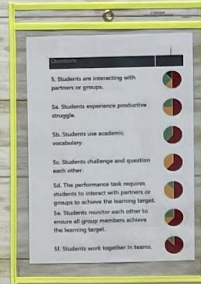
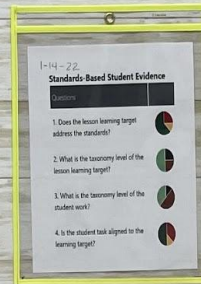
Monthly Trend Data



Weekly Rigor Walk Data

Key

Key	
Question 1: Green - Yes, Partial, Red - No	
Question 2: Green - Comprehension, Brown - Reasoned, Black - No Learning Target	
Question 3: Green - Comprehension, Brown - Reasoned, Black - No Student work	
Question 4: Green - Yes, Partial, Red - No, Grey - No evidence noted	



Student Voice and Academic Teaming in Action

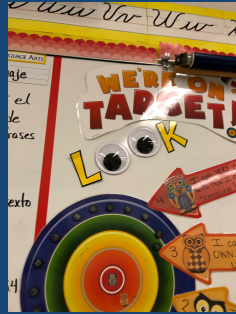


Learning Objectives

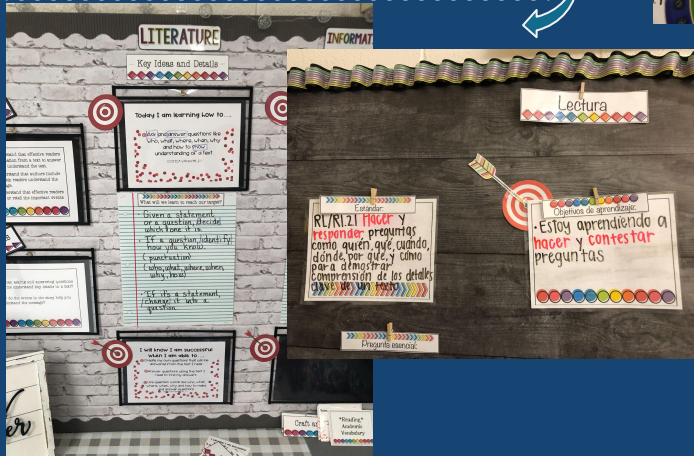
Subject	Standard	Learning goal	Success Criteria
WRITING			
READING			
MATH			

Special Education: Individual Students' Objectives

Students' Self-Assessment of Understanding



General Education and Dual Language Collaboration



Learning and Implementation Across Parkwood

- Gen Ed/Dual Language collaboration in PLCs for classroom implementation
- Target/Task alignment
- Special Education connection
- Specials/Health/Digital Literacy implementation
- Academic Teaming is possible for all grade levels; looks different at Kindergarten and Specials

Two-Tiered: Releasing Control to U-46 Rising Team and to Students



Monitoring and Feedback

Team Collection and Reflection

Communication

Rigor Walks

Feedback

The Power of Yet.

Our Parkwood journey
has just begun...

