



# U-46 Rising

**Board of Education  
Strategic Plan Update  
December 13, 2021**



**Brian Lindholm**



**Lela Majstorovic**



**Penny Sell**



**Joel Pollack**



**Timothy Ayalin**



**Anna Roberts**

# Presenters

**Brian Lindholm**

Chief of Staff

**Lela Majstorovic**

Assistant Superintendent of Schools

**Penny Sell**

Executive Director, LSI

**Joel Pollack**

Principal Creekside Elementary

**Timothy Ayalin**

6th Grade Teacher, Creekside

**Anna Roberts**

4th Grade Teacher, Creekside

# What is U-46 Rising and Why Now?



It is our moral imperative to change all our systems until we can demonstrate that they work for all children - especially for our vulnerable and perpetually marginalized students. We will accomplish this by:

- Shifting to Academic Teaming where students develop and exercise agency by collaborating with peers on standards-aligned tasks using complex grade-level texts
- Applying the full knowledge, skills, and talents of **our entire team** district-wide
- Measuring our collective progress

# Our Collective Effort



- We apply the full knowledge, skills, and talents of our entire team to achieve our vision.
- Departments agree to work cross-functionally with our students as the “customer” at the center of our decisions.
- We tightly couple our curriculum, planning, and classroom instructional systems and align our operational systems to achieve our vision for instruction.
- We will not identify the deficit in children, but rather in the systems not generating the desired results.
- Every system must be measured and improved. All of us, in every district department, have an important role to play in our vision for core instruction, and ultimately, in improving all students’ futures.

# Phase I: Standards-Based Learning Cycle



## 2021-2022 School Year

All district-wide elementary teachers receive professional development

A consortia of middle and high school teachers receive professional development

All Administrators receive professional development

Teachers and Administrators receive coaching and observe learning through “Rigor Walks”

Students set standards-aligned learning targets and learn to self-assess and track progress



# FY22: Five Schools for Rigor and Equity



- Leadership coach during designated days/times
- Instructional coach during designated days/times
- Books and toolkits to support implementation
- Additional Full Time Equivalents (FTE) to support individual teacher planning time
- Free before/after school care for students to support a restructured schedule and Professional Learning Community (PLC) time

# Schools for Rigor and Equity 2021-2022



**Creekside Elementary**



**Willard Elementary**



**Laurel Hill Elementary**



**Channing Elementary**



**Parkwood Elementary**

# Measuring Success



- Our students learn to measure their progress toward learning targets. As a system, we measure our collective progress through proactive leading indicators such as Rigor Diagnostics and Rigor Walks.
- We support our progress monitoring by tracking lagging indicators of learning gain increases for student proficiency on district and state assessments for all students.



# Rigor Diagnostic One Results



# Overview

- **Rigor Diagnostics were conducted at all five Schools for Rigor and Equity from September 14 - 29, 2021.**
- **Site visits included classroom visits to observe student learning, focus groups with teachers and students, and a data discussion with the principal.**

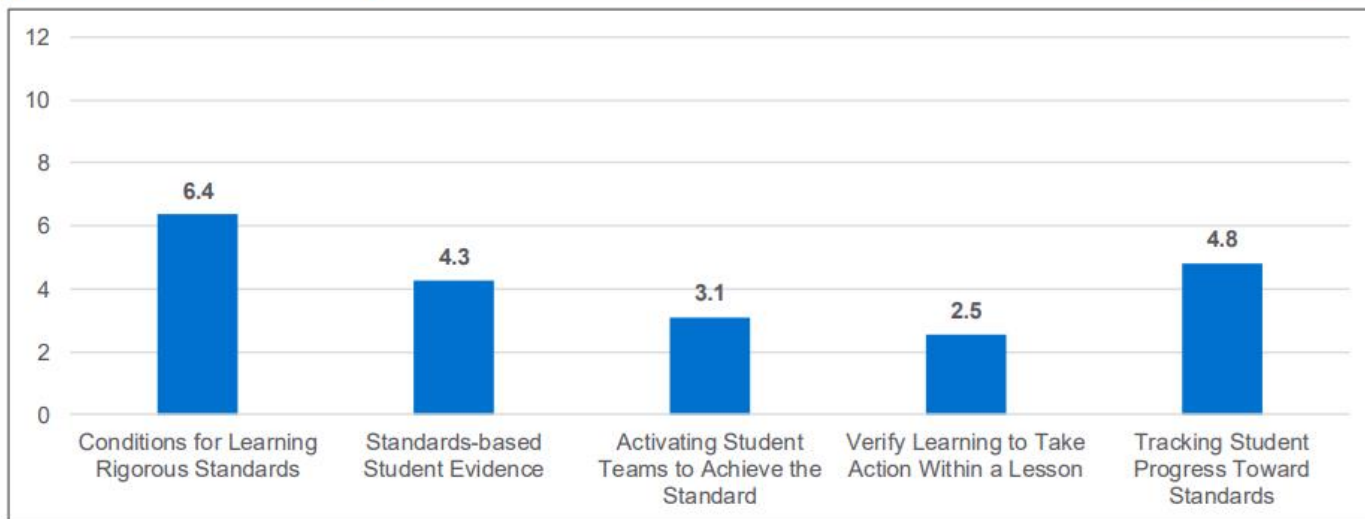


# Components of Rigor Diagnostic

- **Conditions for Learning Rigorous Standards**
- **Standards-Based Student Evidence**
- **Activating Student Teams to Achieve the Standards**
- **Verify Learning to Take Action within a Lesson, and Tracking Student**
- **Progress toward Standards**



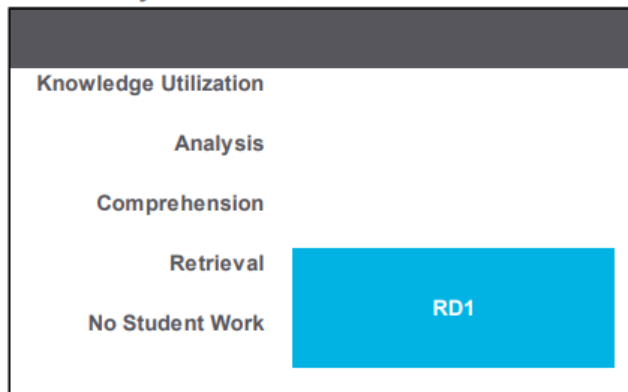
# Average Rigor Diagnostic Scores (Scale 1-12)



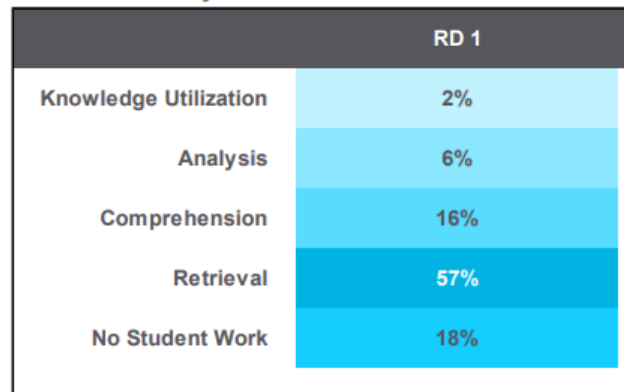
- Conditions for Learning Rigorous Standards had the highest average pillar score (6.4)
- Verify Learning to Take Action Within a Lesson had the lowest average pillar score (2.5)

# Observed Taxonomy Levels

Taxonomy Level Most Often Seen in Student Work



Taxonomy Levels Seen in Student Work



- During the first Rigor Diagnostic,
  - Retrieval was the taxonomy level seen most frequently in student work (57% of classrooms)
  - There was no student work observed in 18% of classrooms
  - Comprehension was observed in 16% of classrooms
  - Analysis was observed in 6% of classrooms
  - Knowledge Utilization was observed in 2% of classrooms



# Rigor Diagnostic Average Calculations

- The scale on the Rigor Diagnostic instrument consists of 12 options, ranging from Strongly Disagree to Strongly Agree

Strongly Disagree			Disagree			Agree			Strongly Agree		
1	2	3	4	5	6	7	8	9	10	11	12

- Each pillar contains 3 to 4 items, each receiving a score between 1 and 12
  - The scores for each item within a pillar are averaged (added together and divided by the total number of items within the pillar)
- Each of the five pillar scores are averaged (added pillar scores/number of pillars) to determine the overall Rigor Diagnostic score

# U46 Rising at Creekside Elementary



- At Creekside, our work started with a deep reflection on our understanding of rigor and equity, and the development of a set of collective commitments to our work that are shared by the whole community.
- From there, we developed our theory of action - what we believe will result for students from living out these commitments.
- Upon this foundation, we've built our specific outcomes for learning targets and academic teaming.

# Our Collective Commitments

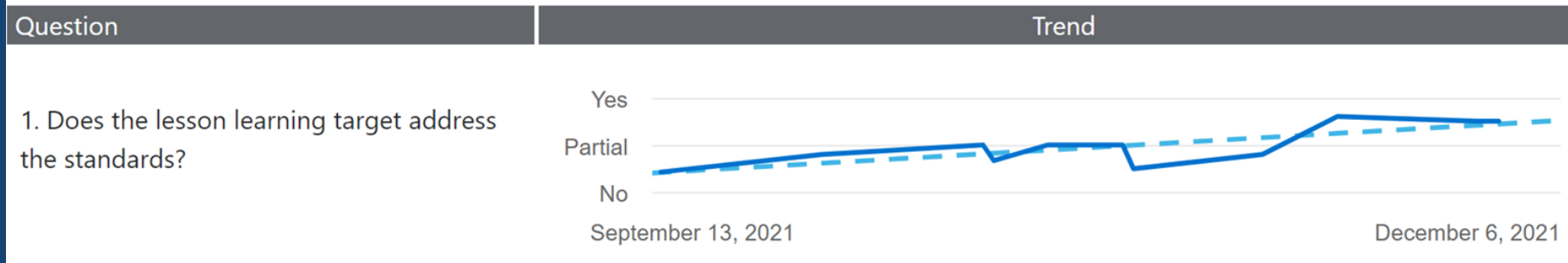
As a school for rigor and equity, we are committed to:

- Establishing and nurturing inclusive classroom communities that are committed to equity
- Ensuring that every student's identity is valued and every student's voice is heard
- Designing instruction that is purposeful, culturally responsive, standards-based, cognitively complex, and connected to real-world experiences
- Supporting every student in owning their learning and engaging collaboratively in the productive struggle necessary to accomplish lasting growth

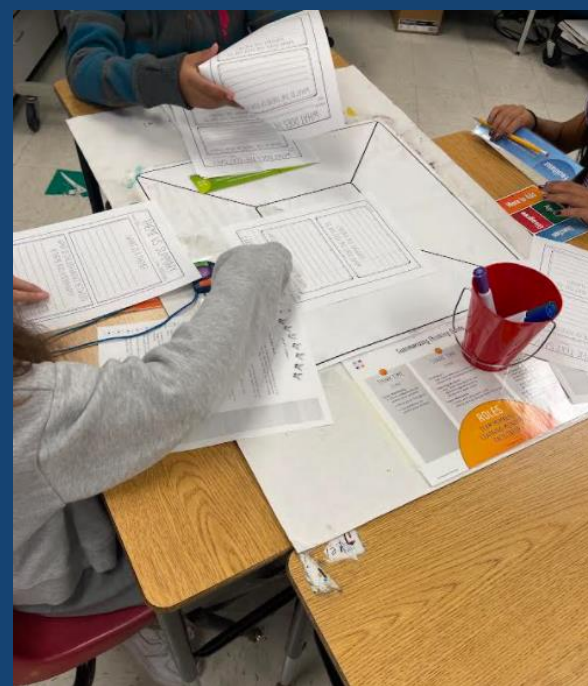
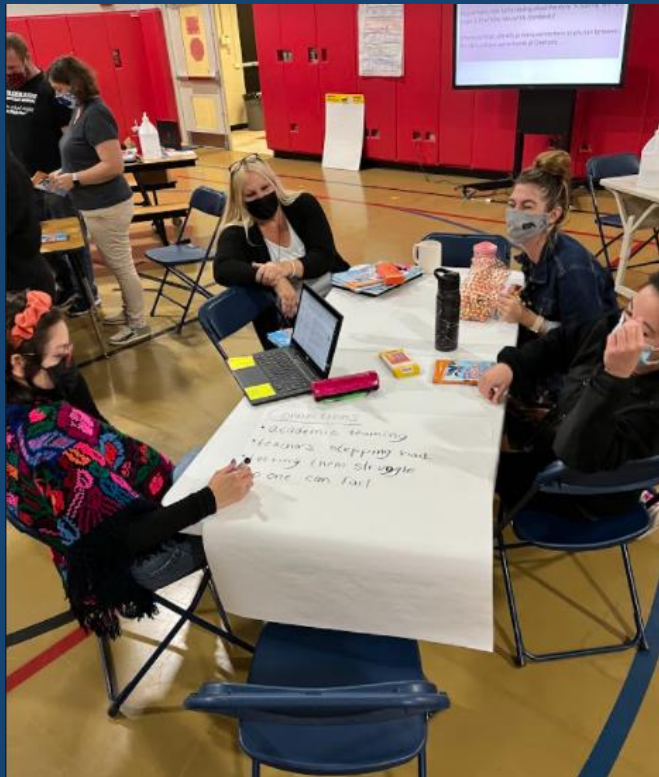
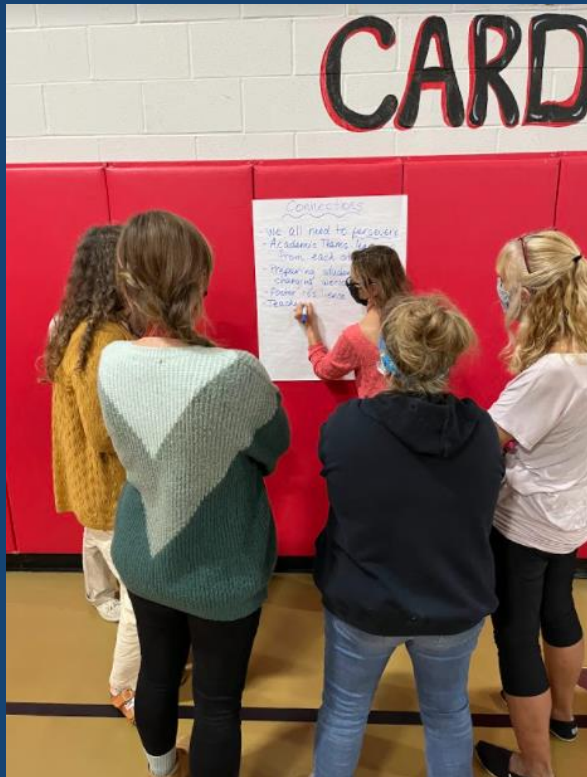
# Our Progress - Learning Targets

**Learning Targets - Our purpose with learning targets is for students to own their learning, beginning with a clear understanding of each day's focus.**

## Standards-Based Student Evidence



# Our Process - Learning Together





# U-46 Rising Overview



con los demás de una manera  
real y auténtica que yo


**Tim  
Ayalin,**  
*6th grade  
teacher*



**Gustavo  
Maldonado,**  
*2nd grade  
teacher*



**Kim Stanc,**  
*Rigor & Equity*  
*Instructional*  
*Coach*

A woman with shoulder-length blonde hair, wearing a white patterned top and a dark lanyard, is speaking. The background is a blurred blue and white grid pattern.

y quieren tener conexión  
con otras personas.

# Questions?

