



U-46 Rising

COMMUNITY ADVISORY COUNCIL

**General Meeting
7 p.m. Thursday, Oct. 7**



Lela Majstorovic



Brian Lindholm



Joel Pollack

Presenters

Lela Majstorovic

Assistant Superintendent of Schools

Brian Lindholm

Chief of Staff

Joel Pollack

Principal Creekside Elementary

Executive Directors - Secondary

Brian Tennison - Executive Director
of High Schools



Dr. Annette Acevedo - Executive Director
of Middle Schools



Executive Directors - Elementary

Dr. Kyle Bunker - Executive Director
of Elementary Schools (Bartlett Network)



Yvette Gonzalez-Collins - Executive Director
of Elementary Schools (Elgin Network)



Sarah Rabe - Executive Director of
Elementary Schools (Larkin Network)



Executive Directors - Elementary

Dr. Michelle K. Thompson -
Executive Director of Elementary Schools
(South Elgin Network)



Teresa Winters -
Executive Director of Elementary Schools
(Streamwood Network)



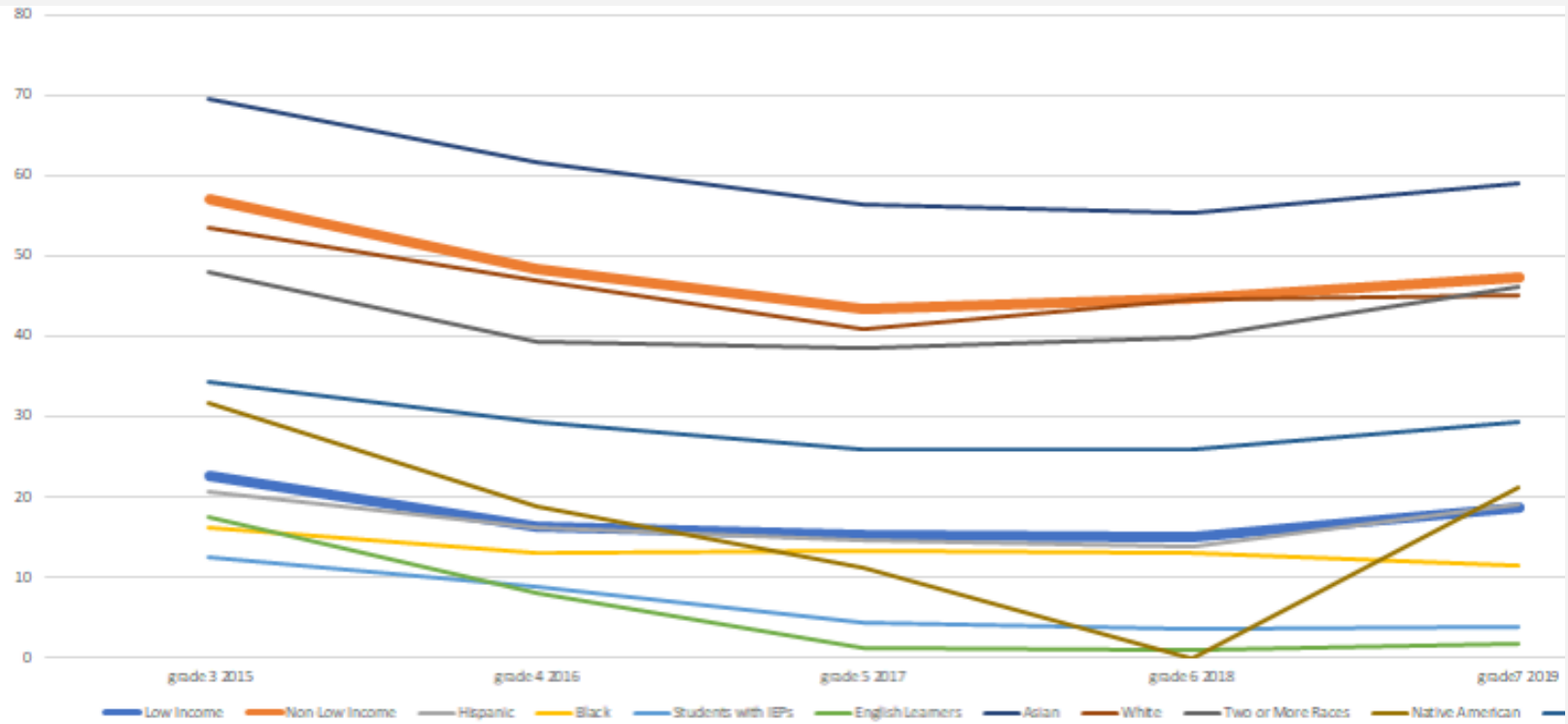
What is U-46 Rising and Why Now?



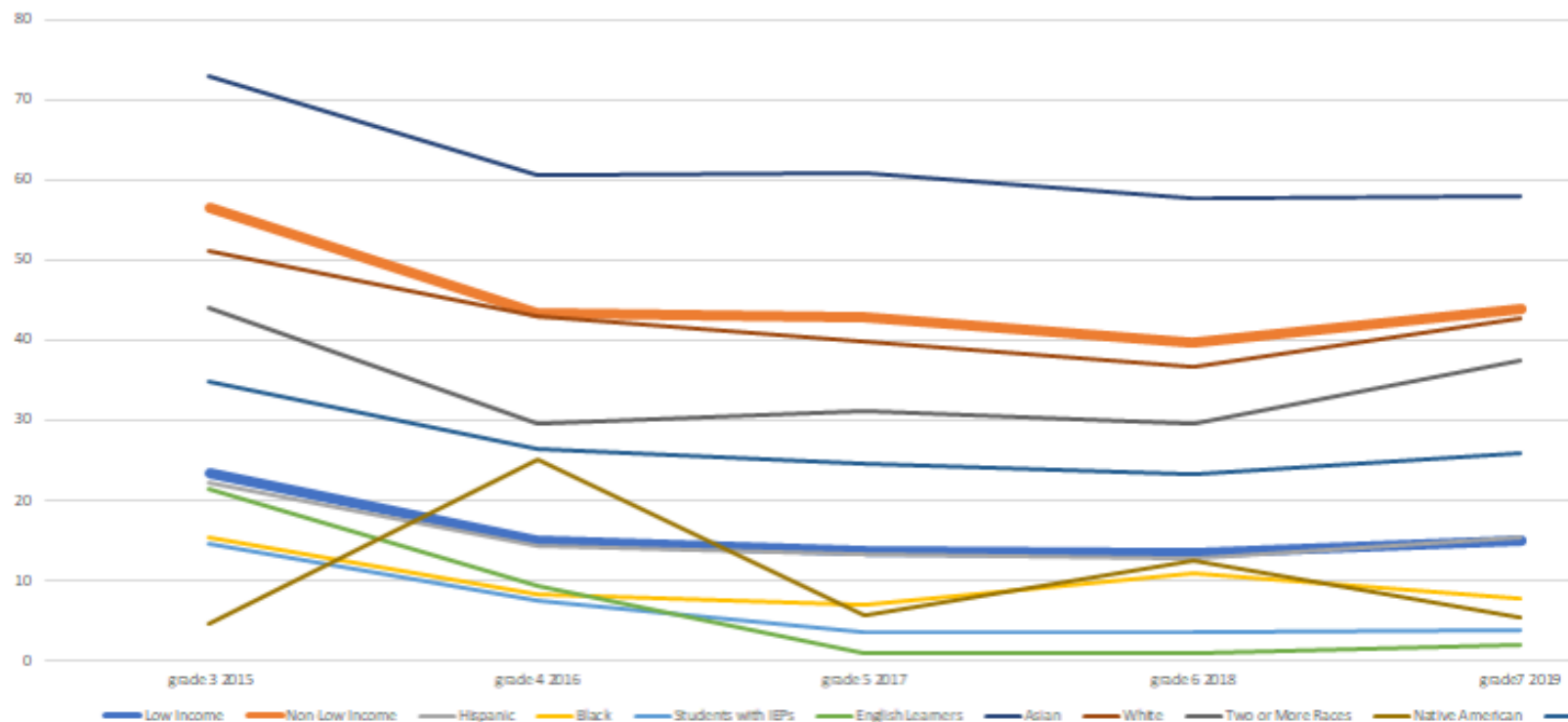
It is our moral imperative to change all our systems until we can demonstrate that they work for all children - especially for our vulnerable and perpetually marginalized students. We will accomplish this by:

- 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** Districtwide
- Measuring our collective progress

Student Achievement - ELA Proficiency



Student Achievement - Math Proficiency



Panorama Student Equity and Inclusion Survey



Panorama Equity and Inclusion Survey

What feedback did students have for their school?

Grades 4-12

14,329 responses | [show breakdown](#)

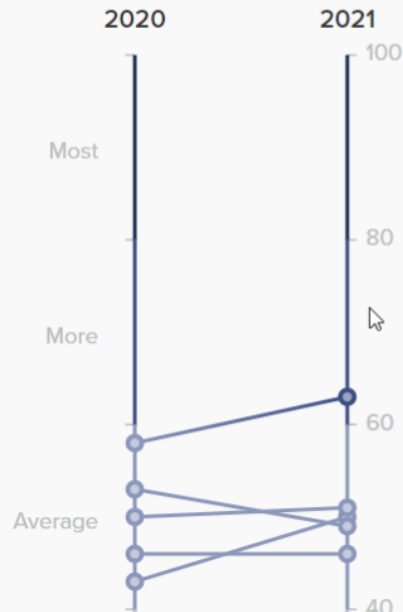
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Topic	Percent Favorable ?	Compared to others nationally ?	Change since Spring 2020 ?	
U-46 Student Summit	79%		▲ 3	
Diversity and Inclusion	74%	 40th-59th percentile	▼ 2	
Cultural Awareness and Action	60%	 40th-59th percentile	▲ 7 Greatest increase	
Sense of Belonging	52%	 40th-59th percentile	▼ 1	

5Essentials Survey

How has performance changed since the last survey?

EXPLORE SCHOOL BREAKDOWN



The 5Essentials

Change ↓↑

Performance

Effective Leaders

+ 7

50 *Average*

Supportive Environment

+ 5

63 *More*

Involved Families

+ 1

51 *Average*

Collaborative Teachers

+ 0

46 *Average*

Ambitious Instruction

- 4

49 *Average*

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.

What is Core Instruction?



Core instruction is researched-based instruction aligned to grade-level standards, designed to meet the needs of students, and delivered to all students in the class. It is the foundation of how students are expected to learn. Core instruction creates an academic culture in the classroom with defined roles and expectations of the teacher and students, along with specific routines to support the type of core instruction.

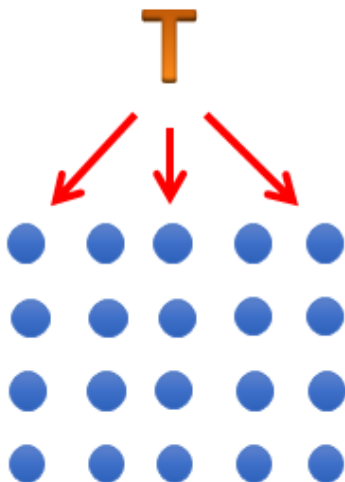
What is Academic Teaming?



Teams of 2-5 students work together toward a common academic goal with clear protocols for engaging in the standards-based academic work. Teams are interdependent, relying on each other with minimal teacher guidance. Team members are accountable for each other's learning and the team culture. Teams share a vision and values in a collaborative culture that fosters trust and empowerment. The learning of the team is based on collective strengths.

Teacher-Centered Instruction

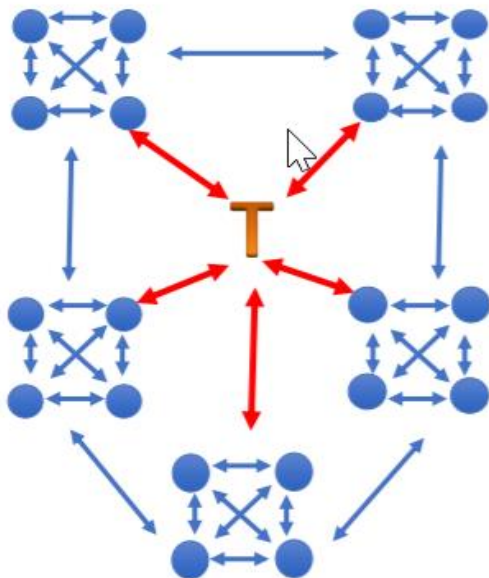
Teacher-Centered: Direct Instruction and Independent Practice



- Teacher owns delivering the lesson
- Students are passively compliant
- Learning is not visible
- Little tracking of student evidence during live lesson
- Fewer adaptations for students not showing evidence of the learning target

Student-Led Academic Teaming

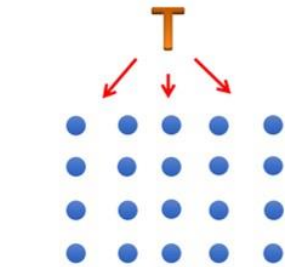
Team-Centered: Teacher Facilitated, Student-Led Academic Teams



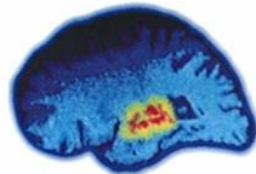
- Teacher coaches for *team* effects
- Teams track their *own* progress to learning target(s) using success criteria
- Team members *own* each others learning and peer-coach to reach the learning target(s)
- Teacher has greater time for students needing additional support

Academic Teaming

A New Vision of Instruction

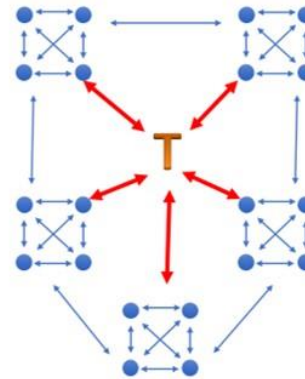


Master
Teacher



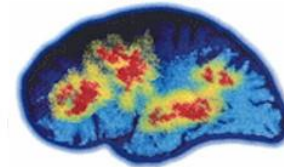
Listening

Students' brains



Teacher as
Master
Coach

Master
Students



Explaining & Coaching

Phase I: Standards-Based Learning Cycle



2021-22 School Year

- All District-wide elementary teachers receive professional development
- A consortia of middle and high school teachers receive professional development
- All Admin receive professional development
- Teachers and Admin receive coaching and observe learning through “RigorWalks”
- Students set standards-aligned learning targets and learn to self assess and track progress

Five-Year Implementation

- Professional Development and coaching expands across grade levels
- Book Readings
- Expansion of Schools of Rigor and Equity



Professional Development and Coaching to focus on:

- How and why we are making the shift to student-led academic teaming
- New practices for students and teachers to gauge progress and learning
- Systemwide improvements and alignment across departments to support instruction



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 RigorWalks.
- We support our progress monitoring by tracking lagging indicators of learning gain increases for student proficiency on district and state assessments for all students.

Schools for Rigor and Equity 2021-2022



Creekside Elementary



Willard Elementary



Laurel Hill Elementary



Channing Elementary



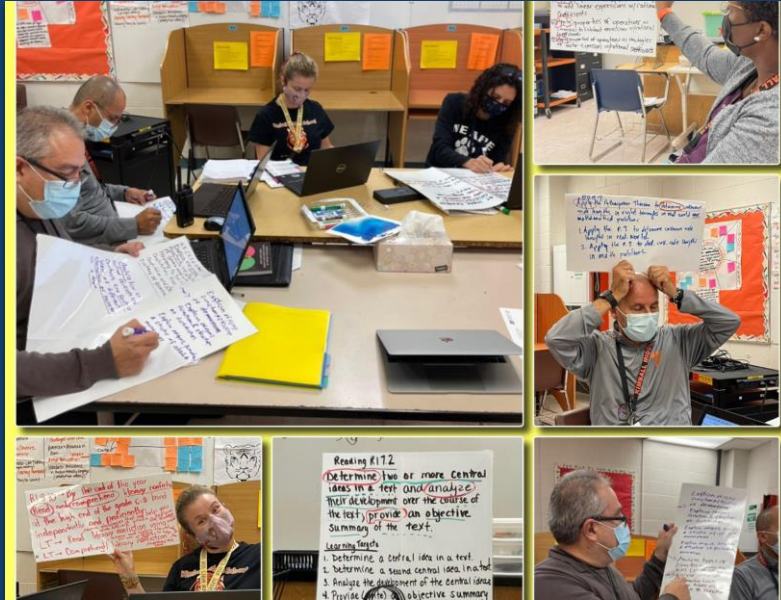
Parkwood Elementary

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

FY22: Middle and High Consortia Teachers



- Academic Teaming
Professional Development
- Expert consultants, equipped with extensive real-world classroom experience, provide coaching and support to leadership and 150 consortia teachers

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 students' 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



CREEKSIDE
ELEMENTARY SCHOOL

U-46 Rising Overview



Tim Ayalin,
6th grade teacher




TIM AYALIN

TEACHER - 6TH GRADE

es una especie de nueva generación

**Gustavo
Maldonado,**
2nd grade teacher




in our classroom because now

GUSTAVO MALDONADO

MAESTRO - SEGUNDO GRADO

Kim Stanc,
*Rigor & Equity
Instructional
Coach*



y quieren tener conexión
con otras personas.

Questions?

