

# CSD

Corinth School District



## **Innovative Approaches to Literacy**

### **Final Evaluation Report**

Submitted to:

United States Department of Education

November 2016

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## **EXECUTIVE SUMMARY**

Project REACH (**R**eading **E**xpands **A** **C**ommunity's **H**orizons) was an aggressive literacy plan that provided proactive interventions to support student learning before the literacy gap develops. This project served all 2,635 students at 3 school sites- Corinth Elementary, Middle, and High Schools. Project REACH met the absolute priority and Competitive Preference Priorities 2, 3, and 4 through the following objectives: 1) Strengthen literacy opportunities within the home and community; 2) Transform traditional libraries into 21<sup>st</sup> century blended learning environments; 3) Using technology to ensure all students are proficient readers by third grade; 4) and Ensure all student have the literacy skills needed to achieve College and Career readiness.

Program activities included: 1) Launching an aggressive book distribution program to place books in the hands of all Corinth children before they enter 1<sup>st</sup> grade; 2) Providing high-quality literacy programming through international standards, a personal e-tablet or laptop for every student, blended models of intensive professional development coaching/mentoring for teachers, connecting foundational literacy abilities to the Lexile Frameworks for Reading and Writing to extrapolate Lexile measures down to the pre-kindergarten level, enhance college and career readiness through personalized learning and literacy enhancement processes beginning in pre-K, and partner with MetaMetrics® researchers to pilot-test early literacy activities that blend literacy learning and assessment through age-appropriate digitized early literacy activities; and 3) Involving parents in their children's literacy development through literacy events and training; 4) and transforming traditional school libraries into modern media centers (Internet Literacy Cafés).

Project REACH meets the Absolute Priority and competitive preference priorities 2 – technology, 3 - improving learning outcomes, and 4 - serving rural LEA's, which is evidenced in the poverty level of 39.01%.

Project Outcomes included: 1) increased number of literacy resources in the home; 2) increased frequency of student reading outside of school; 3) increased parental involvement; 4) expanded use of libraries both inside and outside of the school day; 5) successful implementation of international curriculum for primary grades; 6) development and use of rigorous literacy centers; 7) increased literacy skills among students Pre K-12<sup>th</sup> grades; and 7) a narrowing of the achievement gap between NCLB subgroups of 50%.

**District of Innovation** – Corinth School District was one of 3 districts in the state to receive this distinction. Blended Literacy Model – the district reconfigured personnel to provide two additional staff member for 90 minutes per day in each classroom grades 1-3. The district is following a blended learning rotation model and incorporating the Schoolwide enrichment model developed by Dr. Joseph Renzulli. Instead of children being removed from the classroom to receive additional instructional support, these teachers will now enter the classroom and provide these services during the blended learning literacy block.

## **EVALUATION OF FINDINGS**

All GPRA performance measures were successfully met through program activities. Most of the program goals and objectives were met through program activities, and extensive data collection practices informed the decisions to stay or change course throughout the entire project.

*Goal 1: Strengthen literacy opportunities within the home and community by providing a wide-range of literacy resources to effectively support reading and writing.*

## **Objectives**

**1.1 Increasing home libraries**

**1.2 Increase frequency of reading**

**1.3 increase library usage**

**1.4 50% of parents will attend family literacy events**

**Evaluation Methods: Parent sign-in sheets & Imagination Library registration records**

### ***Obj. 1.1 - BOOK DISTRIBUTION***

**Books Before Birth Project** - Ongoing through Excel by 5 – **Forty-five** expectant mothers received books to support beginning literacy and establishing a routine of reading to children.

**Growing Readers Book Distribution** - Approximately **740** children ages 2-5 are receiving 1 book per month through Imagination Library and a book database purchased through district funds.

**Bright Red Bookshelf Project** - there are five bookshelves currently in operation within the community at missions which serve preschool and elementary children. These bookshelves were placed in areas of high poverty – a local barbershop located in a poor community that caters to families with children, a grocery store in a similar neighborhood, and three community outreach missions, which serve Pre K-12<sup>th</sup> grade students. (*The Bright Red Bookshelf was created by the Family Reading Partnership in Ithaca, NY in 1997*)

### ***Obj. 1.2 – FREQUENCY OF READING***

**Community-Wide Reading** – 2015- *Where the Mountain Meets the Moon*, a Newberry Award winning novel by Grace Lin, was distributed to every child in the Corinth School District to be

read at home. Parents received a reading schedule and ideas for using the book to establish a family reading night. Bright red lanterns were distributed in conjunction with the Community Wide Reading Project- *Where the Mountain Meets the Moon*. Lanterns were hung on front porches to signify the book was being read in that home. Parents posted pictures of their families reading together on social media. There were over 1,000 views on social media during the event. 2016- *The Trumpet of the Swan*, a novel by E.B. White, was selected as the 2016-2017 community wide read. Every student in the district received a book and read several chapters a week for the month of September. An online trivia contest garnered over 1,500 entries, with several hundred prizes distributed over the course of the month. Each family received a white lantern to display in front of their home during the read.

**READ-TO-ME Banners** displaying the project REACH logo were hung in high traffic downtown areas to encourage parents to read to children. New banners were designed for the 2016-2017 school years to incorporate *The Trumpet of the Swan*.

### ***Obj. 1.3 – PARENTAL INVOLVEMENT***

**Family Literacy Nights/Discovery Nights/ A Day in Pre K** – 2015-2016 The elementary school has held **50** events since the first day of school. Attendance ranged from 25 to 75%. The final total was 2,147 parent visits to these events. 2016- 2017.

**Cambridge Night/Open Houses/Celebration Breakfasts** - Corinth Middle School has conducted 7 events with 70% attendance at each event. These events include parent breakfasts recognizing student achievement, Cambridge night to inform parents of curriculum changes, and 4 open houses in which each family received personal invitations based on which “house” they were inducted into.

The House system is a new approach for the middle school to foster a strong sense of community and accountability to improve student achievement.

**Moon and Magnolias** – 2015-2016 A community fundraiser event took place to raise awareness for literacy and raise funds to support literacy initiatives once the grant funding closes. A Corinth School District foundation was established to ensure sustainability for the 2016-2017 school year. Playing on the theme of Grace Lin's novel, an evening of music, food, and entertainment provided community leaders with a preview into the year's literacy events, and opportunities to support the school district in meeting the needs of children. 2016-2017

**Trumpeting in the School Year** was the theme for the community fundraiser to raise awareness for literacy. Using the community wide book read selection of the *Trumpet of the Swan* for inspiration, the event gave community members information about this year's literacy schedule of events. A menu of opportunities to support literacy was offered to each patron.

***Goal :2 Transform traditional libraries into 21<sup>st</sup> century blended learning environments through strategic use of technology.***

## **Objectives**

**2.1 media centers will become open access**

**2.2 teachers will use media center as an extension of the classroom**

**Evaluation Methods: Library Sign-in Logs & Personnel time sheets**

### ***OBJ. 2. – OPEN ACCESS MEDIA CENTERS***

Libraries are open until 8:00 pm every night Monday through Thursday. Parents and students can use library resources at their convenience during this time. Tutors have used this library service to provide tutoring to students during the after school hours as well.

## ***OBJ. 2.2 – MEDIA CENTER AS EXTENSION OF CLASSROOMS***

Media Specialists are reporting a **20-25%** increase in checkouts and teachers are utilizing the school librarian as an extension of the classroom to support mastery of language arts standards. The elementary media specialist is attending common planning meetings with teachers, and contributing to lesson plan development, resource procurement, media training for teachers, and providing extra library time for students with special projects. LED interactive panels acquired through alternative grant funding are used for presentations and training for students, parents, and teachers. **2016** The libraries continue to be used after school. The media center committee, which included middle school and high school student groups, just met this summer to discuss renovations to meet the District of Innovation standards. There are plans to create different spaces within the libraries to create wall-less classrooms, charging stations, and eliminating circulation desks to free up space. CHS will have a student research room and more accessibility to printers for students. Research materials will be located there to free up more space. The district will include more technology, casual seating areas, and more ebooks. Both schools want all books kept on exterior walls to free up more floor space. Oversized closets are going to be turned into conference rooms where clubs can “Rent” the space and hold club lunch meetings. The students want window seats with charging stations. Colors, such as citron and shades of grey have been chosen to provide a clean, modern décor.

***Goal 3: Ensure all students are proficient readers by third grade as mandated by the Mississippi Literacy Based Promotion Act.***

### **Objectives**

#### **3.1 Implementation of Galileo and Cambridge International Curriculum**

## **3.2 Teacher training in Socratic Method, Dual Coding Theory, and Cambridge University Primary Curriculum**

### **3.3 10% increase in reading proficiency**

### **3.4 50% decrease in Achievement gap between subgroups**

**Evaluation Methods: professional development sign-in sheets, observation records, MS 3<sup>rd</sup>**

**Grade Reading Summative Assessment results & Curriculum documents samples**

#### ***Obj.3.1 - GALILEO & CAMBRIDGE INTERNATIONAL CURRICULUM***

This curriculum was used during the 2014-2015 school year. Pre K teachers used the Galileo checklists to assess students in technology implementation, literacy and numeracy skills. Galileo strategies and activities were used to develop standards-aligned centers and support learning that was both assessment driven and personalized.

**Corinth Standards** - Curriculum specialists developed resource documents aligning teaching strategies, resources, Cambridge standards, and MS College and Career Readiness Standards to be used as the primary documents to drive lesson planning for grades K-5. Teachers are using these resources to develop lesson plans, pacing guides, and develop classroom assessments to ensure all instruction is aligned with the appropriate standards. **2016** The Cambridge pacing guides, lesson plans, and parent guides were revised during the summer session. All documents were distributed and training was provided for teachers to orient them with the new documents.

#### ***Obj. 3.2 - PROFESSIONAL DEVELOPMENT OFFERINGS***

Teachers participated in a variety of literacy trainings throughout the summer. Eight days were added to the current professional development plan to ensure all teachers, Pre K – 12 were properly trained in curriculum implementation, literacy development, standards based grading, Cambridge curriculum, and assessment. A variety of presenters, such as administrators,

community leaders, Cambridge university trainers, and fellow teachers, provided teachers with choices in creating a personalized package of training. A wide selection of venues (schools, district offices, coffee shops, or media centers) provided a casual environment to encourage openness and active participation.

**Standards Based Report Card** – a standards-based report card was developed and implemented in grades Pre K through 3<sup>rd</sup> to more closely align progress reporting with personal mastery teaching strategies being utilized in the classroom. **2016** The standards-based report card was revised based on student and parent needs. The new design has been well received.

**Literacy Report Card** – MetaMetrics is in the process of developing this report card as a companion document for the standards based report card. This report card will provide parents with their child’s current Lexile measure, a trajectory of Lexile growth over time, and lexile expectations at various stages, such as current grade, future grade, and upon graduation.

**MS College and Career Report Card** – similar to the Literacy Report Card, this document will provide parents and students with current Lexile measure and a trajectory. A legend displayed on the front of the document will list the Lexile expectations for various careers.

**2016** – The teachers were surveyed regarding their literacy professional development needs. Based on their requests, extensive professional development was offered in writing workshop implementation, the use of rubrics as authentic assessment, and Paideia seminar.

The blended learning literacy model was implemented August 8<sup>th</sup>. The teams were selected and received training in project-based learning, blended learning, and personalization, in addition to the training in writing workshop, rubrics and formative assessment, Paideia seminar. Nine teams of two teachers go into all classrooms in grades 1-3 for at least 90 minutes each day. These teachers provide instruction in literacy remediation or enrichment, depending on the needs of the

students. Students also participate in project based learning during this time, and personalized online learning. The teams also assist the classroom teacher in implementing personalized learning plans with each student.

***Obj. 3.3 – INCREASE READING PROFICIENCY***

**Third Grade Summative Reading Assessment Results** – (2014-2015) Over 99% of the third grade students passed this assessment, placing the Corinth School District in the top five scoring districts in the state. After the third retest in November, 100% of the third grade students have passed this assessment. (2015-2016) In order to match the success of last year, the district started using a predictive screener earlier in the year, and has recently added a new program tied to the screener which tracks individual skills mastery for each student, and allows the teacher to plan personalized learning activities driven by assessment. Students took the summative assessment on April 5<sup>th</sup> with a 95% pass rate, which is consistent with last year’s results for the first administration. 13 students out of 234 did not pass the April administration, and these students received 3 hours of intervention daily until the next administration on May 17<sup>th</sup>. Over 98% have passed the 3<sup>rd</sup> Grade Reading Summative Assessment as of the end of May, and four students received a “good cause exemption” from the MS Department of Education. These students are participating in a literacy improvement plan and receive several hours of reading intervention each week.

**Reaching the 10% Goal** - Each grade surpassed the 10% goal for increasing reading proficiency. The table below illustrates the percentage of increase by grade. The range of average Lexile growth ranges from 19.4 % in ninth grade to 55.5% in second grade. It is believed the transition to high school in ninth grade and the increased rigor of Cambridge Secondary II for those students is the main contributing factor for the drop in Lexile growth.

<b>Average Lexile Growth SY2015-2016</b>		
<b>Grade</b>	<b>Percentage of increase</b>	<b>Source</b>
K	30.3	STAR Early Literacy
1	27.0	STAR Early Literacy
2	55.5	Scholastic Reading Inventory
3	54.7	Scholastic Reading Inventory
4	20.5	Edsphere
5	25.6	Edsphere
6	25.4	Edsphere
7	27.2	Edsphere
8	32.5	Edsphere
9	19.4	Edsphere
10	19.78	Edsphere
11	24.8	Edsphere
12	20.5	Edsphere
<b>District</b>	<b>34.8</b>	

***Goal 4: Ensure all students have the literacy skills needed to achieve College and Career readiness.***

**Objectives**

**4.1 15% increase in demonstrating grade-level literacy skills in grades 1-12**

**4.2 80% of students attending Compensatory Reading class read at grade level**

**Evaluation Methods: Scholastic Reading Inventory results, Edsphere Lexile growth records & Benchmark Assessments**

***Obj. 4.1 – INCREASE LITERACY SKILLS***

**MAP, CPAA, STAR** – Benchmark progression assessments were used to track student progress throughout the year. Data from these assessments were used to drive instruction and inform parents of students’ mastery of standards.

**2016** The district continues to use all of the screeners and products to ensure grade level reading.

The 3<sup>rd</sup> grade reading summative assessment validates efforts at the elementary, and screening

results show progress at the other grade as well. The district is in the process of setting up rosters for all of the screening programs. Schools continue to use NWEA MAP, Skills Navigator, STAR, iREAD, and Spritz. According to the screening data, the increase in percentage of students demonstrating grade-level literacy skills was 32.8%. This large increase is attributed to the rigor of Cambridge International Curriculum.

During the October intersession, the district offered Foundational Studies and Enrichment opportunities. Instead of using a wait to fail model like summer school, the district is identifying those students early and providing the remediation when they need it. The same opportunity will be offered during March intersession. These intersessions will give student additional opportunities to increase their literacy skills.

***Obj. 4.2 – COMPENSATORY READING STUDENTS READING AT GRADE LEVEL***

The students in Compensatory Reading Classes in grades 7, 8, and 9, showed an increase in grade level proficiency of 68.8%. This result fell short of the 80% goal. The highest increase was seen in grade 9 (74%). These students had attended Compensatory classes for two years, while others had only attended for one year. According to the rate of improvement and the trajectory, it is assumed that students who are still falling below grade level would be able to meet the performance measure after three years of Compensatory classes.

**CONCLUSIONS**

**Successes** – In conclusion, the Corinth School District has successfully met all 4 of the GPRA measures. The District has 12 Project Objectives, and 9 of the 12 Project Objectives listed have been successfully met or exceeded. Project Objective 4.d., 50% achievement gap reduction as measured by state assessments, was inconclusive due to no accountability model provided for the district by the MS Department of Education. The Cambridge assessment data has

not been factored into the current model, and Corinth is exempt from the traditional state model.

Project Objective 5.b., 80% of students in Compensatory Reading Classes for grades 7,8, and 9, will meet grade level expectations for reading, was not met, and fell short by 11%, however, upon further analysis, the performance measure would be met if the trajectory for the lowest quartile was extended for the full three years of Compensatory classes. Grade 9 had the highest percentage of 74%, but those student had only been a part of the classes for two years.

The most successful components of the Program were the book distribution and parental involvement efforts. The implementation of Imagination Library gave preschool children the resources needed to develop pre-reading skills at home before they were enrolled in prekindergarten or kindergarten. The Bright Red Bookshelf located in at risk neighborhoods ensured families with economic disadvantages did not have to make difficult choices in order to provide their children with quality books. The continued book distribution at school supported the literacy instruction in the classrooms. By tracking student reading through Scholastic Reading Counts, students were motivated to read and develop literacy skills.

Family activities such as the community-wide book read, gave parents a variety of resources to implement family reading time, and provide them with ways to strengthen their children's literacy skills. By providing a variety of opportunities to participate in school functions, the school district enabled parents to become involved in appealing and non-threatening ways. A variety of levels of involvement were offered, including both classroom and extra-curricular activities, all promoting literacy development.

The teachers put forth a concerted effort to apply the strategies learned in professional development opportunities, and the results were increased student literacy and a narrowing of the achievement gaps. Student gains were measured as an increase in Lexile levels, and the pass rate of third grade students never fell below 95% for the entire project.

Transforming libraries into media centers communicated the dedication to providing quality services to the families in the community. The “open late” media centers provided a venue for student gatherings and family time centered on literature and technology. The new pleasing environment encouraged participation throughout the year. Teachers supported efforts by increasing visits during the school day, and changing the purpose of the visits to incorporate project based learning and developing research skills.

**Recommendations** – The narrowing of achievement gaps was not as aggressive as administrators had hoped, however, it is still unclear if the goal was met due to the ambiguous accountability model from the MS Department of Education that excluded Cambridge International Examinations. The use of Compensatory Reading Classes was successful, however, many students need more than one year to reach grade-level expectations. By extending the trajectory over a two-year period, and incorporating the personal learning plans to include goals set in the Compensatory classes, students will have a much better chance to meet reading goals.

Extending the Blended Learning Model to include grades 4,5, and 6 would further facilitate grade level reading for the compensatory classes in grades 7,8, and 9. By using this model to strengthen classroom instruction, the district would ensure students have the best opportunity to succeed and reach grade level expectation for reading by the ninth grade.

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## **I. Community, Educator, and Student Surveys**

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Survey	Description
Survey of Parents, Business, and Civic Leaders	The purpose of this survey is to collect perceptions and opinions from the community about the District of Innovation initiative. The key areas of interest include the modified year-around calendar, approaches to teaching-learning-assessment, and resources-communication provided by the district. The survey will be administered at the beginning of the school year and again at the end of the school year.
Survey of Educators	The purpose of this survey is to collect perceptions and opinions from educators about the District of Innovation initiative. The key areas of interest include the modified year-around calendar, approaches to teaching-learning-assessment, and resources-communication-support of innovation provided by the district. The survey will be administered at the beginning of the school year and again at the end of the school year.
Evaluation of Professional Development Workshops	The purpose of this survey is to collect educators' perceptions of the nature of district-sponsored professional development workshops, alignment to the District of Innovation initiative, and follow-up supports. This survey will be administered after each PD session.
End-of-Year Evaluation of Professional Development Workshops	The purpose of this survey is to collect educators' perceptions of the relevance and effectiveness of the PD sessions and supports provided by the district over the course of the school year. The results will inform planning for the next school year. This

Student Survey

The purpose of this survey is to collect information about their perceptions of changes in the school calendar, increased rigor, and self-efficacy/self-concept as a learner. This survey will be administered at the start and end of the school year.

Motivation for Learning

The purpose of this brief survey is to collect students' perceptions of themselves as learners, goal orientation, and interests. This brief survey will be administered on the first and last day of the Foundational Studies inter-session.

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## II. Corinth Community Survey

### I am completing this survey as a (*check all that apply*)

- Parent with a child or children attending school in Corinth
- Business owner or civic leader with children attending school in the district
- Business owner or community civic leader with no children attending school in the district
- Grandparent with a grandchild or grandchildren attending school in Corinth

### My child(ren) attend (*check all that apply*)

- Corinth Elementary School
- Corinth Middle School
- Corinth High School

### Household Income (*check only one*)

- Less than \$40,000 per year
- Greater than \$40,000 per year

### The last degree I earned was

- Less than High School
- High School Diploma or Graduate Equivalency Diploma (GED)
- Associates Degree / Technical Degree
- Bachelor's Degree
- Master's Degree
- J.D., M.D., Ph.D.

### Check all that apply

- I attended Corinth School District
- I graduated from Corinth High School
- I did not attend Corinth School District

**Directions: Please read then click on the response that best represents your level of agreement with each statement.**

<b><i>School Calendar</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
1. I understand the modified school calendar.					
2. The modified calendar will improve academic achievement of students.					
3. The modified school calendar will impact our family vacations.					
4. I could provide 2-3 reasons why the district changed to a modified calendar.					
5. The school district provided sufficient information about the modified school calendar.					
6. The more frequent, longer breaks (or inter-sessions) will help students.					
<b>Comments (Optional):</b> Please provide your thoughts and recommendations about any part of the modified school calendar.					
<b><i>Teaching, Learning, and Assessment</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
1. I understand C-Tech enough to talk to my child(ren) about it.					
2. I understand the Cambridge approach to teaching, learning, and assessment.					
3. I understand The Corinth Pillar Learning Project enough to talk with someone and/or my child(ren) about it.					
4. Blended learning is a positive approach to helping students improve their academic achievement.					

<b><i>Teaching, Learning, and Assessment</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
5. School-wide enrichment programs will help students.					
6. I would like more information about my child's (or children's) academic progress.					
7. I would like more information about how to help my child(ren) succeed in school.					
8. My child(ren) use the libraries during the extended hours they are open.					
9. My child(ren) love going to school.					
10. The school district is helping students learn skills that are demanded in the 21 <sup>st</sup> Century workplace.					
11. The one-to-one laptop initiative has improved students' and/or my child's (children's) performance in school.					
12. I can describe 2-3 differences between a differentiated diploma and a regular diploma.					
13. A top priority for the district is to personalize each student's learning.					
14. A top priority for the district is to make sure each student/child possesses the critical thinking skills needed for success during the 21 <sup>st</sup> Century.					
15. I have enough information to have thoughtful conversations with someone and/or my child(ren) about differentiated diploma options.					
<b><i>Comments (Optional):</i></b> Please provide your thoughts and recommendations about the District of Innovation, various programs (e.g., C-tech, Corinthian Pillar, Blended Learning, differential diplomas, etc.), approaches to teaching, use of technology, and test results.					

<b>Resources and Communication</b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
1. The school district has provided enough information about the District of Innovation initiative.					
2. The school district web site provides sufficient information for me to understand implementation of programs in the schools.					
3. I need more information about how to use test results and grades to help my child(ren) improve their academic performance.					
4. I would like more information about C-Tech.					
5. I would like more information about the Cambridge Program, including what it is and how it will prepare students and/or my child(ren) for the 21 <sup>st</sup> Century.					
6. I would like more information about The Corinth Pillar Program.					
7. I need more information about the standards based report cards in order to have good conversations with someone or my child(ren)					
8. The school district should provide more opportunities to interact with educators face-to-face.					
9. The district should provide regular updates to the community on the progress of implementation of the District of Innovation program, especially as it relates to students' and/or my child's(ren's) growth.					
<b>Comments (Optional):</b> Please provide your thoughts and recommendations about district communication about various aspect of the District of Innovation program, available resources, and needed resources to help you improve your child's or children's academic progress.					

If you wish to be provided with more information on any of the Corinth programs or have a specific question, please provide your telephone number. \_\_\_\_\_

**III. Survey of Educators**

**I am a teacher/administrator at (*check one*):**

- Corinth Elementary School
- Corinth Middle School
- Corinth High School

**I have been a teacher or an administrator for (*check only one*):**

- Less than 4 years
- 5-9 years
- 10-14 years
- 15-19 years
- 20-24 years
- 25-29 years
- More than 30 years

**The last degree I earned, or in the process of earning (*check all that apply*):**

Degrees Earned	Advanced Degree Programs Enrolled Currently
<input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Ed.D. <input type="checkbox"/> Ph.D.	<input type="checkbox"/> Master's Degree <input type="checkbox"/> Ed.D. <input type="checkbox"/> Ph.D.

**My certification areas include (List all grades, grade bands, and content areas):**

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**I am**

- Nationally board certified
- Seeking National Board Certification
- I am not seeking National Board Certification

**Directions: Please read then click on the response that best represents your level of agreement with each statement.**

<b><i>School Academic Calendar</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
7. The modified school calendar will improve my effectiveness at planning instruction for my students.					
8. The modified calendar will provide opportunities for at-risk students to improve their skills by their participation in the foundational studies program.					
9. The modified calendar will provide opportunities to collaborate with my colleagues on curriculum issues.					
10. I am able to provide 2-3 reasons why the modified calendar will improve educational attainment.					
11. I will use the inter-session to attend professional development programs.					
12. I understand the purpose of the foundational studies program.					
13. I know how to use data and observation to recommend students for the foundation studies program.					
14. I anticipate that the inter-session period will allow me to use data to inform instruction during the next marking period.					
<b>Comments (Optional):</b> Please provide your thoughts and recommendations about any part of the modified school calendar, inter-session, and Foundational Studies Program.					
<b><i>Teaching, Learning, and Assessment</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
16. I can make presentations and answer questions about C-Tech to my students and parents.					

<b><i>Teaching, Learning, and Assessment</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
17. I can communicate the goals of the Cambridge approach to teaching, learning, and assessment to my students and their parents.					
18. I can effectively communicate to students and their parents about The Corinth Pillar Learning Project.					
19. I am skilled at blending face-to-face instruction with technology for the purpose of personalized learning.					
20. I can communicate to my students about all of the enrichment programs available to them.					
21. I can effectively use data from Cambridge assessments (e.g., learning progressions, checkpoints, end-of-year papers) to inform instruction & personalize learning.					
22. I would like to have on-going professional development and in-class assistance implementing Cambridge approach.					
23. The District of Innovation initiative will help enhance my students' college and career readiness					
24. The one-to-one laptop initiative has improved students' academic achievement.					
25. I can explain the options available to students related to the differentiated diploma initiative.					
26. I am effective at using data from Cambridge/other assessments to personalize each child's learning.					
27. I am able to improve students' critical thinking skills required for them to be successful in an information-based workplace.					
28. I am able to use the results from the Cambridge assessments to inform instruction.					

29. I am able to use all of the data available to me from progress monitoring assessments (e.g., NWEA MAPs, MKAS, etc.) to personalize learning.					
30. I am able to conduct a Socratic session to meet needs of students.					
31. I am able to integrate teaching and modeling of the writing process into day-to-day teaching routines and instructional activities.					
32. I feel I can successfully use rubrics to score the work of my students.					
33. I would benefit from more professional development. If so, please list topics:					
<b>Comments (Optional):</b> Please provide your thoughts and recommendations about the District of Innovation, various programs (e.g., C-tech, Corinthian Pillar, etc.), approaches to teaching, use of technology, personalized learning, and testing.					

<b>Communication and Innovation</b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
10. The school district web site provides much, if not all, of the information my students and their parents need to understand district/school programs.					
11. My students and their parents are able to understand the Standards-based Report Card.					
12. My students use their laptop or tablet on more than 50% of their learning activities.					
13. I could describe the school district's five-year plan to community leaders.					
14. I play a key role in changing our schools so that our children are better able to attain college and career readiness.					

<b><i>Communication and Innovation</i></b>	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
15. My peers and supervisors support my innovations to improve my students' academic achievement.					
16. Implementation of Cambridge is the most important component of our school program this year.					
17. Technology is an essential element to engaging today's students.					

***List at least one innovation you would like to try this year in your classroom and why:***

***Comments (Optional):*** Please provide your thoughts and recommendations about district communication about various aspect of the District of Innovation program, available resources, and needed resources to help you improve your students' academic progress.

If you have questions or concerns you would like addressed, please include your telephone number\_\_\_\_\_.

**IV. Corinth School District  
Survey of Professional Development Session  
2016-2017**

Date \_\_\_\_\_ School \_\_\_\_\_ Grade Level/Subject Taught \_\_\_\_\_  
\_\_\_\_\_

*Please respond to each statement by marking the box that most closely represents your views about this session.*

<b>STATEMENT</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Not Sure</i>
1. I will modify my instructional practices and/or strategies this year as a result of this session.					
3. I had time during the session to reflect on and relate this session to my own teaching practice.					
4. I will change my classroom-based assessment practices/strategies this year as a result of this session.					
5. My professional knowledge and abilities were respected during this session.					
6. I plan to integrate what I learned during this session into my teaching this year.					
7. My students' learning improved as a result of the professional development workshops I attended last year.					
8. I shared with my colleagues information about instructional and assessment practices and strategies that I learned last year.					
9. In my opinion the professional development activities in which I participated during this session were research-based and represented professional "best practices."					
10. This session's professional development activities provided me with theory, modeling of best practices, my own practice with feedback, and coaching.					
11. I would like to have more professional development about this topic.					
12. I would like to receive extra assistance from a colleague, coach, or mentor to better implement the best-practices from this session.					

(Continued on back)

	<i>Strongly</i>			<i>Strongly</i>	<i>Not Sure</i>
--	-----------------	--	--	-----------------	-----------------

<i>STATEMENT</i>	<i>Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Agree</i>	
13. I would like to participate in a Professional Learning Community (PLC) based on this session.					
14. This session will help me meet the goals and outcomes guiding Corinth's <i>District of Innovation</i> initiative.					
15. This session will help me implement the Cambridge approach to teaching, learning, and assessment.					
16. The overall quality of this session was high.					
17. This session improved my ability to personalize learning for each student based on his/her strengths, areas in need of improvement, and interests.					

Adapted from NSDC *Standards for Staff Development* - CSD, Ver. 1

*(Optional) Please provide comments and insights that could help district staff improve this session and better meet your professional development needs given the initiatives of the Corinth District.*

**V. Corinth School District  
Professional Development Evaluation**

School \_\_\_\_\_

Please complete the form below to help us evaluate our training in a better way !!

**Please rate the following (circle response choice)**

**Overall**

- Quality of Training

- Excellent
- Good
- Fair
- Poor
- Content of Training
  - Excellent
  - Good
  - Fair
  - Poor
- Relevance to your subject/grade
  - Yes
  - No
  - Somewhat
- Usefulness to your personal professional growth
  - Very useful
  - Somewhat
  - Minimal
  - Not at all

## **Workshop Outcomes**

- I gained new information about the topic from this training session
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- Time for the training was sufficient to allow learning and practicing new concepts.
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree
- I plan to implement information and/or strategies learned.
  - Yes
  - No

- May be
- What was the major idea or concept learned and how will you apply it?

### **Presenters/Presentation**

- Presenter(s) aligned the objectives of the program activities with your professional development needs

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

- Materials presented during the training session were pertinent and useful.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

- An appropriate balance between presentation and interaction was achieved.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**VI. Motivation for Learning Surveys**  
**Foundational Studies**  
**Student Survey: Grades 3-8**  
**(October 2016)**

Grade: \_\_\_\_\_

Circle the number that best tells us how you feel about attending school during the break.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I had fun in school during the break.	4	3	2	1
2. My teacher was friendly to me.	4	3	2	1
3. I want to attend school during the next break.	4	3	2	1
4. The activities in school were fun and interesting.	4	3	2	1
5. I learned a lot in school during break.	4	3	2	1
6. I am a better student because I came to school during the break.	4	3	2	1
7. My grades will improve because of my time in school during the break.	4	3	2	1
8. I will tell my friends to go to school during the next break.	4	3	2	1
9. I told my Mom or Dad what I did in school during break.	4	3	2	1
10. My teacher helped me to be a better learner.	4	3	2	1

What did you **LIKE** most about the October session that you want the school to keep for the March session? \_\_\_\_\_

---

What did you **NOT LIKE** about the October session that you want the school to NOT DO in March? \_\_\_\_\_

---

**Student Survey of Intersession: Grades 9-12  
(October 2016)**

**Attended:**               **Foundational Studies**                               **Course Work**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Sure</b>
I had adequate time during the day to complete assignments given to me.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Intersession classes helped me better understand the material that I had difficulty with in the regular-day class.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
I received individualized instruction and help from the teacher.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
I was assigned work during intersession that was similar in content/difficulty to the material I have in the regular-day class	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
The instruction/work I did during intersession covered the material that I missed or did not learn during the regular-day class.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
I believe my intersession instruction will help me be a better learner in the regular-day class.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
I will recommend the March intersession program to other students.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Because of the work I did in intersession, I feel like I will be able to maintain a passing, or better, grade in my courses during the next grading period.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
As of now, I plan to attend the March intersession program.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

What did you **LIKE** most about this session that you want the school to keep for the March session? \_\_\_\_\_

What did you **NOT LIKE** about this session that you want the school to discontinue in March? \_\_\_\_\_

### VII. The Index of Self-Efficacy for Writing (ISEW)

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Date \_\_\_\_\_ Birthday \_\_\_\_\_

Grade:  3<sup>rd</sup>  4<sup>th</sup>  5<sup>th</sup> Gender:  Male  Female State: \_\_\_\_\_

**DIRECTIONS:** Read each question carefully and mark the circle (like this: ) that best answers the question.

How sure are you about being able to . . .	Not Sure	Maybe	Pretty Sure	Really Sure
1. . . . make sure that your teacher will understand what you have written?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. . . . read each sentence to make sure that each comma (,) is used correctly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. . . . put your ideas in order either in your head or on paper?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. . . . correctly use commas in the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. . . . decide on a character who will fight, play, or work with your main character?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. . . .write a paragraph telling a person how to drive from your school to New York City?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. . . .write the alphabet from a to z with no errors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. . . .write the story so that other people will understand the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. . . .write a story 20 pages long as homework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. . . .write a description of an event that includes the characters fighting, playing, or working together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. . . .correctly answer the question $3 \times 4 = \underline{\hspace{1cm}}$ ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>How sure are you about being able to . . .</b>	<b>Not Sure</b>	<b>Maybe</b>	<b>Pretty Sure</b>	<b>Really Sure</b>
12. . . .put all of the ideas in the story without forgetting them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. . . .read each sentence to make sure that your teacher will understand it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. . . .write a story that would be printed in your favorite magazine?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. . . .know what the story will be about before you start writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. . . .write all of your ideas in the order that you want?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. . . .write a description about the main character?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. . . .turn in a story with good handwriting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. . . .think of enough ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. . . .capitalize letters when necessary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. . . .make changes to the story so the teacher can understand the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. . . .write a description of character(s) who will fight, play, or work with the main character?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. . . .decide on a main character to write about?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. . . .write a description of when and where the story takes place?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. . . .read each sentence to make sure that each sentence has a period (.) or a question mark (?) ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How sure are you about being able to . . .	Not Sure	Maybe	Pretty Sure	Really Sure
26. . . .rewrite sentences so that your teacher will understand them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. . . .write your name at the end of the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. . . .write an ending to the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. . . .write paragraphs with the main idea?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. . . .rewrite paragraphs so that your teacher will understand them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. . . .read each paragraph to make sure that your teacher will understand each paragraph?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. . . .divide the story into smaller sections that you will write about in sections?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. . . .correctly spell all of the words you write in the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. . . .change each sentence so that it ends with a period (.) or a question mark (?) ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. . . .write sentences that support the main idea of a paragraph?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. . . .correctly use periods in the story?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## VIII. Personalized Reading APP Timeline

*Implementation, Research, and Evaluation Activities with Description of Deliverables and Due Dates*

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Activity	Deliverable (Lead Person)	Due Date
1. Identify Persistent Literacy Challenges	Research brief describing persistent challenges that personalized learning apps may help parents and educators meet (C. Swartz)	07/01/2016
2. Document Proposed Implementation Models	Description of proposed implementation models and best practices that may be blended with personalized learning apps (C. Swartz)	07/01/2016
3. Identify Primary and Secondary Outcome Variables	Matrix of outcome variables to measure impact of implementation models designed to address persistent educational challenges (C. Swartz)	07/01/2016
4. Create Template of Master Dataset	Create template that will serve as the framework for the repository of key demographic, implementation, and assessment results	07/29/2016
5. Share results of Activities 1-4	Present research brief(s) that list the initial persistent literacy challenges, proposed implementation models, and outcome variables for key stakeholders	08/12/2016
6. Input Baseline Data	Enter key demographic information and previous school year outcome data (EOY, EOC, ACT, Cambridge Assessments) into master dataset	09/02/2016
7. Administer Surveys	Administer community, educator, and student surveys	<b>TBD</b>

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8. Report Survey Results	Provide key stakeholders with research brief, including progress of implementation and results of key outcomes and surveys	Within 14 days of #7
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Table 1 (Con't)

Activity	Deliverable (Lead Person)	Due Date
9. Identify content for eReader	Collaborate with educators, parents, and Spritz to identify content for use in eReader	June 27-September 16, 2016
10. Introduce Prototype of Early Literacy App	Conduct professional development with educators and workshops for parents and their children	First week of October 2016
11. Introduce eReader	Conduct professional development with educators and workshops for parents and their children	First week of October 2016
12. Introduce CCR-R app	Conduct professional development with educators and workshops for parents and their children	Early March 2017
13. On-going conversations and technical assistance	Summary of conversations, next steps, and time lines that result from on-going conversations with the community, educators, and students	Within 2 days of conversation
14. End-of-year outcomes	Input key outcomes from EOY, EOC, ACT, and Cambridge assessments	As soon as available
15. End-of-year report	A comprehensive report that will summarize the year's activities, key outcomes, and growth of students	Preliminary: TBD Final Report: TBD

## **IX. PLC Brief**

### **A Professional Learning Community: Using Data to Monitor Learner Progress Towards College and Career Readiness, Inform Instruction, and Enhance Vertical Alignment of Curriculum**

**Overview:** Corinth School District (MS) is implementing a comprehensive, community-based strategic plan designed to enhance each learner's college and career readiness (see *Forward First: Innovation to Make a Difference*, Corinth School District, 2016). The foundation of *Forward First* is grounded in the following vision for teachers and learners:

“As a courageous, innovative leader in education, the Corinth School District will become one of the nation's top performing school districts through providing a world-class, 21<sup>st</sup> century educational experience graduating all students with the college and career skills needed to succeed in a global, knowledge based society.”

The mission statement for the district reflects this vision:

“To create a world-class, 21<sup>st</sup> century educational experience for all students to achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the future.”

These vision and mission statements drive four directives that inform day-to-day and year-to-year decisions and actions designed to enhance teacher effectiveness and improve student growth towards college and career readiness:

- (1) Use of accountability system that encourages administrators and teachers to use formative and summative data to inform continuous improvement strategies,
- (2) Provide accessibility to high quality curricula and technologies to each teacher, learner, and his/her parents or caregivers,
- (3) Monitor achievement of each student using real-time data, and
- (4) Ensure equity through programs that enrich each student's educational well-being and preparedness for college and career.

The vision and mission statements with these four directives drive a range of progressive initiatives designed to create a culture of growth. Such initiatives include:

- (a) lengthening the school year through innovative use of a modified school calendar,
- (b) conducting a range of classroom-based formative assessments to guide instruction and enhance personalized learning,
- (c) increasing access to personalized learning innovative approaches to district-wide use of educational technologies,

- (d) adopting international benchmarks, such as Cambridge Assessment at all grades, to increase rigor of standards, and
- (e) using models of blended learning to integrate effective whole- and small-group teaching practice with technologies that personalize learning based on each student's profile of strengths, areas in need of improvement, and interests.

**Specific Aims:** Educators who participate in this professional learning community will use different types of data to improve their ability to:

1. Describe the various formative and summative assessments used in Corinth School District that can be used to inform instruction and monitor a learner's growth towards college and career readiness,
2. Analyze individual student and class data from appropriate tests to describe progress towards college and career readiness,
3. Synthesize results from a variety of sources to create profiles of a learner's strengths, areas in need of improvement, and affinities that can guide next-moment and next-day instruction,
4. Evaluate the impact of curriculum and instructional resources on learning,
5. Use data to collaborate with educators in adjacent grades to create a plan that enhances vertical alignment of curriculum and allocation of resources.

**Resources:**

1. Annotated edition of *Forward First: Innovation to Make a Difference* (Corinth School District, 2016)
2. Class and grade pacing guides
3. Catalogue of tests and instructional resources
4. Description of school and class programs and initiatives
5. Class roster with key demographic information
6. Cumulative portfolio of results from year-to-date assessments
7. Case study journal
8. Self-reflection journal
9. Swivl
10. Skype / Zoom
11. *The Teaching Planner*

**Outcomes:**

1. Easy-to-understand catalogue of assessments, outcomes, and metrics
2. Catalogue of best practice in each content area (including speaking and listening)
3. Vertical alignment of curriculum and pacing guides
4. Scaling best practice through presentations at regional, state, and national conferences and publication of white papers, research bulletins, and peer-reviewed manuscripts

## Timeline of Activities

Date	Topic/Activity	Facilitator
November	Introduction to Tests and Data Describe Programs and Initiatives Invitation to join the PLC Reflection Assignment: Describe class and student of interest using data and observations	

## X. Professional Learning Community: Plan for Data-Informed Instruction

*Second Quarter 2015*

Name or names of person completing the plan \_\_\_\_\_

\_\_\_\_\_ **Grade** \_\_\_\_\_

**Suggested Resources:** (1) Results from Q1, (2) Corinth School District Expectations and Pacing Guide, (3) Cambridge Long-term Planning Template

1. List 3-5 questions you have about the items, the test, and data.	1. 2. 3. 4. 5.
---	----------------------------

2. List 3-5 patterns you see in the data.	1. 2. 3. 4. 5.
---	----------------------------

3. List 3-5 conclusions you have about the test, student performance, and the teaching of a standard during Q1.	1. 2. 3. 4. 5.
---	----------------------------

<p>4. List 3-5 sources of other data that might help you to better understand student performance (see slides 4-8).</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
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<p>5. Draft an instructional plan that can guide your teaching during the second quarter</p>	<ol style="list-style-type: none"> <li>1. <b>Teaching strategies to emphasize:</b></li>   <li>2. <b>Grouping of students:</b></li>   <li>3. <b>Use of technology:</b></li>   <li>4. <b>Model of Blended Learning:</b></li>   <li>5. <b>Possible Formative Assessment Items and Methods:</b></li> </ol>
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## XI. Intervention Observation Form

Grade: \_\_\_\_

Homeroom teacher: \_\_\_\_\_

Interventionist: \_\_\_\_\_

Number of students: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Component	Time			Activity or Objective	Instruction/ Management		
	Start Time	End Time	Total Minutes		Mostly Instructing	Often Managing	Mostly Managing
Phonemic Awareness							
Phonics							
Fluency							
Vocabulary							
Comprehension							

Intervention Instruction Observation	3	2	1	0
The Interventionist...	Most of the Time	Some of the Time	Rarely	Not at all
1. Introduces the concepts and skills in <b>small steps</b>				
2. Explains concepts and skills in <b>clear and direct language</b>				
3. <b>Models</b> and demonstrates procedures with the use of <b>many examples</b>				
4. Checks initial practice items for correctness and provides immediate <b>feedback</b>				
5. Provides <b>many opportunities for practice</b> after initial presentation of task/skill				
6. Gives individual and/or group <b>opportunities to respond</b>				
7. <b>Monitors</b> students during an activity to be sure that they are performing correctly				
8. Provides <b>scaffolding</b> to assist students in their learning and practice				
9. Uses <b>correction procedures</b> and provides feedback				
10. <b>Paces instruction adequately</b> by transitioning quickly between tasks and allowing extra time, when needed				
11. <b>Redirects</b> off-task behavior when it occurs				
12. <b>Carefully and purposefully designs</b> the intervention lesson by sequencing the tasks from easy to difficult	<b>YES</b>		<b>NO</b>	

**Using the Observation Data**

Teacher strengths:

- 1.
- 2.
- 3.
- 4.

Area of Need	Priority

**Beginning an action plan:**

Which need should be highest priority?

What should be the first step toward meeting this high-priority need?

What resources should be used to meet this high-priority need?

Planning resources:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## XII. Essential Project Design Elements Checklist

Date:                      Classroom:                      PBL Teacher:                      Observer:

<b>Does the Project Meet These Criteria?</b>			
<p><b>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</b> The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</p>			
<p><b>CHALLENGING PROBLEM OR QUESTION</b> The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</p>			
<p><b>*SUSTAINED INQUIRY</b> The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</p>			
<p><b>AUTHENTICITY</b> The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests</p>			
<p><b>STUDENT VOICE &amp; CHOICE</b> The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</p>			
<p><b>*REFLECTION</b> The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.</p>			
<p><b>*CRITIQUE &amp; REVISION</b> The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</p>			

**\*PUBLIC PRODUCT**

The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.

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### XIII. Administrative Observation Notes

Blended Learning Observation Schedule					
Date	Time	Grade	Team	Class	Observation Notes
8/15/16	12:50	2 <sup>nd</sup>	Bingham/Conner	Morgan	SPIRE intervention; PBL – building/architecture; small group instruction; 2 online. Morgan was working with one group reviewing reading assignments from earlier in the morning, Bingham was working with a small group conducting intense SPIRE intervention. Conner was wrapping up a PBL group with students using recycled materials to create their structures. Very positive environment.
8/15/16	1:00	3 <sup>rd</sup>	Brown/Drewery	Holley	Holley was working with 7 students asking higher order questioning, reviewing previous reading. Excellent conversational review. Drewery worked with 3 students conducting SPIRE interventions on their level, 2 were ELL students. Brown pulled the PBL and online group together and students analyzed the changes in matter taking place when items changed states of matter. Excellent science activity aligned to Cambridge Science Standards.
8/15/16	1:10	6 <sup>th</sup>	Forsythe/McDonald	Miller	Variation from other groups – really low class – several students with 400-500 lexile levels. BL team has taken two groups to remediate and Miller is conducting PBL throughout the day. Studying the Titanic in PBL. McDonald and Forsythe were using SPIRE and Visualizing and Verbalizing for intervention.
8/15/16	1:20	5 <sup>th</sup>	Brown/Drewery	English	Beginning of session – English pulled a group to continue reading <i>Number the Stars</i> – reviewed previous reading by engaging in conversation and asking higher order questions. Drewery pulled low group and used SPIRE. Brown continued scientific inquiry in changes in matter. Very organized, excellent grouping and everyone engaged.

### Blended Learning Observation Schedule

Date	Time	Grade	Team	Class	Observation Schedule
8/15/16	1:30	3 <sup>rd</sup>	Elgin/Harvell	A. Bass	Students in groups – Bass/small group completed a worksheet. Students read out loud in round table or “popcorn” reading format and teacher asked them what the answer would be. Everyone wrote the correct answer. Elgin/ had a worksheet but engaged students in conversation about replacing adjectives with more complex words that were better or more descriptive. Excellent at engaging students and making the worksheet interactive. Repeatedly modeled appropriate terms and reminded students to seek “third grade adjectives” for replace simpler terms. Harvell pulled PBL group and showed a Brainpop video on states of matter. Students then wrote about what they learned in the video.
8/15/16	1:40	6 <sup>th</sup>	Sisk/Phillips	Ferguson	Sisk was out with no sub. Phillips was pulling students out of whole group for SPIRE. Ferguson had the other students in whole group.
8/15/16	1:50	1 <sup>st</sup>	Bingham/Conner	Peters	Peters worked with 4 students – used basal reader to conduct guided reading, dealt with behavior issue (beligerant student whose meds were wearing off) students eventually complied and went to assigned group. Bingham worked with 3 students – used SPIRE flashcards very interactive and positive. 1 group of 3 students were playing an interactive math game on the Prometean – 1 student on desktop working in ABCya. Conner PBL “What is Light?” Completed chart and read <i>The Paperboy</i> . Very good lesson.
8/15/16	2:20	1 <sup>st</sup>	Shumaker/J. Mills	Waldrop	Mills was finishing assessment one –on – one for students absent last week. Shumaker was introducing PBL unit “What is Light?” through discussion and walk around the school. Other students worked in whole group finishing a worksheet on shapes.

