The Curriculum Renaissance:

The Implementation Journey of Two Diverse Districts

Millicent Smith, Lenoir City Schools
Robin McClellan, Sullivan County Schools

The State Collaborative on Reforming Education (SCORE)’s mission is to catalyze transformative change in Tennessee education so that all students can achieve success in college, career, and life.

We are an independent, nonprofit, and nonpartisan advocacy and research institution, founded in 2009.

We drive collaboration on policy and practice that improve education from kindergarten through post-secondary so Tennessee students develop the knowledge and skills to succeed in school, college, career, and life.
The LIFT districts have identified a common focus area: early literacy instruction.
In Tennessee, many students who are proficient in 3rd grade lose ground as they encounter more complex texts in upper grades.

More than half of the advanced third graders no longer received an advanced score in fifth grade. One out of five students who earned a proficient score in third grade ELA in 2013 dropped down to basic by the fifth grade.

"...the evidence suggests that our statewide efforts to provide students with skills and knowledge-based competencies—our efforts to produce decoders who are simultaneously thinkers—have been insufficient."

Source: "Setting the Foundation: A Report on Elementary Grades Reading in TN" (2016)

In 2016, TNTP conducted diagnostic visits to each district in the LIFT network, walking classrooms, analyzing student work, interviewing stakeholders and identifying common challenges.

To what extent are current practices at the classroom, school and district levels supporting or hindering efforts to ensure rigorous, standards-aligned instruction for all students?
From this work, we agreed on a common problem of practice that guides our work individually and collectively.

Elementary students are not yet accessing a high-quality literacy program that lays the foundation for meeting rigorous standards. District teachers and leaders have not yet fully made the shifts that ensure implementation of those standards.

Bookmark this resource for our session (and later!)

https://lifteducationtn.com/resources/

Click on “Instructional Materials Implementation Guidebook” under “Tools and Resources”
Agenda

• Norms
• A Tale of Two Districts by Charles Dickens Millicent Smith & Robin McClellan
• District-Specific Journey toward Historic Growth
  ○ Catalyst for Change
  ○ Vision
  ○ Key Lever
  ○ Plan, Strategize, Take Action
  ○ Mapping Your Own Literacy Revolution

BEGIN WITH THE END IN MIND
Norms Like None Other

Believe with us that:

- Teachers
  - Work hard
  - Are paid to teach kids not write curriculum
  - Have an important voice
  - Want children to have bright futures

- Students:
  - Are not defined by
    - Level of resources (poverty)
    - Learning disabilities
    - Incarcerated parents
    - Etc.
  - Are capable of much more than we ever dreamed

#theywillrise #weveseenthemrise
Lenoir City Schools

Discovering
#CurriculumMatters

Lenoir City Schools
• Three Schools
  ○ Lenoir City Elementary (PK-3)
  ○ Lenoir City Intermediate Middle (4-8)
  ○ Lenoir City High School (9-12)

• Classroom Teachers – 159
• Instructional Coaches/Personalized Learning Facilitator - 3
• Student Enrollment – 2400
• English Language Learners - 17%
• Economically Disadvantaged - 32%
• Students with Disabilities – 13%
• Graduation Rate – 93%
• ACT Composite - 20
“The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us to focus on what is vital – and to eliminate all of the extraneous distractions.”

-Jim Collins

“If we choose to take just a few well-known, straightforward actions, in every subject area, we can make swift, dramatic improvements in schools.”

-Mike Schobel

In 2017, Lenoir City Schools earned an EXEMPLARY designation for outstanding growth. While we were proud of the growth our students were making; unfortunately our growth data only told part of the story.....
The truth about proficiency loomed in our achievement data for this 2nd grade cohort in 2017.....

What could we learn about instruction by observing the instructional core?

“To improve student learning, you can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. And you can increase the level of students’ active learning of the content. That’s it.”

–Richard Elmore
Instructional Practice Guides: \textit{What do college & career standards look like in a classroom?}

A coaching and collaboration tool for a \textit{single lesson}

ELA/literacy guide for K–2 and 3–12

Available in printed and digital formats

www.achievethecore.org

The Instructional Practices Guide \textit{complements} the Instructional Rubric to gather evidence around college & career ready standards when observing lessons

- Standard-alignment
- Shifts reflected in daily instruction
- Appropriate rigor
- Student engagement/ownership
- Daily progress toward mastery of standards/learning objectives
The Opportunity Myth in Lenoir City Schools

- Teachers working very hard to build lesson plans
- Relationship-building with students and families a cornerstone
- History of celebrated TVAAS results
- Students were successful in classroom assignments

HOWEVER.....

- Lessons were often misaligned to grade level standards
- Growth was often not consistent between grade levels
- Instructional shifts were not consistently observed in lessons
- Foundational skills instruction was not systematic
- In many cases, the local definition of mastery did not meet the expectation of rigor of grade level standards

PK-12 Standards-Aligned Tier I Instruction

- **If our students are...**
  - Exposed to on-grade level standards-aligned instruction
  - Engaging in a high volume of reading
  - Reading and listening to complex texts on or beyond grade level
  - Thinking deeply about and responding to text through speaking and writing
  - Developing the skill and craft of a writer
  - Practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing
  - Focusing strongly where the standards focus in each grade
  - Pursuing conceptual understanding, procedural skill and fluency and application with equal intensity
  - Persevering in solving challenging problems

- **...we will produce dramatically different achievement results for our students.**
Core Actions for Standards-Aligned Tier I Instruction

- Does the lesson reflect the demand of the standards?
  - In mathematics, does the lesson intentionally relate new concepts to prior learning and target the appropriate aspect of rigor?
- Is high-quality grade level appropriate text the center of the lesson?
  - Quantitative & qualitative complexity
- In ELA, does the lesson employ text specific questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text(s)?
  - Are questions purposefully sequenced to build knowledge from and make meaning of the text?
- In math, does the lesson employ instructional practices that allow all students to learn the content?
  - Does the teacher make the math explicit?
  - Are there opportunities to practice the math?
  - Are there deliberate checks for understanding?
- Are students responsible for doing the thinking during the lesson?
  - In order to be meaningfully engaged, the lesson must be on-grade level.

The need for high quality materials was palpable. School leaders were searching for answers.

*How did you know something had to change about literacy instruction in your school?*

**Q**

Well, this is my 17th year at this school, and my 8th as principal. Language arts has always been an Achilles heel for us. Two years ago, before we joined LIFT, we'd tried almost every language arts curriculum you could think of, but they just weren't giving us what we needed. Our students' reading comprehension, in particular, wasn't there. It wasn't for lack of trying; our teachers were doing the best they could and were coming to the table prepared. But we were still seeing only about 20 percent of our third graders on track to meeting grade level standards in language arts. That's just unacceptable. How can you look at a group of kids and say, "8 out of 10 of you are going to fourth grade already behind in reading?" I finally decided I was tired of talking about it. We needed to take a stand and make some headway.

**A**

Excerpt from

*A Principal Speaks Out on the Power of Curriculum*  
TNTP Blog September 5, 2019  
Don Maloney, Principal Lenoir City Elementary
<table>
<thead>
<tr>
<th>Lenoir City Intermediate Middle</th>
<th>Lenoir City Elementary</th>
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<tbody>
<tr>
<td>Researched open curriculum resources – felt a responsibility to find coherent resources to improve instruction</td>
<td>Engaged in TELN and Read to be Ready initiatives</td>
</tr>
<tr>
<td>Took advantage of free open resources w/ no investment in materials – all in out of the gate</td>
<td>Became part of a collaborative group of like- minded districts exploring early literacy materials</td>
</tr>
<tr>
<td>Supported by principal &amp; assistant via observations</td>
<td>Piloted open resource w/ print materials – started with 2nd &amp; 3rd grade</td>
</tr>
<tr>
<td>Supported by principal &amp; assistant via observations</td>
<td>Supported by principal, assistant &amp; instructional coach w/ ongoing TNTP partner support</td>
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<tr>
<td>Both schools utilized the IPG to inform walk-throughs and assist in providing feedback to inform reflection.</td>
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<td><em>Principals in both schools were instructional leaders who were compelled to find solutions to support student learning and build teacher efficacy.</em></td>
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- Concerted efforts to gain teacher buy-in and build efficacy/motivation
- Peaks and valleys along the way, but student work and enthusiasm fueled the process
- 2018 ended with high hopes for student outcomes and a commitment to continue the work

With partial implementation in 2018, we knew we were on the right track....
#CurriculumMatters in 2018-19

- Laser focus on high quality aligned materials in strategic academic plan
- Investment in supporting materials and resources
- Teachers and leaders attend the EL HIVE Conference to deepen understanding and network with other districts implementing the curriculum
- Intensified partnership with TNTP for sustained support and expansion into grades 4-8
- Developed the Teacher Leader Connection encouraging collaboration among grade levels
- Theory of Action = common expectations/language/look-fors
- Professional Learning around the strategic use of IPG for walkthroughs to complement and enhance TIGER evaluation

IPG provides formative data around day-to-day student experiences – success here will lead to teacher efficacy/motivation and the desired summative results (TNReady)

We are making slow but steady progress towards fully realizing our vision for excellence.
The vast majority of lessons are now focused on high-quality text.

The day-to-day experiences of our students are still dramatically different than prior to the implementation of EL.

Then ... Now ...

![Text example](image1.png)  
![Book cover](image2.png)
Almost half of observed lessons now feature strong questions and tasks.

The day-to-day experiences of our students are still dramatically different than prior to the implementation of EL.

Then ...

Now ...
While growth has been slow, more students are responsible for the rigorous thinking required by high-quality instructional materials.

With the introduction of the EL Skills Block, we have seen the quality of foundational skills instruction improve.
More and more Lenoir City students have been supported to meet the demands of Tennessee’s rigorous standards over time.

When given the opportunity and support, students are rising to meet the bar.

The Glass Frog
By Melissa

Have you heard of the glass frog? It lives in Central and South America. They have gold eyes, they are green and have black outlined toes as well as they are transparent. Frogs and snakes eat them, but they eat freight, fish, and tiny worms. Glass frogs have special and unique adaptations that help them survive.

There are two physical adaptations that keep the glass frog safe: First, it has transparent skin. It is more clear underneath the glass frog. The transparent skin can help it blend in with its surroundings.

Another physical feature of the glass frog is its long, sticky fingers. With sticky fingers it can climb trees. The long, sticky fingers can help it climb and get away from its predators. These unique adaptations can help glass frogs survive.

In addition to these physical adaptations, the Glass frog also has a behavioral adaptation. It camouflages in the trees to get away from its enemies, it lays its eggs on the edge of leaves so they will hatch and fall into a stream. Glass frogs have many ways to stay safe.

Glass frogs have unique adaptations to help them survive. This over"
Full Implementation in 2018-19 produced historic summative results...
Including closing achievement gaps...

2018-2019
100% REWARD Schools
Lenoir City Schools
EXEMPLARY DISTRICT
Achieved HIGHEST Level of Academic Growth

<table>
<thead>
<tr>
<th>Literacy &amp; Numeracy</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Composite Overall</th>
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2019-20

- Strategic academic plan refined
- Three goals - layer in focus on intervention
- Instructional Rounds as professional learning for supporters of instruction
- Continue professional learning partnership to provide ongoing professional learning for teachers and supporters of instruction
- Teachers Leaders leading district-wide vertical team meetings throughout the summer and school year: PK-12 vertical collaboration for every subject in the district.
- Grades 9 & 10 ELA materials pilot with professional learning support

Keys to Success

- Establish a clear vision/Theory of Action
- Develop a strategic academic plan focused on supporting the Theory of Action – actions designed to address problems of practice/key levers
- Principals as instructional leaders who feel a sense of urgency and responsibility to find solutions is paramount
- Start small with sustained support building investment as you go – acknowledge the significant instructional shifts teachers are required to make
- Celebrate daily student experiences aligned to expectations
- Budget investments aligned to strategic academic plan
- Professional learning partnerships are key in providing sustained support
- Leverage teacher leaders – multiply the impact of aligned instructional practices and build teacher efficacy
- High Quality Instructional Materials MATTER!
“The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us to focus on what is vital – and to eliminate all of the extraneous distractions.”

-Jim Collins

“If we choose to take just a few well-known, straightforward actions, in every subject area, we can make swift, dramatic improvements in schools.”

-Mike Schmoker
DEMOGRAPHICS

- 21 SCHOOLS
  - 8 ELEM
  - 3 K-8
  - 6 MIDDLE
  - 4 HIGH
- CLASSROOM TEACHERS: 609
- INSTRUCTIONAL COACHES: K-5=1; 6-12=1; RTI=1
- STUDENTS: 8,900
- SWD: 18%
- EL: 1%
- ED: 60%

TRANSPARENCY IN THE “WHY”

<table>
<thead>
<tr>
<th>ELA ACHIEVEMENT</th>
<th>% ON TRACK (2016-2017)</th>
<th>% ON TRACK (2017-2018)</th>
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<tr>
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<td>31.9</td>
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<tr>
<td>4TH</td>
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<td>5TH</td>
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<td>7TH</td>
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<tr>
<td>8TH</td>
<td>28.1</td>
<td>21.4</td>
</tr>
<tr>
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<td>30.2</td>
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<td>ENG 2</td>
<td>39.6</td>
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</tr>
<tr>
<td>ENG 3</td>
<td>41.4</td>
<td>37.6</td>
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</table>
Literacy Learning Walks
Spring 2016’s Findings:

● 6% of lessons showed some or full alignment to TN literacy standards

● 27% of sampled writing assignments were grade-appropriate
THE OPPORTUNITY MYTH IN SULLIVAN COUNTY SCHOOLS

- Teachers were spending an inordinate amount of time building lesson plans and tracking down resources.
- Teacher-student relationships ("pastoral care" of students) were solid. however...
  - Lessons were rarely aligned to grade-level standards
  - Instructional shifts were not observed
  - Teaching that reflected and applied the science of reading research MISSING despite the talent and dedication of teachers
    - Explicit foundational skills instruction
    - Building student background knowledge
  - The local definition of mastery did not meet the expectation of grade level standards mastery

I want to be in the arena. I want to be brave with my life. And when we make the choice to dare greatly, we sign up to get our (tails) kicked. We can choose courage or we can choose comfort but we cannot have both. Not at the same time.

~BRENE BROWN
DARING GREATLY
Destination: PK-12 Standards-Aligned Tier I Instruction

- If students are:
  - exposed to on-grade level standards-aligned instruction
  - engaging in a high volume of reading
  - reading and listening to complex texts on or beyond grade level
  - thinking deeply about and responding to text through speaking and writing
  - developing the skill and craft of a writer
  - practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing
  - pursuing conceptual understanding, procedural skill, fluency and application with equal intensity
  - persevering in solving challenging problems

- ...we will produce dramatically different achievement results for our students.

Vision:

All K-5 students accessing literacy content and instruction that supports them to become proficient readers, writers, and thinkers.
How did we (do you) even BEGIN this journey?

High Quality
Instructional Materials
#curriculummatters

The “State of the Union”:
Our 2016 (and the ten years before) Curriculum Reality
Selecting Curriculum

- Three leaders with early childhood degrees and backgrounds
- Nine teachers (3 K, 3 first, 3 second) from those three pilot schools.
- “All Green” materials review: teachers wanted structure and script.
- Teachers received paper-copies of OER materials and 1 day of training at the end of July. They began the work two weeks later.

And the LITERACY REVOLUTION began: August 2016

#gogreen
Strong Curriculum: Then What?

- Building TEACHER capacity
- Building district and school LEADER capacity

Building TEACHER Capacity

“Gamechangers” (year 1 pilot teachers) learned, prepped and collaborated at the building level, then implemented and studied/reflected. Before each district-level Gamechanger meeting, we surveyed those teachers to hear about “problems of practice” to inform future professional learning.

Gamechangers and their principals gathered every other month at a central location to:

- Learn new concepts (backward mapping of enduring understandings, unit and lesson prep, etc.)
- Solve problems of practice (as surfaced in their own implementation)
- Prep for the next “domain”

They visited other classrooms and schools within our district.
They emailed each other.
They called each other.
They shared with each other to eliminate duplication of effort.

REPEAT.
Building LEADER Capacity:
PRINCIPALS AND DISTRICT LEADERS ARE THE CORNERSTONES

Principals participate(d) in instructional walkthroughs (using the instructional practice guide) as a whole group or small group SIX times per year:

- New learning (in the beginning it was focused on standards, instructional shifts, and the science of reading; now we are looking for evidence of Core Action 2 and 3)
- Classroom walkthroughs (20 min: observe; 10 min: debrief in hallway focused on that new learning; repeat two more times in a variety of classrooms before gathering back together)
- Gather back together to chart trends in strengths and opportunities as a whole group: evidence
- Chart recommendations and celebrations for that building’s leader
- Apply learning and observations to their own school environment: next steps and commitments
- Principals learn before teachers learn, but teachers lead the work. We build principals’ background knowledge and skills first so that when they attend every meeting, they can support the Gamechangers who, again, are leading the work.

<table>
<thead>
<tr>
<th>SY 2016-17</th>
<th>SY 2017-18</th>
<th>SY 2018-19</th>
<th>SY 2019-20</th>
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<tr>
<td>Pilot CKLA with Grades K-2 teachers at HES, RSES, &amp; BCES (24 teachers total)</td>
<td>Roll-Out CKLA to Grades K-2 teachers across Sullivan County</td>
<td>Roll-Out CKLA to Grade 3 teachers across Sullivan County</td>
<td>Roll-Out CKLA to Grade 4 and 5 teachers across Sullivan County</td>
</tr>
<tr>
<td>Pilot CKLA with Grade 3 teachers at HES, RSES, &amp; BCES</td>
<td>Pilot CKLA with Grade 4 teachers at HES, CHES, RSES, BCES, EES and SGK8</td>
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IMPACT? QUALITATIVE AND QUANTITATIVE MEASURES

TNREADY
2019 SULLIVAN COUNTY REWARD SCHOOLS

HOLSTON ELEMENTARY
CENTRAL HEIGHTS ELEMENTARY
ROCK SPRINGS ELEMENTARY
MILLER PERRY ELEMENTARY
KETRON ELEMENTARY
### RTI DATA: % AT RISK
AIMSWEB
FALL TO SPRING

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<td>School K</td>
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## RTI DATA: % IN 75-100TH PERCENTILE
AIMSWEB

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You want numbers? We have numbers. Here’s what high-quality curriculum looks like in the hands of incredible teachers and leaders. Kinder winter vs. spring at 1 school. Amen and amen. #ckla @chiefsforchange @TNTP #theywillrise @SCORE4Schools #equity #povertyisnotdestiny
In the beginning the coblr and his wife wor very por. Next the coblr wocup and wint to the wrkshop. He fawd a pare of shoes and sold that per of shoes. A fine jitltman came in to his shop and bot that per of ... 

MY RIB CAJE BRTECTS MY HORT AND MY LUNGS.
The Life Cycle of a Flowering Plant

A flowering plant goes through many stages. First, it starts as a seed. The seed needs water, air, sunlight, and warmth to germinate. Next, roots start to germinate. They suck up nutrients out of the soil. Then, a shoot and leaves start to germinate. The leaves help the flowering plant to make food and that’s called “photosynthesis”....
In my opinion in the "Wind and the Willows" Toad was irresponsible. First Toad tricked his friends by lying. For example he said that he was sick and he needed a doctor. Then he stole a motor car. He lied to the judge. For example he said that he borrowed the motor car, but he took it without asking the owner. Next he got thrown into the dungeon. For example he took the washer woman's clothes so he could escape without getting caught. I think when Rat and Mole were doing all the work Toad could get up and help them. Finally Toad stole the washer woman's horse and lied to the conductor to get a ride home. I feel that Toad should be more responsible and be a better friend.

Third Grade

In my opinion, concrete is the most important contribution from ancient Rome. The first reason I believe it is so important is because we use it for buildings. Another reason concrete is important is that the roman army could travel to other places more easily. The last reason I thank concrete is a major contribution is that we use for buildings and roads today. These are all the reasons why I thank building concrete is a major contribution from ancient rome.
William the Conqueror had these structures built in the most rebellious regions because he wanted towns to spring up around them. Use the following chart to compare and contrast motte and bailey castles with stone castles. Use information from the text to describe each feature of the structures.

<table>
<thead>
<tr>
<th>Motte and Bailey Castle</th>
<th>Stone Castle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made from what material?</td>
<td>Soil, Wood</td>
</tr>
<tr>
<td>Why is the castle on a mound?</td>
<td>Wooden steps</td>
</tr>
<tr>
<td>Features surrounding the castle?</td>
<td>A high wooden wall</td>
</tr>
<tr>
<td>Why was the castle built?</td>
<td>Where the town would spring up around</td>
</tr>
</tbody>
</table>

Reading Comprehension total: 16 points
"One strength is the high-level content that encourages students to think and then to present their ideas in ways I have never seen before. The vocabulary is beyond grade level and the students not only recognize these words, but they actually use them daily. The strong structure of a typical lesson, as well as the alignment to standards, is incredible."

"The biggest challenge was not having enough planning time. Even though we collaboratively planned as a team, we still ran into obstacles and revisions that we would have made had we had more planning time. We continually told ourselves ‘Next year...next year...next year.’"

"When I heard I was using a scripted program, I was scared...very scared. Planning is one of my favorite aspects of teaching. I thought I would lose my individuality. CKLA proved me wrong! The units allow teachers to contribute their unique spin on pausing point days and in culminating activities. For example, one of my favorite stories is The Great Kapok Tree. This was also a suggested book by CKLA during our unit on plants. On our pausing point day, I shared this story with my students and discussed the importance of caring for our environment. During our unit on Colonial Towns, we learn about tailors and dressmakers. Students bartered for a square of fabric and helped sew two squares together to make a class blanket. This was great fun and they were using vocabulary from the unit. I didn’t change the curriculum, I only enhanced it on days that were built in for teacher creativity."

"As a first year kindergarten teacher, I am 100% positive my students would not be as strong in phonics without CKLA. Teaching strategies take time to learn, implement, and perfect. CKLA gave me a research-based strategy and step-by-step instructions on how to use it. I even learned phonics rules I was not aware of!"
Sullivan parents largely expressed satisfaction with teacher communications, but indicated a desire for more frequent progress updates.

% of Sullivan County Schools Parents Who Strongly Agreed or Agreed to Teacher Communication Survey Questions on TN LIFT Parent Survey (n=138)

- I understand whether my child’s reading abilities are satisfactory for his or her grade level: 80%
- My child’s teacher regularly communicates with me: 70%
- My child’s teacher has suggested ways I can support my child’s reading skills at home: 74%
“We sincerely appreciate the instruction and excitement about reading that our son received at his school this year. It has definitely given him confidence and curiosity to explore reading!”
- Sullivan County Parent

“I am extremely happy with the teachers and this school. CKLA instruction is awesome. My child has grown leaps and bounds this year.”
- Sullivan County Parent

“I loved how history and science were included in the program! These kids have learned so much more than I expected. The reading program seems like it will produce a more well-rounded student.”
- Sullivan County Parent

“I am extremely thankful for the reading instruction my child received. He has become an excellent reader and is also excited about reading. He is confident and is able to transfer the skills he has gained in the classroom to reading much more complex passages at home!”
- Sullivan County Parent

INSTRUCTIONAL PRACTICE GUIDE (IPG) WALKTHROUGH DATA
6% to 76%: lessons show some or full alignment to standards

27% to 100%: sampled writing assignments are now grade-appropriate
**Writing Prompt:**

Choose two insects from the text and write 3-5 sentences to explain how they are helpful or harmful.
2019-2020 NEXT STEPS FOR LEADERS

● REVISE ACADEMIC STRATEGY
● FOCUS WORK AROUND TWO MAIN GOALS (GROUNDING IN INSTRUCTIONAL PRACTICE GUIDE DATA)
  ○ FOUNDATIONAL SKILLS: TEACHERS MUST PROVIDE EXPLICIT INSTRUCTION IN PHONICS AND ALLOW STUDENTS AMPLE OPPORTUNITY TO DEVELOP AND PRACTICE THAT SKILL, THEN APPLY IN CONTEXT TO MAKE MEANING (CORE ACTION 1).
  ○ BUILDING BACKGROUND KNOWLEDGE (READING COMPREHENSION): TEACHERS MUST SHIFT THE COGNITIVE LIFT TO STUDENTS THROUGH QUESTIONING AND TASKS THAT ARE ALIGNED TO GRADE-LEVEL STANDARDS (CORE ACTIONS 2 AND 3).
● LEADERS: CONDUCT AT LEAST 1 IPG WALKTHROUGH EACH NINE WEEKS IN EVERY LITERACY CLASSROOM WITH IMMEDIATE CONVERSATION WITH TEACHERS
● LEADERS: EXPECTATION THAT TEACHERS WILL MEET ONCE WEEKLY TO PREP TOGETHER, ANALYZE STUDENT WORK, DETERMINE TRENDS AND NEXT STEPS

2019-2020 NEXT STEPS FOR TEACHERS

K-2 TEACHERS: 1 REP PER BUILDING CALLED THE "ANCHOR TEACHER" WHO LEADS COLLABORATIVE WORK AS TEACHERS ANALYZE WRITING TASKS, ANALYZE STUDENT WORK, PLAN NEXT STEPS, PREP FOR UNITS AND LESSONS.

ALL 3-5 TEACHERS: DISTRICT-LEVEL SUPPORT TO DEEPLY INTERNALIZE THE CURRICULUM AND TO SHIFT COGNITIVE LIFT AND WORK TO STUDENTS.
Your Call To Action: A Moral Imperative and Obligation
Take our 3 minute survey!

Session ID: 1218

NOTE: Session ID should be in all CAPS and is case-sensitive.