

INNOVATE   
PERSONALIZE  
 EDUCATE  
MOVING TO A HIGHER DEGREE OF LEARNING

CORINTH SCHOOL DISTRICT  
DISTRICT OF INNOVATION  
RENEWAL APPLICATION  
NOVEMBER 2020

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## EXECUTIVE SUMMARY

The Corinth School District and the surrounding community remain steadfast in our commitment to the innovations implemented in our district during the first four years we have been honored to be a District of Innovation in Mississippi. The Alliance, Corinth's economic development agency, recognizes and understands the strong ties that exist between industrial recruitment and education. This organization, the business community, and the Commission on the Future of Alcorn County recognize that excellence in education for ALL students is a key factor in improving the quality of life in our community. The Corinth School District (CSD), in collaboration with these entities, as well as parents and students recognizes that this continues through offering excellence in every aspect of our Pre-K through graduating seniors.

In Spring 2015, CSD refined and expanded its strategic plan to include big dreams for our children/youth and embarked on the ***Forward First*** initiative. The collective commitment embodied in the ***Forward First*** plan was grounded in the community's deep belief that Corinth students are capable of reaching ambitious goals and our plan was driven by students' aspirations for the future. The ***Forward First*** initiative became Corinth School District's District of Innovation Plan submitted and approved by the Mississippi Department of Education. The heart of the approved plan demonstrates Corinth's commitment to meeting the needs of a diverse student body that learns in many different ways. At the same time, the District recognized the social, emotional and behavioral needs of students and programs and strategies have been put in place to meet these needs.

Time is a major factor in learning and the District has successfully transitioned to a modified school calendar with increased remediation and enrichment opportunities for students. Students, parents, and the Corinth community have continued to embrace the Cambridge International Assessment program. The District offers expanded course offerings and has experienced greater student achievement as numbers of Corinth students have been recognized with Cambridge Scholar and Top of the Country awards. Greater numbers of students are enrolling and successfully challenging Advanced International Certificate of Education (AICE) courses and earning AICE Diplomas. A differentiated diploma system allows students to take advantage of multiple diploma options. Students leave Corinth better prepared, than ever before, for college and careers.

Corinth continues to recruit and retain an exceptional teaching staff with all of teachers being certified in the content areas they teach. In addition, teachers participate in quality professional development enabling them to acquire and enhance skills needed to implement our innovative efforts effectively.

This renewal application is the result of a continuous four-year review and reflection of ***Forward First*** components and associated data. This included representative stakeholders from the Board of Trustees, district and school administrators, teachers, support personnel, city leaders, business and community leaders, parents, and students. The Corinth District of Innovation Renewal Committee 2020 operated under the premise that while the District had a past record of success, additional appropriate plans and actions need to be taken to build upon our successes with additional new strategies to better prepare students for the 21st century.

Outlined in this renewal application is supporting evidence documenting our efforts from ***Forward First*** and plans for the future. Although we have faced adversity in the implementation of the plan, the Corinth community's support remains steadfast in our commitment to these innovations, the Cambridge International Assessment program, and the promises it holds for our children and their future as we ***Innovate, Personalize and Educate: Moving to a Higher Degree of Learning.***



# INTRODUCTION TO CORINTH SCHOOL DISTRICT

From the rural rolling foothills of Appalachia in the northeast corner of the state, Corinth School District (CSD) educators, students, parents, and community and business leaders continue in their commitment to accelerate teaching and learning efforts and redefine educational opportunities for students to ensure that every Corinth School District graduate leaves with the knowledge, thinking and technological skills, and innovation needed to succeed in college and careers. For the last four years, CSD has embraced a bold educational agenda, *Forward First*, to move our District to the forefront of educational attainment through: a) recruiting and selecting highly qualified and effective teachers and leaders, b) establishing a culture of high expectations, c) implementing a rigorous curriculum with challenging assessments leading to strong student and teacher accountability, and d) the acquiring of technology, innovation, and thinking skills needed to compete in a 21st century global economy.

To put in place our recent district programmatic accomplishments, our bold educational agenda, and our accomplished innovations as described in this renewal application, it is necessary for one to have a clear picture of the Corinth community, school district, student achievement, and student population served. In an effort to do this, a series of charts and information is provided to place the district in context to prior accomplishments and newly proposed innovations.

The Alliance, Corinth’s economic development agency, recognizes and understands the strong ties that exist between industrial recruitment and education. This organization, the business community, and the Commission on the Future of Alcorn County recognize education as a key factor in improving the quality of life in our community. Community economic information is presented to show where Corinth is in relation to the United States and how educational efforts must be enhanced if we are to remain competitive.

According to 2018 census data, Corinth has a population of 14,832. Enrollment data validates this growth by an average increase of approximately 113 students per year. While enrollment in CSD has seen a moderate growth pattern emerge, most other public school districts in the area have experienced a slow decline or no enrollment growth. The below chart compares Corinth to the nation in several key indicators.

## Corinth Demographic Information

Indicator	Corinth	United States
Median Age	39.7	37.2
Average Household Size	2.40	2.59
Average Family Size	2.94	3.16
White Population	67.8%	72.4%
Black Population	24.4%	12.6%
Hispanic Population	4.6%	16.67%
High School Graduate/Higher	81.5%	85.4%
Bachelor’s Degree or Higher	20.1%	25.4%
Median Household Income	\$40,180	\$52,762
Families Below Poverty	21.8%	14.3%

Data indicate Corinth is quite typical of national indicators in many areas with the exception of median household income and families below the poverty level. When compared to Mississippi in key economic indicators, Corinth ranks below the state in median house value and at about the state level of income below the poverty level. These data accurately portray the population of the City of Corinth. We are a city with a population that is similar to national demographic data, with exception of our Hispanic population. However, the community and District are experiencing growth in the number of Hispanic residents.

Indicator	Corinth	Mississippi
Income below the poverty level	21.8%	22.6%
Median House Value	\$97,900	\$99,200

In terms of educational level we rank slightly below the nation in high school graduates and in the percentage of residents with a bachelor’s degree or higher. Median income is significantly below that of the United States and slightly lower than Mississippi. In terms of educational level we rank slightly below the nation in high school graduates and in the percentage of residents with bachelor’s degree or higher. Median income is significantly below that of the United States.

A school district’s purpose, beliefs, and goals must serve as the foundation for student achievement. Proper alignment of these ideals must be coupled with coordinated strategies if maximum student achievement is to be realized by the District. Keeping equitable student achievement, participation, and success at the forefront of all decisions, the Corinth School District embarked on a bold educational journey, ***Forward First***.

The District implemented this initiative with fidelity and will continue over the next five years to greater personalize the learning experiences for all children in the Corinth School District. This renewal application highlights the District’s accomplishments of established goals, challenges faced by the District during implementation, and plans for the future as we move forward to meet the needs of all Corinth Children through ***Innovate, Personalize, and Educate: Moving to a Higher Degree of Learning***.



# DISTRICT OR SCHOOL OF INNOVATION RENEWAL APPLICATION

**District Name: Corinth School District**

**Contact Person/Title: Dr. Lee Childress, Superintendent**

**Street Address: 1204 North Harper Road**

**City Name: Corinth**

**Zip Code 38834**

**Phone Number: 662-287-2425**

**Date of Application: November 1, 2020**

## STUDENTS

Please provide information on the students in the program. If students are in cohorts, please provide information by cohorts as well as for the target population.

**All Corinth School District students benefit from our District of Innovation activities.**

School Name	Total Number of Students by Grade Band/Level			Total Number of Students in Special Populations Group			
	Elem:	Middle:	High:	Low SES%:	Race/Ethnicity:	Gender:	Disability:
Corinth Elementary School Pre-K-4	1179	0	0	860  73%	Black 362 White 644 Hispanic 158 Asian. 14 Other 1	Male 609  Female 570	SPED 199  504 Plan 9
Corinth Middle School 5-8	0	754	0	521  69%	Black 217 White 442 Hispanic 84 Asian. 11 Other. 0	Male 379  Female 375	SPED 68  504 Plan 19
Corinth High School 9-12	0	0	597	360  60%	Black 175 White 337 Hispanic 74 Asian. 9 Other. 2	Male 306  Female 291	SPED 64  504 Plan 20

# STAFFING

## 1. What is the turnover rate (percentage) for your teachers for the previous four years?

The Corinth School District identified a goal of recruit, train, and retain highly effective teachers and leaders committed to teaching diverse students in an effort to close achievement gaps. Teacher recruitment, growth, and retention are prevailing issues confronting public educators across the country, and especially in Mississippi. Strategies have been implemented to address these issues to continue to apply an innovative approach to public education in the 21st century.

One of the prevailing issues facing public education, and education as a whole, is a shortage of certified teachers. Mississippi experienced a 47 percent decline in teacher licensures issued between 2013 and 2018 (Harris, 2019). Harris further explains that there has been a 40 percent drop in the number of education candidates enrolling and graduating from teacher preparation programs at the state's universities. Combined with a population of teachers nearing retirement, one can see the potential impact facing our state in the years to come. To further add to the concern of a teacher shortage is the understanding that districts and schools need to employ teachers who are not only certified, but who are invested in the schools and communities in which they are teaching.

This has been echoed by the Mississippi Department of Education (MDE). Corey Murphy, executive director of the MDE Office of Teaching and Learning was quoted as saying, "Our aim is not to simply recruit prospective teachers to fill vacancies. Rather, we desire to recruit prospective candidates who understand the culture and context and have a vested interest in serving children in the local districts in which they'll serve." (Betz, 2019) There exists a focus to make sure schools are working to hire teachers who will fit the context of their individual setting. Over the last four years the District has been able to continue to employ certified teachers in vacant teaching positions and has had a sufficient number of applicants to choose from when making a personnel selection. The District has also been successful in recruiting former CSD graduates who are familiar with the Cambridge International Assessment program to teach our students.

Tied to the teacher shortage is also the issue of teacher turnover. Nationally, about 30% of new teachers leave the profession within 5 years with the national turnover rate being approximately 16% (Ronfeldt, Loeb, & Wyckoff, 2013, p. 5). Further, teacher turnover is a broader issue than simply teacher attrition. Atteberry, Loeb, & Wyckoff (2017) outline that there are three primary types of teacher turnover -- new to the profession, new to a school or district, and new to a grade level or subject area within the same school. In each of these instances, the research indicates a negative impact on student achievement. Simply hiring teachers does not solve the issues facing our schools if we are consistently faced with the challenge of teacher turnover. **Corinth's turnover rate falls below the national average and has declined over the last four years.** Ten percent of the 101 teachers and administrators who have left the district have retired from the profession.

Another component to consider is the increasing number of teachers who are entering the classroom through the alternative certification process. Alternative licensure programs meet a need by providing candidates with content hours the opportunity to obtain certification without having to start over with a full teacher preparation program, but researchers have expressed concerns about alternative licensure programs in general regarding the level of preparedness they offer to the graduates. Lewis-Spector (2016, p.6) observed that these alternate certification programs have resulted in a "fast track path to the classroom with little formal instruction in pedagogy, including limitations on preparation for teaching literacy, and little accountability for the quality of classroom instruction." In 2016-17, (the most recent year reported) 41% of Mississippi's educator preparation program graduates came from alternative preparation programs (Education Commission of the States, 2019). This highlights the importance of a robust professional development program to continually grow teachers to meet the instructional needs of students in the 21st century classroom. Corinth has hired nine teachers over the last 4 years who have or are pursuing alternate route certification. We continue to request a certification waiver because we need individuals who have the content knowledge to deliver the instruction in key Cambridge subjects at Corinth High School.



With negative impacts on student achievement as a consequence of both the teacher shortage and the increasing teacher turnover rates, and with a growing number of teachers entering the profession without the full formal pedagogical training of teacher preparation programs, it is imperative that districts work to be innovative in their approach to recruiting teachers to their districts, training those teachers to be effective in their positions, and retaining those teachers through and beyond the initial years of employment.

#### Four Year History of CSD Teacher Turnover

School Year	Teachers & Administrators	# Leaving District	Turnover Rate
2016-2017	201	29	14.4%
2017-2018	204	27	13.2%
2018-2019	203	25	12.3%
2019-2020	205	20	9.7%
<b>4-YEAR TOTAL</b>	<b>813</b>	<b>101</b>	<b>12.4%</b>

Source: Corinth School District Personnel Records

Listed below is the requested staffing information of the three schools in the Corinth School District.

#### Corinth Elementary School 2020-2021 School Year Staffing

Teacher/Administrator Name	Number of Years with DOI/SOI	Number of Years Teaching	Licensure Level
Macie Addis	4	19	AA
Deborah Baugus	4	22	A
Winifred Beech	4	22	AA
Haley Bingham	4	15	AA
Jacqueline Boatman	4	21	AA
Chesne Bowdry	1	0	AA
Madison Briggs	1	1	AA
Ashton Brooks	0	0	A
Stephanie Bullard	3	3	A
Christopher Butler	4	19	AA
Angela Carpenter	4	22	AA
Tatum Cline	0	0	A
Michaela Cody	2	2	A
Wendy Conner	7	7	A
Allison Cornelius	4	16	A
Jamie Counce	4	13	AA
Krista Cundiff	1	6	A
Delia Curtis	4	23	A
Rachel Dees	0	0	A
James Denton	3	29	AA



Angela Dickerson	4	20	A
Katheryn Draper	4	26	AA
Katosha Drewery	4	16	A
Megan Faulkner	3	6	A
Hannah Forsythe	4	5	AA
Brandi Greene	3	4	AA
Allison Hall	4	19	AA
Jeanette Harper	3	5	A
Alyson Harvell	4	6	A
Tammy Hassell	2	13	A
Destiny Hazelwood	2	3	A
Linsey Hodges	4	9	A
Kenne Holley	4	8	A
Deborah Inman	4	25	A
Wilson Jones	2	1	A
Misty Jordan	4	6	A
Samantha Kline	4	6	AA
Brian Knippers	4	32	AA
Leanna Lehnert	4	24	A
Stevie Ligon	1	1	A
Lindsay Long	4	4	AA
Darrington Ludlam	4	11	AA
Logan Lyles	3	3	A
Melanie Marlar	1	12	A
Carley Matthews	4	20	AA
Melissa McAlister	4	16	AA
Meagan McAnally	0	0	A
Laney McAnally	3	3	AA
Merry McCabe	3	8	A
Vanessa McCulloch	0	1	A
Susan McDonald	4	26	AAA
Carly McGrath	4	20	AA
Jamie Meeks	3	3	AA
Christy Miller	4	21	A
Jamie Mills	4	7	A
Melanie Mills	4	6	A
Kendall Morgan	4	10	A
Vernoica Neisler	4	9	A
Lee A Nuckolls	4	15	A
Kelly Pannell	4	6	AA
Kayla Parker	2	2	A
Lauren Peters	4	9	AA
Mary Johns Pittman	4	4	AA
Debra Ranier	2	16	A



Lynn Roach	4	12	AA
Pam Robbins	4	30	AA
Shelley C. Robbins	4	15	A
Nickolee Roberts	1	4	A
Michelle Roby	4	16	A
Rebekah Rodgers	4	5	AA
Juliana Shumaker	3	3	AA
Adrienne Simmons	4	18	A
Brandi Simmons	1	1	A
Lorie Sisk	4	28	AA
Elizabeth Smith	0	0	A
Madeline Smith	2	2	A
Abigail Strickland	4	8	A
Laura Trapp	4	10	AA
Emily Tucker	4	5	A
Kate Tucker	4	8	AA
Tiffany Waldrop	4	9	A
Kristian Walker	4	14	AAA
Anna White	4	5	AA
Joshua Whiton	4	8	AAA
Cindy Wilbanks	4	27	AA
Beatrice Wilson	2	14	AA
Claire Windsor	0	0	AA
Porschia Wyke	4	2	AA
Tammie Wyke	4	5	AA
Whitney Young	0	0	A

**Corinth Middle School  
2020-2021 School Year Staffing**

<b>Teacher/Administrator Name</b>	<b>Number of Years with DOI/SOI</b>	<b>Number of Years Teaching</b>	<b>Licensure Level</b>
Ivy Albarracin	2	5	A
Angela Alvarez	4	7	A
Rebecca Ashcraft	4	10	AA
Merry Ballard	0	4	AA
Jamie Baxter	2	20	AA
Sara Biddle	1	1	AA
Jacy Burcham	2	13	AA
Carrie Chappelle	4	24	AA
Terina Dexter	4	23	AA
Crissie Fowler	1	1	A
Betty Graham	4	28	AA
Carrie Greene	4	17	AA
Nathan Hall	4	19	AAAA

Jamie Hardin	4	17	AA
Jeffrey Harvill	4	4	A
Austin Hatcher	1	2	A
Beverly Henson	4	17	AA
Kelli Hood	3	17	AAA
Holley Hurt	4	8	AA
Margaret James	3	5	AA
Jennifer Johnson	4	19	AAA
James Lugenbuehl	4	25	AA
Mary K. Markham	0	1	A
Bradley Marlar	1	6	AA
Leslie Marlar	1	22	A
Dana McLain	4	7	A
Trevor Montgomery	4	14	AA
Deborah Parker	4	20	A
Misty Perkins	2	2	A
James Petty	3	32	AA
Robert Philip	4	22	AAA
Tammy Phillips	1	16	AA
Daniel Rodgers	2	2	A
Kristen Seals	4	6	A
Virginia Settles	4	30	AAA
Beverly Shanks	4	20	AAA
Abigail Smith	2	2	AA
Lori Snyder	4	8	AA
Richelle Stark	4	23	AA
Martha Tallent	3	7	A
Maggi Vondenstein	4	7	A
Amy Weeden	4	23	A
Brandi Whittemore	4	18	AA
Megan Williams	4	9	AA
Anne Conner Wilson	2	5	AA

**Corinth High School  
2020-2021 School Year Staffing**

<b>Teacher/Administrator Name</b>	<b>Number of Years with DOI/SOI</b>	<b>Number of Years Teaching</b>	<b>Licensure Level</b>
Domonique Allen	1	4	AA
Peter Allen	3	11	A
Susan Bailey	0	2	AA
Lesley Bain	4	15	AA
Debra Ballard	4	22	AA
John Barnett	1	11	AA
Tillie Brawner	1	27	AA



Brittanie Brown	1	5	A
Charles Carpenter	4	22	AA
April Cole	3	14	AA
Frances Dye	0	0	AA
Justin Dye	4	6	AA
Cameron Glenn	4	15	AA
Genella Graham	4	21	AA
Donald Greene	4	27	AA
Andrea Hardin	1	17	AA
Joseph Hardwick	4	23	A
Christopher Harris	0	0	A
Audrey Hector	4	4	AA
Kelly Hendrix	4	11	AA
Philip R. Henson	4	9	AA
Emma Heubi	0	1	A
Polly Johnson	4	8	A
Seth Kennedy	0	7	AA
Alesha Knight	4	13	AA
Terrissia Knippers	4	15	AA
Jennifer LeGoff	4	16	AA
Andrea Lowery	4	12	AA
Todd Lowery	4	15	AA
Allen Lyles	4	4	A
Suzy Marlar	4	27	A
Abigail Mattox	0	0	A
Rachel McCord	4	6	AA
Sally Beth McCullough	3	3	AA
Jamie Nunley	4	17	AA
David Robbins	4	33	AA
Amanda Sanders	2	4	AA
Robert A Scarbrough	4	20	AA
Craig Strickland	4	4	AAAA
Kelly Treadway	4	21	AA
Allison Tutor	0	0	AA
Clark Whitten	4	9	AA
Claire Williams	0	12	AA
Allen Woodhouse	3	3	A

# GOVERNANCE

1. Please list the advisory board if any members have changed.

The Corinth School District will continue to operate under the auspices of the Corinth School District Board of Trustees with the traditional governance agreement as mandated by state law and Mississippi Public School Accountability Standards that delineates the responsibilities of the Board, Superintendent and Principals. However, the establishment of numerous advisory bodies will contribute to more shared and participatory leadership and decision-making opportunities for teachers, students, parents, and community leaders.

The Corinth School District Administration has embraced this increased participatory and shared leadership over the past four years. The District implemented a model provided through training with the Cambridge Leadership Network in an effort to facilitate more participatory management strategies. In addition, the planning process for the re-opening of schools following the Spring 2020 closure resulted in additional participatory and shared leadership opportunities for all stakeholders.

The District will continue its emphasis on “Teachers as Leaders” as these committees will provide specific opportunities to inform, guide and shape curriculum, instruction, and assessment decisions. Grade level and subject specific committees are also in place to forward recommendations and ideas to all school and district level committees. Participation in the interview process of prospective educators (teachers and principals) is also an additional feature of shared leadership that enables teacher/administrator applicants to develop a stronger understanding of the need for our district-desired collaboration in an educational setting today. Through continued dialogue and participation, stronger decisions will be made in our journey to improved student achievement. Student participation in the governance of the schools will increase through the establishment of Student Action Teams to discuss issues of academics, instruction, and student service and activities.

The following advisory groups will operate during the 5-year renewal of the Corinth School District Innovation Plan: Internal District Advisory Committee, External District Advisory Committee, School Leadership Teams, and Student Action Teams.

The External District Advisory Committee for the District of Innovation is a diverse group of individuals representing the private sector, parents, teachers, administrators, and city officials. This group is charged with the responsibility of recommending and guiding the implementation of innovation with the classroom, schools, and district. These individuals will work closely with the Internal District Advisory Committee and report findings and recommendations to the Corinth School District Board of Trustees for final approval.

## **The External Advisory Committee members are listed below:**

**Lane Williams Yoder**, Community Development Director of the Alliance. Ms. Yoder’s primary responsibility is focusing on leadership development, education, and Corinth Professionals.

**John Barnett**, Principal, Corinth High School

**Albertine Warren**, Retired Teacher from Corinth School District

**Katy Stanley**, Executive Director, Corinth School District Foundation. Mrs. Stanley is the mother of children in the District.

**Tammi Frazier**, Parent. Mrs. Frazier is the mother of students who have attend the District.

**Dennis Dilworth**, Parent of two children and member Corinth School District Board of Trustees

**Vince Overholt**, Plant Manager of Kimberly Clark. Mr. Overholt is also President of the Board of the Lighthouse Foundation, a non-profit agency serving underprivileged children.

**Raymond McClelland**, Executive Director of the Northeast Mississippi Incubator

**Tommy Irwin**, Mayor, City of Corinth

**Lee Childress**, Superintendent of Schools (Ex-officio)



**Corinth School District Internal Advisory Committee members are as follows:**

*Brian Knippers*, Principal, Corinth Elementary School  
*Nathan Hall*, Principal, Corinth Middle School  
*Laney McAnally*, Teacher, Corinth Elementary School  
*Beverly Shanks*, Teacher, Corinth Middle School  
*April Cole*, Teacher, Corinth High School  
*Alysia Holley*, Innovative Learning Teacher, Corinth Elementary School  
*Hannah Owens*, Instructional Specialist, Corinth School District  
*Marion Jones*, Assessment and Accountability Director, Corinth School District  
*John Frame*, Technology Specialist, Corinth School District  
*Taylor Coombs*, Marketing Director, Corinth School District

**Corinth Elementary School Leadership Team members are as follows:**

*Brian Knippers*, Principal  
*Lindsey Hodges*, Pre-Kindergarten Teacher  
*Katie Draper*, Kindergarten Teacher  
*Samantha Kline*, First Grade Teacher  
*Laney McAnally*, Second Grade Teacher  
*Hannah Forsythe*, Third Grade Teacher  
*Veronica Neisler*, Fourth Grade Teacher  
*Michelle Roby*, Self-Contained Teacher  
*Lynn Roach*, Blended Learning Teacher  
*Katosha Drewery*, Blended Learning Teacher  
*Brooke McGrath*, Special Classes Teacher  
*Alysia Holley*, STEM/Innovative Learning Teacher  
*Allison Hall*, Early Childhood Administrator

**Corinth Middle School Leadership Team members are as follows:**

*Martha Tallent*, Science Teacher  
*Beverly Henson*, Science Teacher  
*Carrie Greene*, Technology Teacher  
*Megan Williams*, Fifth Grade Teacher  
*Carrie Chappelle*, Sixth Grade Teacher  
*Richelle Stark*, Special Education Teacher  
*Nathan Hall*, Principal

**Corinth High School Leadership Team members are as follows:**

*Genella Graham*, English Teacher  
*Charles Carpenter*, Social Studies Teacher  
*Alesha Knight*, Mathematics Teacher  
*Craig Strickland*, Science Teacher  
*Jennifer LeGoff*, Fine Arts Teacher  
*Andrea Hardin*, Counselor  
*Jamie Nunley*, Assistant Principal  
*John Barnett*, Principal

**Corinth High School Student Action Team members are as follows:**

*Brandon Pham*, Student Council President  
*Frank Davis*, Student Council Vice President  
*Luke Hill*, Student Council Secretary  
*Will Wayne*, Student Council Treasurer  
*Molly Jane Moore*, Senior Class President  
*Lauren Phillips*, Senior Class Vice President  
*Ainsley Counce*, Senior Class Secretary/Treasurer  
*Finn Crozier, Alden Tomlinson*, Senior Class Representatives  
*George Davis*, Junior Class President  
*Andrew Shirley*, Junior Class Vice President  
*Grace Monaghan*, Junior Class Secretary/Treasurer  
*Katie Beth Fulghum, Shahrazad Shahin, Cate Rivers Shipp*, Junior Class Representatives  
*Anna Hudson*, Sophomore Class President  
*Ethan Huff*, Sophomore Class Vice President  
*Maggie Green*, Sophomore Class Secretary/Treasurer  
*Catherine Grisham, Parker LeGoff, Angie Mai, Brooks Pratt*, Sophomore Class Representatives  
*McTeire Davis*, Freshmen Class President  
*Alexis Price*, Freshmen Class Vice President  
*Andrew Carpenter*, Freshmen Class Secretary/Treasurer  
*Leland Davis, David Dilworth, Hailey Lowry, Keller Roach*, Freshmen Class Representatives

**Corinth Middle School Student Action Team members are as follows:**

*Annie Stanley*, 6th grade student  
*Maya Gomez*, 6th grade student  
*Nevaeh Leanord*, 7th grade student  
*Tucker Skelton*, 7th grade student  
*Halle Faith Scarbrough*, 8th grade student  
*Monae Greene*, 8th grade student  
*John Thomas Draper*, 8th grade student



# FLEXIBILITY REQUEST/WAIVERS

Using the table below, identify all requests for waivers of any state or local policies, requirements or restrictions including rationale for the waiver that is connected to the renewal.

## Corinth School District's Flexibility Request

The Mississippi Department of Education committed to work cooperatively with the Corinth School District in submitting a flexibility request to the US Department of Education requesting the use of Locally Nationally Recognized High School (LNRHS) exams as a part of the Mississippi Accountability System. Work began on this flexibility request at the beginning of the 2019-2020 school year. Cambridge International Assessment, the Corinth School District and the Mississippi Department of Education have cooperatively worked to advance this process. The Mississippi Department of Education has secured the services of Dr. Chris Domaleski, Chair of the Mississippi Technical Advisory Committee, to assist in this process. Work slowed on the flexibility request as a result of the COVID-19 pandemic and Cambridge International Assessment having to make major changes in the administration of exams in the spring and fall. Work has resumed and CSD is compiling all information to be submitted for consideration in the flexibility requests.

CSD has provided Critical Elements 1 and 2 to the LNRHS Review Team established by the Mississippi Department of Education. This team has met on several occasions and posed a series of questions for the Corinth Team to respond as a result of the on-going review.

The LNRHS team posed several questions to the Corinth School District at the end of March. Verbal responses have been provided to several of the questions and written responses are being prepared for the others as information from Cambridge was needed to address the following:

- Documentation and results of the Bias and Sensitivity review during item development
- Technical report for the assessments selected

These questions were received during the height of school closures in the Spring of 2020 and are presently under review. The COVID-19 pandemic caused Cambridge, and other providers of accelerated examinations, to pause all work as they developed plans for substituting processes to replace exam administration due to international school closures.

An alignment study reviewing assessments and content in the areas of Algebra I, English II, and Biology was conducted in December of 2019 by a Cambridge selected vendor. Cambridge has received a draft report of this study. This study is presently under review by Cambridge and the Corinth School District in an effort to finalize the report with the vendor so it may be submitted to the LNRHS Review Team.

Work has continued on Critical Elements 3-8 and a final review is taking place in an effort to prepare these for submission to the LNRHS review team. Cambridge and the District anticipate filing these Critical Elements with the Mississippi Department of Education over the next several months.

Work on establishing performance standards for the selected assessments was delayed due to Cambridge not administering assessments in the Spring of 2020. The District is working with Cambridge on the development of plan for establishing performance standards for the assessment. This plan, which is a part of the Critical Elements, will include the process and timeline for conducting this review once assessments are given in the Spring of 2021. The District and Cambridge are resuming their work calls and continue to refine the documentation required for submission to the LNRHS review team. The Corinth School District requests that as a part of this renewal application that work continue on this flexibility request to be submitted to the US Department of Education.



New Waiver? (Y or N)	Process Standard/ State Law	Requested waiver(s) from State or Local Policies, Requirements, or Restrictions	Rationale for Waiver Request
N	<i>Mississippi Public Schools Accountability Standards, 2020</i> Process Standard 2.2	With the exception of academic core subjects, the professional staff in each school is composed of no more than 5% of Full Time Equivalent (FTE) units working outside the areas of endorsement	Many of the Cambridge International Exam courses need teachers rich in content knowledge. These individuals often can deliver the content and manage the classroom without a license. Experiential and project-based learning classes will be taught by business, community, and industry leaders who do not hold educational licenses and have expert knowledge often not available in the pool of applicants with a Mississippi teacher licensure.
N	<i>Mississippi Public Schools Accountability Standards, 2020</i> Process Standard 2.3	The school district employs in each school a licensed librarian or media specialist who devotes no more than ¼ of the workday to library/media administrative duties	The role of the library/media center is changing in middle/high schools. This position is better suited with an individual who has varied technology skills rather than library science. Since most librarians today are certified via the alternate route the individuals employed should be able to perform the library tasks.
N	<i>Mississippi Public Schools Accountability Standards, 2020</i> Process Standard 13.5	The summer school/extended year program meets all applicable requirements of the regular school program (MS Code 37-3-49)	The District no longer offers summer school/extended using the traditional model by most schools. We request the three-week intersessions be used for meeting these purposes.
N	<i>Mississippi Public Schools Accountability Standards, 2020</i> Process Standard 13.4	The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered except for remedial instruction, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the MDE	Credit by Mastery, competency Based, and Experiential Learning are not based on seat time but mastery or completion of a task or a project. These are all components of this project and credit will be awarded for courses without meeting these requirements.
N	<i>Mississippi Public Schools Accountability Standards, 2020</i> Process Standard 14.1	Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A.	A Differentiated Diploma system is a part of the innovative model. These models do not rely solely on Carnegie unit measures.



N	<b>Mississippi Public Schools Accountability Standards, 2020</b> Process Standard 14.2	Each student receiving a standard high school diploma has achieved a passing score on each of the required high school exit exams	Corinth School District students are assessed using the Cambridge International Exams. We request the continuation that the Cambridge Course Exams serve as parallel assessments to the Mississippi Assessments.
N	<b>Mississippi Public Schools Accountability Standards, 2020</b> Process Standard 17.8	The school district is in compliance with state and/or federal requirements for the following programs: G i f t e d E d u c a t i o n	The School District continues to offer gifted education enrichment opportunities to the entire student population in Grades 2-8 though the use of Joseph Renzulli's Schoolwide Enrichment Model. All children will benefit from enrichment instead of just the intellectually gifted.
N	<b>Mississippi Public Schools Accountability Standards, 2020</b> Process Standard 18.1, 18.2	Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology	The libraries will be converted to Internet cafes with technological resources at the Middle and High School. Each student in these grades has a laptop and access to resources needed. The book collections, as required to meet this standard, are not needed due to the use of e-books.
N	<b>Mississippi Public Schools Accountability Standards, 2020</b> Process Standard 26	The curriculum of each high school at a minimum consists of required and approved courses that generate at least 33 ½ Carnegie units annually.	The district will develop a series of courses that will be more appropriate for coordination with the Cambridge International Exam program. Also, some courses that are in the 33 ½ credits are taught at the middle school instead of the high school.
N	<b>Mississippi Public Schools Accountability Standards, 2020</b> Process Standard 13.1	The teaching day must provide at least 330 minutes of instruction per day. (MS Code 37-13-67)	Experiential and project based learning is included in many of the courses that are credit bearing at Corinth Middle and High School. These types of learning will require students to be involved in activities outside of school that could take the place of a regularly scheduled class. Therefore, the teaching day might not always include 330 minutes of instruction at all schools and for all students.
Y	<b>Mississippi Public Schools Accountability Standards, 2020</b> Process Standard 13	Provides guidance on academic year, day, seat-time and programming.	These waivers are needed to reorganize the academic year and day at the secondary level to provide enhanced learning experiences.



N	Mississippi Code  Section 37-19-7	Teacher Compensation	The District proposes to develop a differentiated compensation system. There has been a pilot program authorized in state law but a report was to be issued by November 30 on the progress. Waiver from state law regarding adhering to a salary schedule and social supplements will be needed for the implementation of the Corinth plan for compensation.
N	<b><i>Mississippi Public Schools Accountability Standards, 2020</i></b>  No Process Standard	Mississippi Assessment System	Alternate testing schedules may need to be developed because the school calendar will not mesh with the Mississippi Department of Education testing calendar. There may not be sufficient days of instruction prior to the beginning of a testing window.



# BOARD APPROVAL

107

Corinth Mississippi  
October 30, 2020

MINUTES OF SPECIAL CALLED MEETING OF BOARD OF TRUSTEES  
CORINTH SCHOOL DISTRICT held on  
October 30, 2020

The Board of Trustees for Corinth School District upon notice duly and properly given, met in a special meeting at 7:30 a.m. on Friday, October 30, 2020, in the Corinth School District Administration Office, 1204 North Harper Road, Corinth, Mississippi 38834.

Board Members Present:  
Frank Davis, Secretary  
Jessica Garth  
Rilla Jones

Not Present:  
Chip Peterson, President  
Dennis Dilworth

Others Present:  
Lee Childress, Superintendent  
William H. Davis, Jr., Board Attorney  
Marion Jones

Mr. Frank Davis called the meeting to order.

Dr. Childress presented information to the Board of Trustees on the District of Innovation Renewal Application for 2021-2026. He reviewed the various components of the application and plans for the future.

On motion duly made, seconded, and unanimously passed, the Board approved the District Assurances and authorized the Superintendent to submit a District of Innovation Renewal Application for 2021-2026 to the Mississippi Department of Education.

There being no further business to come before the Board at this time, on motion duly made, seconded, and unanimously passed, the meeting was adjourned.

  
\_\_\_\_\_  
Chip Peterson, President

  
\_\_\_\_\_  
Frank Davis, Secretary

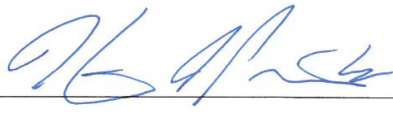
# DISTRICT ASSURANCES

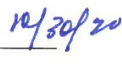
Applicant assures that its application does not contain any request to waive the following Mississippi Revised Statutes or Mississippi Administrative Regulations:

- a. ensure the same health, safety, civil rights, and disability rights requirements as are applied to all public schools;
- b. ensure students meet compulsory attendance requirements under § 37-13-91 and 37-13-92;
- c. ensure that high school course offerings meet or exceed the minimum required under § 37-16-7 and 37-3-49 for high school graduation or meet earlier graduation requirements that may be enacted by the Mississippi Legislature;
- d. ensure the student performance standards meet or exceed those adopted by the State Board of Education as required by § 37-3-49, 37-16-3, and 37-17-6, including compliance with the statewide assessment system specified in Chapter 16, Title 37, Mississippi Code of 1972;
- e. adhere to the same financial audits, audit procedures, and audit requirements as are applied under § 7-7-211(e);
- f. require state and criminal background checks for staff and volunteers as required of all public- school employees and volunteers and specified in § 37-9-17;
- g. comply with open records and open meeting requirements under § 25-41-1 et seq. and § 25-61-1 et seq;
- h. comply with purchasing requirements and limitations under Chapter 39, Title 37, Mississippi Code of 1972;
- i. provide overall instructional time that is equivalent to or greater than that required under § 37-1-11 and 37-13-67, but which may include on-site instruction, distance learning, online courses, and work-based learning on nontraditional school days or hours; and
- j. provide data to the department as deemed necessary to generate school and district reports.

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Chair, Board of Education

  
\_\_\_\_\_  
Date



## ***Forward First: Innovations Have Made a Difference***

Corinth School District(CSD) serves approximately 2,600 students in three schools. In Spring 2015, the District refined and expanded its strategic plan to include big dreams for our children/youth. Our plan's promise was that every student in Corinth Schools be known by name, strength and need, and graduate prepared for college or career, and citizenship. The collective commitment embodied in our plan was grounded in the community's deep belief that Corinth students are capable of reaching ambitious goals and our plan was driven by students' aspirations for the future. Although we have faced adversity in the implementation of this plan, the Corinth community's support remains steadfast in our commitment to these innovations, the Cambridge International Assessment program, and the promises it holds for our children and their future.

The basis of the CSD renewal application is the result of a continuous four-year review of programs and the associated data. This review included representative stakeholders from the Board of Trustees, district and school administrators, teachers, support personnel, city leaders, business and community leaders, and parents, and students. This application demonstrates and highlights our record of success in implementing our innovative strategies, along with appropriate plans and actions need to be taken to build upon our successes. We believe the additional new strategies proposed will continue to prepare Corinth students for the 21<sup>st</sup> century.

Through the District of Innovation renewal application review and planning, we have reviewed our strategic plan and made **additional enhancements to reflect stakeholders' plans for improving teaching and learning through the year 2025.**

The **Vision Statement** of the Corinth School District and each of its schools is as follows:

***“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 ready skills needed to succeed in a global, knowledge based society.”***

In an attempt to achieve this vision effectively the School District and its schools have adopted the following **Mission Statement**:

***“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.”***

After a thorough review of programming, supporting documentation, and an analysis of schools and district data, the District reaffirms the **four key directives** that encompass the ideals needed to maximize student achievement. These **key directives** and our accomplishments toward achieving the associated goals are contained in this renewal application.

### **KEY DIRECTIVE 1: ACCOUNTABILITY**

To provide continuous improvement strategies that will systematically measure student progress and guide adjustments accordingly

- Progress will be measured against the strategic improvement plan objectives for targeted results and excellence based on student performance and effective site operations
- Schools' levels of performance will be evaluated through comprehensive state and local accountability systems
- As schools achieve greater results, they will be provided with greater autonomy and flexibility in making decisions about the operation of their schools and in enhancing the district's core curriculum



## **KEY DIRECTIVE 2: ACCESSIBILITY**

To ensure all students are educated at the highest possible levels of excellence

- Academic achievement gaps in our student populations based on race, ethnicity, gender, economic status, and special language/educational needs will be reduced and all students will maintain a positive or accelerated growth trajectory
- Proactive outreach to our parents and community including targeted efforts will be integral in our educational process to reach those who have been historically underserved
- All employees providing professional and support services will have access to the training and materials they need to complete their jobs

## **KEY DIRECTIVE 3: ACHIEVEMENT**

To track student and employee achievement for continuous improvement

- Data tracking systems will provide information on student and employee accomplishments and achievements
- Public relations efforts to highlight student and employee accomplishments and achievements will be enhanced
- Research and development efforts to provide additional opportunities for students and staff will increase
- Ongoing analysis and evaluation will occur to determine the best next steps in our continuous improvement process
- Once compliance is accomplished, our focus will be on innovation to achieve proficiency and then on to excellence

## **KEY DIRECTIVE 4: EQUITY**

To track the progress of closing the student achievement gaps to ensure equity for all children

- Programs and strategies targeted to the populations where the greatest achievement gaps (African-American and economically disadvantaged) exist will be developed and implemented
- The District will report to faculty, staff and the community the progress in closing this gap

The Corinth School District is a key component in building a successful community. Therefore, we believe and recommit to the following **core values**:

- Fostering a culture of excellence in our schools based on the atmosphere of high expectations for all children
- Being accountable for the education of all children by providing engaging, challenging, and effective instruction and assessment
- Recruiting and retaining teachers and staff to develop and deliver a rigorous and challenging curriculum to all children
- Provide engaging professional development and collaboration to improve teaching and learning in the classroom, school, and district
- Partnering with students, parents, and the community in the learning process
- Developing and enhancing deep sustainable partnerships so students have additional support to meet high standards
- Utilizing traditional methods and emerging technologies to communicate with families and the community

As we have implemented *Forward First*, our District of Innovation plan, foremost in our minds has been the continued vast difference in our students' levels of achievement and educational benefit. Just as all across the country children/youth living in poverty and/or students in the minority subgroups continue to not be as successful—gaps in academic achievement continue to range from a 20% to 40% difference. **Closing this achievement gap remains our greatest challenge!**



Over the last four years faculty and staff have diligently collected, reviewed and analyzed data and aligned these results to instructional practices and strategies in an effort to find answers that will help our students achieve. While this type of data shows us who is affected and what those students do not know, much of this traditional data does not address the most important question — **Why does the gap exist?** Answering this question required us to look deeper than academic test results. We have addressed rigor in the classroom and have increased the capacity of an already highly effective teacher cadre. We have equipped our classrooms with technology tools for instruction, provided web-based site licenses and software, along with instructional and technology coaching from a national expert. We have developed and rewritten classroom and benchmark assessments, provided new interventions and differentiated instruction and strategies. Still significant gaps exist among major subgroups within our school. Only by finding the answer to the question “**why**” will we be able to address the underlying issues and eliminate other hurdles to closing the gap.

To further bring clarity to the “**why**”, we looked to other types of data such as technology and attitudinal surveys telling us what students have available at home and what are their likes and dislikes about school. We looked at the communities in which our students live and assessed them for available resources. We talked to parents to find out how equipped they were to help their children academically. We talked to students about what motivates them to achieve in school. We believe we have the answer. ***The achievement gap existed primarily due to a lack of equity.*** With this truth driving our decision-making, we reformulated a new strategy based on providing an equitable environment so that all students have the same opportunity to succeed academically and be globally competitive.

***Forward First Keystones of Equity*** are:

- Our children must continue to be exposed to a rigorous internationally benchmarked curriculum
- Our children/youth and teachers must have the most current and relevant technology available to them that motivates them to teach for learning that prepares our students for college and careers
- Our teachers, parents and students must convince students from all subgroups to challenge advanced coursework
- Our children must have a community that supports their learning

Business as usual is simply not good enough for our students. The Mississippi College and Career Standards have increased the rigor in classrooms across our state. CSD has increased rigor as Corinth has embraced a set of international standards that require advanced thinking skills and assessments that do not rely solely on multiple choice responses or short answers. Through multiple technology enhancements, the resources have been provided to teach the skills needed for students to personalize their own learning using technology to achieve success. We have tried to make coming to school as exciting as not coming to school, and we believe additional proposed innovations will help facilitate the needed increased motivation.

Areas within our community where some of our students live lacked the basic resources for social, emotional, and academic growth. We knew the social, emotional and academic issues of parents needed to be addressed in order to meet the needs of the whole child. In an effort to meet these needs as a part of our innovative efforts, the District has committed the financial resources and added the following staff: College and Career Access Specialist (2020), Transition Coordinator for Special Needs Students (2020), Behavioral Specialist (2019), additional English Language Learner Interventionists (2017), Social Workers (2017), and a Family Engagement Coordinator (2017).

Over the last four years ***Forward First*** has redefined education based on the Corinth School District’s vision and implementation of its District strategic plan. As we have, and will further personalize learning, we can increase career opportunities for students enabling us to continue our achievement of the major goals that have and continue to narrow and close the achievement gaps while increasing overall student achievement along with preparing our students for lifelong success through the following:



- Recruit, train and retain highly effective teachers and leaders committed to teaching a diverse student population
- Provide teachers and students with curricular, instructional, and technological resources to enable them to promote and support achievement
- Concentrate resources and supports that will enable educators, students, and parents to create schools that meet the emotional, behavioral, and academic needs of students resulting in improved student achievement
- Increase the number of minority students and economically disadvantaged students enrolling in advanced classes.
- Increase the number of students who graduate from high school with necessary college and career readiness skills
- Implement a modified school calendar, day, and flexible learning experience to provide students with multiple opportunities to learn through timely intervention and enrichment activities

*Forward First* changed the culture of educational professionals through the establishment of a system that enabled them to deliver a level of instruction that produces an educational product that is internationally competitive. Educators have collaborated and been supported through Professional Learning Communities as they used data sources to analyze the needs, gaps, and issues facing our students.

In every school, **teachers** have:

- Implemented a modified school calendar providing students with opportunities to learn through timely intervention and enrichment activities
- Created a culture of high expectations through teaching and learning immersed in a balanced internationally benchmarked curriculum and assessment program designed to prepare students to compete successfully in a global economy
- Engaged students in relevant differentiated learning experiences to meet the needs of a diverse population
- Built capacity among teachers and students re-inventing the classroom learning experience through the innovative use of curriculum, instructional and technological resources
- Created and implemented a differentiated diploma system providing multiple pathways to college and career readiness

As a result of our innovative strategies, school and teacher leaders have led fellow staff in creating schools responsive to an ever-changing global society.

In every school, **leaders** have:

- Incorporated a data driven student progress monitoring system
- Ensured that each school has successfully created a system that ensures the fidelity of the delivering of a balanced, internationally benchmarked curriculum and assessment program for all students
- Employed the use of multiple data measures in making instruction, assessment, and management decisions
- Hired, retained, and developed a culturally diverse teaching staff
- Committed to a continuous improvement process emphasizing his/her own leadership development and engaging all staff in common planning time, professional learning communities, and job-embedded professional development.
- Worked with a national expert facilitating technology change in the classroom

In every school, **students** have:

- Developed a deeper understanding of the core curriculum offerings, coupled with the development of technology and thinking applications and skills, giving them the ability to make relevant applications of the knowledge learned



- Challenged a rigorous course of study supported by internationally benchmarked exams that provide them with academic comparisons to their international peers
- Exited high school with the necessary college and career readiness skills

In every school, **community partners** have:

- Provided expert knowledge about their own area of specialty in assisting students to develop career awareness
- Supported students and teachers with information and concern where needed
- Actively participated in activities with students of all ages to help them achieve their goals

## ***Forward First: School Learning Environment***

In an effort to create engaging learning environments designed to significantly improve learning and teaching, ***Forward First*** emphasized strategies, tools, and supports allowing us to personalize the learning experience for students and prepare them for college and careers, thereby equipping them with the content knowledge, critical thinking, and career skills to better compete in an international marketplace. To guide these innovative efforts and proposed new ones we have operated under and will continue to recognize these **key conditions** needed to collaboratively work with stakeholders to implement innovative efforts.

### **Condition 1: Continuous Improvement of Curriculum, Instruction, and Student Achievement**

- Adapt and adhere to a clear mission statement: High school students prepared for post-secondary study and a career
- Teach all students an accelerated curriculum based on international standards and increased instructional rigor
- Believe students' learning is first and all students can learn a rigorous curriculum
- Assess, prioritize, plan, do and evaluate
- Focus on closing the achievement gaps among subgroups of students

### **Condition 2: Leadership Focuses on Key Practices as a Guide to School Innovation**

- Continue School Innovation Leadership Teams
- Focus Instructional Teams that on core groups of students—on what is taught, how it is assessed and how students become independent learners
- Continue School Data Teams
- Facilitate and encourage hands-on, interdisciplinary project-based and experiential learning
- Broaden the definition of rigor based on international standards
- Solicit frequent feedback from students on what they value and desire in their educational experience

### **Condition 3: Stakeholder and Board of Trustees' Support for Replacing Mississippi College and Career Readiness Standards and the Mississippi Graduation Track**

- Continue implementation of the Cambridge International Curriculum at elementary, middle and secondary levels
- Improve the middle grades to high school transition through implementing a Middle School *Excellence for All* Model
- Improve high school to college and career transition through the Cambridge International Curriculum and experiential learning career-technical classes
- Have all students complete challenging academic core and focus areas of instruction
- Offer a career-focused program of study
- Provide advanced courses in STEM (Science, Technology, Engineering and Mathematics through an Academy)
- Provide access to the general education requirements for post-secondary education

- Make co-curricular activities an essential part of the high school curriculum

#### **Condition 4: District Leaders Support School Leaders and Teachers to Carry Out Key Practice**

- Ensure time for teachers to plan together
- Provide financial support for materials
- Support at least 10 days of professional development annually focused on educators’ needs to improve student learning
- Encourage planning among academic and career technical teachers; high schools and career centers; and between the high school, middle grades, and post-secondary schools
- Provide a differentiated compensation system to reward teachers for increased student achievement

With these key conditions met and support from stakeholders, Corinth School District will continue in its cultural shift needed to provide equity for all of our students. We will create a “zone of mediation,” an equity-oriented place for students to become empowered with the knowledge they need to be successful adults (Oakes, et al 2010). Considering that 68% of our students are from low socioeconomic cultures, many of whom are living in single-parent homes with no knowledge about college and career access, we are determined that they receive the technical, political, and cultural support they need to be successful. Corinth School District intends to deliver the continued work on these innovations and new ones, but also the cultural shift to value each and every one of our students in the district. Corinth stakeholders are committed to making this normative shift and additional professional development activities to facilitate this shift.

The Corinth School District believes we have implemented ***Forward First*** with vigor and fidelity within the constraints imposed over the last four years due to changes in federal legislation and the COVID-19 pandemic. We believe we have and will continue in our commitment to:

- Deepen student learning and accelerate student achievement
- Expand student access to the most effective school leaders and teachers
- Decrease achievement gaps across student groups
- Increase the number of minority and economically disadvantaged children in advanced classes
- Increase the rates at which students graduate from high school prepared for college and careers
- Increase Average Daily Attendance
- Decrease dropout rates and increase 4-year and 5-year cohort graduation rates

For over 65% of the students involved in this project who live and experience abject poverty on a daily basis, hope is what they will see as a result of our innovative efforts. The hope is that their experience in a world-class educational system will prepare them to compete and be successful in a global economy. As we move into the next stages of our innovations, ***Innovate, Personalize, Educate: Moving to a Higher Degree of Learning*** will serve all schools in the Corinth School District through providing a more personalized learning environment based on international teaching standards in an effort to prepare our students for a global economy. The Corinth School District is dedicated to increasing student achievement and has a successful track record in maintaining high academic standards. This renewal application highlights our District’s success in accomplishing the following goals and associated innovations:

Listed below are the ***Forward First District of Innovation Goals***:

- Create a culture of teaching and learning immersed in a balanced, internationally benchmarked curriculum and assessment program designed to prepare students to compete and be successful in a global economy.
- Implement a modified school calendar to provide students with increased opportunities to learn through timely intervention and enrichment activities.
- Create a differentiated diploma system providing multiple pathways to college and career readiness.
- Engage students in relevant differentiated learning experiences to meet the needs of a diverse population
- Recruit, train and retain highly effective teachers and leaders committed to teaching diverse students and increase student learning to close achievement gaps.



- Build capacity among teachers and students to re-invent the classroom learning experience through the innovative use of curriculum instruction and technological resources.
- Focus resources and support to create innovative schools that address the emotional, behavioral, and academic needs of students to improve student achievement.

Listed below are the associated ***Forward First*** innovations that are requested to be continued to accomplish ***Innovate Personalize Educate: Moving to a Higher Degree of Learning***:

- Internationally Benchmarked Curriculum
  - Cambridge Primary
  - Cambridge Secondary
  - Cambridge Advanced
- Modified School Calendar
  - Quarter System
  - Targeted Remediation and Enrichment Intersessions
  - College Credit Intersessions
  - Technical Courses/Workplace Internships
- Differentiated Diplomas
  - Seven Diploma Options
  - Expanded Dual Credit/Enrollment Options
  - Credit by Demonstrated Mastery
- Career Academy with Industry Experts
  - College and Career Access Specialist
  - Corinthian Pillars Learning Projects
  - Experiential Learning
- Important Cultural Shifts and Support for Teaching and Learning
  - Blended-Learning for Literacy Instructional Block - K – 3<sup>rd</sup> grade
  - Yellow Dog Hotspots
  - Recruiting and Retaining Teachers
  - Building Staff Capacity
  - Differentiated Teacher Compensation

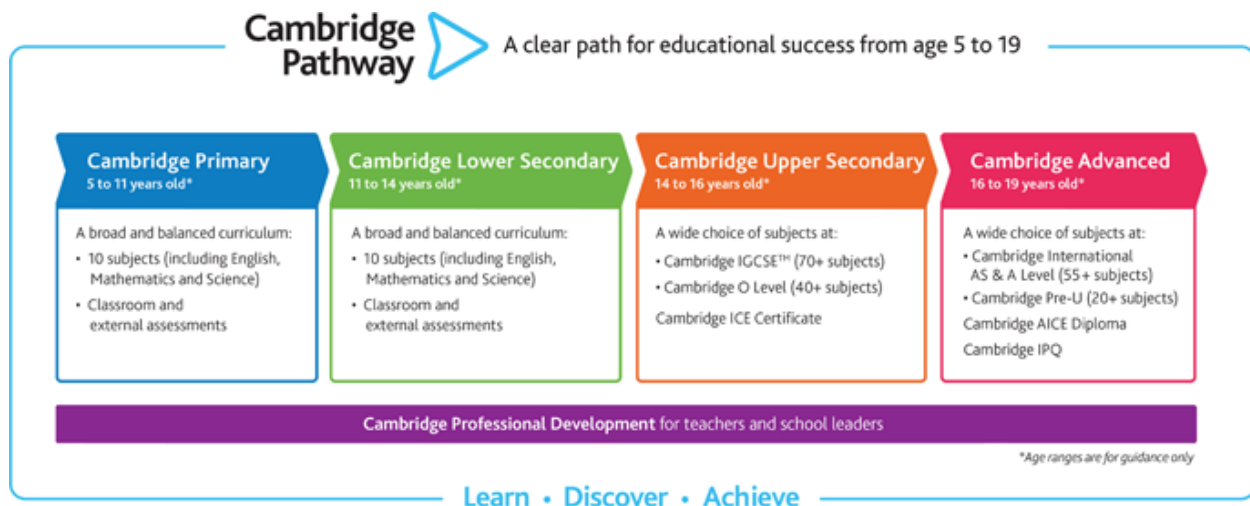
**GOAL: Create a culture of teaching and learning immersed in a balanced, internationally benchmarked curriculum and assessment program designed to prepare students to compete and be successful in a global economy.**

## INTERNATIONALLY BENCHMARKED CURRICULUM

The Corinth School District is committed over the next five years to continuing its implementation of the Cambridge International Assessment program. Corinth's initial program involvement began when selected as one of four school districts to participate in a Mississippi Department of Education sponsored innovative high school project. Faculty and staff met over a period of six months and reviewed options that could lead to a more rigorous and challenging curriculum that would better prepare students for college and career readiness. After a careful review of the International Baccalaureate, ACT Quality Core, and Cambridge International Exam programs, the Corinth High School faculty selected the Cambridge International Exam program. While this was a high school decision, the District recognized that Cambridge had a pathway for Kindergarten through Grade 12 that could be utilized.

### Cambridge Pathway for K-12

The Cambridge Pathway program, for grades K-12, offers a learner-centered instructional system aligning curriculum, teaching, learning, and assessment.



The four stages of the Cambridge Pathway lead seamlessly from primary to secondary and pre-university years. Each stage – [Cambridge Primary](#), [Cambridge Lower Secondary](#), [Cambridge Upper Secondary](#) and [Cambridge Advanced](#) – builds on the learners' development from the previous one, but can also be offered separately. The Cambridge Pathway offers a highly personalized approach to learning that empowers students to achieve educational success. Initial implementation began at Corinth High School with the Cambridge Upper Secondary Program offering the Cambridge International General Certificate of Secondary Education (IGCSE) program at the ninth and tenth grade levels. Faculty and staff made the decision that all ninth and tenth graders, rather than a cohort, would be exposed to this rigorous course of study offered through the IGCSE courses. This decision was made from an equity perspective as teachers argued that what was good for one group of students was good for all. Students in grades eleven and twelve would have the opportunity to continue to take Cambridge's Advanced International Certificate of Education (AICE) courses, Mississippi curriculum courses, or a combination of the two.

The IGCSE courses are designed to prepare children to be successful in the Cambridge Advanced component of the pathway. Corinth High School initially offered these courses to children in the eleventh and twelfth grade. However, over the last two years these are now being offered to children as low as the ninth grade due to their abilities to challenge these exams with success.

As a result of selecting Cambridge International Exam program, two divisions of the school were created. The Lower Division offers all ninth and tenth graders the International General Certificate of Secondary Education courses such as Coordinated Math I, Coordinated Math II, Biology, Chemistry, Physics, English Language, English Literature, World History, and United States History. At the end of each course, students take a Cambridge International program-administered examination. The student receives both a grade in the course by the local teacher and a college and career readiness measure based on his/her performance on the IGCSE exam. All examinations are sent to England where they are scored by highly trained professionals employed by Cambridge University. If a student demonstrates successful performance in each of the IGCSE classes, then he/she may enroll in an open enrollment university or community college in Mississippi. Students who choose to continue on in high school may then enroll in the Advanced Division if they wish and take a series of Advanced International Certificate of Education courses that allow them to earn college credit by examination.

As the District has expanded Cambridge offerings it now offers IGCSE courses to students at an earlier age. Corinth Middle School began offering Biology, Coordinated Math, and the English Language courses to eighth graders during the 2016-17 school year. These numbers have grown each year and currently the District has sixty-three (63) students or 32% of Corinth Middle School students taking IGCSE courses that are normally taken in grades 9 and 10. The course enrollment for the last four years is presented in the table below:

**IGCSE Course Enrollment  
Corinth Middle School**

<b>Year</b>	<b>Mathematics</b>	<b>Science</b>	<b>English</b>
2016-2017	47	33	26
2017-2018	37	21	27
2018-2019	37	33	43
2019-2020	32	50	51

*Source: Corinth School District Data*

Corinth High School, a 600 student high school, presently offers 21 AICE classes for students in all major content areas, the arts, technology, and foreign languages. In addition, an Advanced Placement Calculus class is also offered. Listed below is a listing of the AICE classes presently offered at Corinth High School:

- |                               |                       |
|-------------------------------|-----------------------|
| English Language              | United States History |
| English Literature (A Level)  | European History      |
| English Literature (AS Level) | Sociology             |
| General Paper                 | Divinity              |
| Biology                       | Global Perspectives   |
| Chemistry                     | Economics             |
| Environmental Science         | Geography             |
| Marine Science                | Spanish               |
| Spanish                       | Thinking Skills       |
| Pure Mathematics              | Media Studies         |
| Art Portfolio                 |                       |

Corinth’s increase in number of offerings and students enrolled in AICE classes has been recognized by the Cambridge International Assessment Program. Corinth High School was named the Cambridge District of the Year Award, in the small district category, for 2018-19 academic year. This award is presented to the District that has increased access to the rigor of the Cambridge curriculum while simultaneously sustaining or improving student



exam performance. Corinth High School expanded access to Cambridge International exams by 6% from the 2017-2018 school year and increased the number of subjects offered to students by adding nine (9) new subjects. **Corinth's number of students enrolled and challenging AICE classes and exams has been further recognized by its inclusion as the only Mississippi High School included for the last three years in the Jay Mathews Challenge Index, the oldest high school ranking system in the country, beginning in 1998 in both *Newsweek* and *The Washington Post*.** This index, which does not rely on test scores, is the only index that compares private and public schools. It ranks high schools by a simple ratio: the number of Advanced Placement, International Baccalaureate or Cambridge tests given at a school each year, divided by the number of seniors who graduated that year. Schools ranked No. 220 or above are in the top 1% of America's 22,000 high schools. Corinth High School was No. 269 on the 2019 index and **moved into the top 1%** of America's high schools by being ranked No. 76 on the index in 2020.

In addition to adding the courses, Corinth has addressed an equity issue of students enrolling in AICE classes. Many students have refused to enroll in AICE classes because of the stigma attached to being in one of these classes. The District has recognized that due to the preparation of students in the Primary, Secondary and IGCSE programs that students are capable of successfully completing and challenging the AICE classes and exams. As a result of this, all 10<sup>th</sup> grade students are now enrolled in the AICE General Paper class and all 11<sup>th</sup> grade students are enrolled in the AICE Global Perspectives class.

In the 2013-14 school year, Corinth Middle School implemented the Lower Secondary Program. The implementation decision was driven by the need for middle grade children to be exposed to a more rigorous international program before arriving at the high school. Teachers and staff were trained by representatives from Cambridge. In an effort to check for understanding and determine placement and success in the Upper Secondary program, children are administered a Checkpoint Exam at the end of the eighth grade year. This exam is a comprehensive examination that covers all of the content in the areas of English/language arts, mathematics, and science. **Scores on the Cambridge Checkpoint** scale are from 0.0 (the lowest level of achievement) to 6.0 (the highest level of achievement). These exams are administered in May of each year and have been administered each year except for last year due to the COVID-19 pandemic. Students have had great success as they have experienced this more robust, rigorous and challenging middle school curriculum. Results from the Corinth Middle School's administration of the Lower Secondary Checkpoint are listed in **Appendix A**.

In 2014-15 the Corinth School District transitioned to the Cambridge primary program for kindergarten through Grade 5 by completing crosswalks between Common Core State Standards and Cambridge International Assessment standards, and in 2015-16 between Cambridge International Assessment standards and Mississippi College and Career Readiness Standards. This resulted in the development of a standards-based report card being utilized for kindergarten through 3<sup>rd</sup> grade in effort to give parents a greater understanding of a children's level of mastery. Students take a Cambridge Checkpoint exam at the end of Grade 5 covering the Primary content. This exam is a comprehensive examination that covers all of the content in the areas of English/language arts, mathematics, and science. **Scores on the Cambridge Checkpoint** scale are from 0.0 (the lowest level of achievement) to 6.0 (the highest level of achievement). These exams are administered in April of each year and have been administered each year except for last year due to the COVID-19 pandemic. Students have had great success as they have experienced this more robust, rigorous and challenging middle school curriculum.

Results from the Corinth Middle School's administration of the Cambridge Primary Checkpoint are listed in **Appendix A**.

During the first two years of our District of Innovation status the District developed and administered benchmark assessments to measure student progress on mastering the program objectives, In addition, Progression Tests were developed and administered in Grades 2, 3, 4, 6, and 7 at the end of the year as a summative evaluation. These were discontinued after the Mississippi Department of Education notified the District that it would not be possible for their inclusion in the Mississippi Accountability model.



It is widely recognized that it takes four or five years for teachers to become familiar and proficient with advanced learning programs and students need the same amount of time to demonstrate excellence in these programs. Corinth enjoyed early success in the program as evidenced by, in its first year of existence, **three students earning an Advanced International Certificate of Education Diploma**. Since that time numerous other students have earned an AICE Diploma and this information is discussed in the Diploma Options section of this application.

Cambridge IGCSE and AICE examinations are administered twice a year. Multiple papers comprise each exam and the examination format is primarily an open-ended, essay format, which is somewhat different from the Mississippi Academic Assessment Program assessments. All students enrolled in these classes take the examinations. IGCSE and AICE examinations results for the last four years can be found in **Appendix B**.

Corinth has seen increased numbers of students challenging these exams. The tables below list the number of IGCSE and AICE examinations taken each year along with the passage rates.

#### Four-Year History of IGCSE Examinations

YEAR	# ADMINISTERED	% PASSING
2016-2017	1134	80%
2017-2018	991	84%
2018-2019	785	77%
2019-2020	NG*	NG*

*\*IGCSE exams were not administered in the 2019-20 school year due to COVID-19*

*Source: Cambridge Score Reports*

#### Four-Year History of AICE Examinations

YEAR	# ADMINISTERED	% PASSING
2016-2017	497	58%
2017-2018	573	58%
2018-2019	923	62%
2019-2020*	748	68%

*\*Numbers are less than previous year due to COVID-19.*

*Source: Cambridge Score Reports*

Cambridge data provide Corinth School District administrators, teachers, and parents with a wealth of information about a student, teacher, grade, and school performance. Data are analyzed in various ways to help each of these stakeholders understand the data and have meaningful discussions to improve future student achievement and growth.

Students are required to submit work samples that are graded and scored by Corinth School District teachers prior to submission. Cambridge graders moderate submitted work samples and confirm or make adjustments to the teacher-submitted grades as a part of the final assessment score. These moderator reports are reviewed with individual teachers and departments in an effort to better calibrate markings on regular assignments along with coursework to be submitted to Cambridge in the future. Checkpoint and IGCSE results that are provided by curriculum strands. Test questions are examined in grades 5, 8, 9, 10 and 11 to look for curriculum misalignments, gaps, and instructional coverage issues.

Teachers and administrators hold debriefing sessions following exam administrations to review exam content, item type, and test structure in an effort to gain teacher perceptions and understanding that can inform instruction



for the next year. Students are also asked to discuss their perceptions of each current exam and their preparation for answering the questions.

A comprehensive data review involving teachers, administrators, and content specials takes place upon receipt of the results. These discussions involve specific item and strand analysis, review of student performance in relationship to grades earned in the class, and overall performance. All of this is done in an effort to inform instruction that can accelerate growth and increase student achievement.

Individual student data conferences are also held to discuss results with students in an effort to guide them in their efforts to become more informed about their assessment and learning experiences. Guidance is provided on performance with recommendations for improvement as students look to how they can improve and grow in their Cambridge courses.

Equity is a key component of Corinth's innovation efforts. Data are analyzed in an effort to determine if there are disproportionate numbers of traditionally under represented students in courses and content efforts. This is done as one of our key goals is to increase the numbers of these traditionally under represented populations in our advanced classes.

### **Cambridge International Examination Awards**

Each year Corinth High School has numerous students receive prestigious awards from Cambridge International Examinations to acknowledge their outstanding performance. The Outstanding Cambridge Learner Awards program celebrates the success of learners taking IGCSE and AICE Cambridge examinations in over forty countries around the world. Cambridge places learners at the center of their international education programs and qualifications, which are inspired by the best in educational thinking. These awards are issued to learners who have earned an exceptional score on multiple end of course exams in one year. Sixty Nine (69) students have earned Cambridge Learner/Scholar awards over the last four years.

*In addition, Corinth High School students have further been recognized as 8 students have received the Top in the Country Award signifying the highest scores in the United States on multiple different IGCSE and AICE examinations.*

In addition to the above awards, the Corinth School District recognizes those children that achieve the college and career readiness measures on the IGCSE exams that was established by the National Center on Education and Economy. These measures were determined by independent panels and percentage uniform marks were established that indicate a student is capable of completing college level coursework. Numerous students earn an honor cord for achieving a college and career readiness award each year.

An annual Cambridge Awards Ceremony is held in January of each year to recognize these students. Generally, over 30% of the Corinth High School student body is recognized at this ceremony for their Cambridge accomplishments. Students that earn the AICE Diploma receive a red robe at the Cambridge Awards Ceremony to wear at graduation. AICE stoles are provided to those students who earn 4 or more AICE credits. IGCSE students who earn college and career readiness receive honor cords and students who earn college and career readiness in all subject areas receive a medallion. *A table found in Appendix C provides a listing of the number and types of recognitions for each year.*

Corinth teachers and students have accomplished these awards while trying to navigate and gain mastery of both the Cambridge and Mississippi College and Career Readiness standards. These awards demonstrate our teachers' and students' capabilities to achieve excellence in the Cambridge program.

Corinth's accomplishments and dedication to this internationally benchmarked program have been recognized as Corinth High School applied for, and Cambridge selected **Corinth High School as a Model Demonstration Center**. Corinth will host our first virtual model showcase in November 2020. Schools from across the country will be in attendance.



While Corinth students have continued to excel on Cambridge International Assessment program examinations, the District had to begin to focus on the Mississippi Academic Assessment Program (MAAP) assessments beginning in the 2018-2019 school year. Prior to the 2017-18 school year the Mississippi Department of Education had not reported this assessment data for the Corinth School District. Charts found in **Appendix D** indicate the progress Corinth students and teachers made when taking the MAAP assessments in the 2018-2019 school year.

Corinth Elementary and Corinth Middle School students performed exceptionally well and each of these schools improved their accountability rating from the year before. Corinth Elementary School moved from a D to an A. Corinth Middle School improved from a C to a B. While current teachers continue to teach the Cambridge standards, the focus on the types of student assessment changed which helped students be more familiar with these type tests.

Corinth High School continued to struggle as the Mississippi Accountability Model continues to use banked data in the areas of Algebra I and Biology. While student scores are improving on the MAAP assessments, it will take several years for the school to overcome these scores. However, Corinth students demonstrate their academic achievement through examining a five year history of ACT scores.

A five-year trend of ACT scores shows Corinth students consistently outperform the state and the only 2018 composite exceeded the national average. Corinth’s composite of 20.9 exceeded the national average of 20.7. The five year trend also shows a three-year increase in Corinth’s ACT scores from 2016-2019.

Listed below is a chart summarizing the Corinth School District ACT scores since 2016:

**Five-Year Trends—Average ACT Scores**

Year	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2016	19.3	17.9	19.4	18.0	19.6	18.7	19.7	18.5	19.7	18.4
2017	20.5	18.2	19.8	18.1	20.2	18.8	20.1	18.8	20.2	18.6
2018	21.0	18.2	19.8	18.1	21.6	18.9	20.7	18.6	20.9	18.6
2019	19.1	18.1	19.2	17.9	20.0	18.9	19.8	18.4	19.6	18.4

Source: ACT

Corinth continues to work to increase the number of children who are meeting the ACT College Readiness Benchmark scores. Twenty-four (24) percent of all Corinth seniors have met all four college benchmarks, which is double the state average of twelve (12%). Listed below is a chart showing the percent of students who met the ACT College Readiness Benchmark Scores by Race/Ethnicity.

**Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity  
2018-2019 School Year**

Race/Ethnicity	English %	Mathematics %	Reading %	Science %	All Four %
All Students	51	32	38	31	24
Black/African American	23	3	14	3	0
American Indian	100	0	0	0	0
White	68	49	52	49	39
Hispanic/Latino	29	18	2	12	6

As the chart above indicates, there is a considerable gap between white students and all other subgroups. This is a major issue in the Corinth School District, and one that has been addressed over the last four years. While some progress has been made, considerable work needs to be done in this area and this will be a major emphasis over the next five years. The charts below shows the gaps that exist on the Mississippi Academic Assessment Program from the 2019 to the 2018 administration.

**Corinth School District English Language Arts Gap Analysis  
2019 to 2018 Comparison**

<b>Subgroup</b>	<b>2019 % Proficient</b>	<b>2019 Gap</b>	<b>2018 % Proficient</b>	<b>2018 Gap</b>	<b>Gap Increase Decrease</b>	<b>Increase Decrease Amount</b>	<b>Gap to 70% Goal 2018</b>	<b>Gap to 70% Goal 2019</b>
<b>All Students</b>	43.3%		36.5%				-26.7%	-33.5%
<b>White</b>	57.9%		51.9%				-12.1%	-18.1%
<b>African American</b>	20.0%	-37.9%	17.4%	-34.4%	Increase	3.5%	-50.0%	-52.6%
<b>Hispanic</b>	23.4%	-34.5%	14.7%	-37.1%	Decrease	2.6%	-46.6%	-55.3%
<b>Asian</b>	53.3%	-4.5%	46.7%	-5.2%	Decrease	0.6%	-16.7%	-23.3%
<b>Multiracial</b>	43.8%	-14.1%	25.9%	-26.0%	Decrease	11.9%	-26.3%	-44.1%
<b>Native American/ Pacific Islander</b>			*	*				*
<b>Not Economically Disadvantaged</b>	61.2%		53.7%				-8.8%	-16.3%
<b>Economically Dis- advantaged</b>	30.7%	-30.5%	25.1%	-28.6%	Increase	1.9%	-39.3%	-44.9%
<b>Students without Disabilities</b>	45.2%		37.7%				-24.8%	-32.3%
<b>Students with Dis- abilities</b>	24.0%	-21.3%	24.6%	-13.1%	Increase	8.1%	-46.0%	-45.4%
<b>Not Limited En- glish Proficiency</b>	45.1%		38.3%				-24.9%	-31.7%
<b>Limited English Proficiency</b>	10.3%	-34.8%	1.6%	-36.7%	Decrease	1.9%	-59.7%	-68.4%
<b>Male</b>	38.8%		33.8%				-31.2%	-36.2%
<b>Female</b>	47.7%	8.9%	39.3%	5.5%	Increase	3.4%	-22.3%	-30.7%



**Corinth School District Gap Analysis Mathematics**  
**2019 to 2018 Comparison**

<b>Subgroup</b>	<b>2019 % Proficient</b>	<b>2019 Gap</b>	<b>2018 % Proficient</b>	<b>2018 Gap</b>	<b>Gap Increase Decrease</b>	<b>Increase Decrease Amount</b>	<b>Gap to 70% Goal 2018</b>	<b>Gap to 70% Goal 2019</b>
<b>All Students</b>	43.8%		30.1%				-39.9%	-26.2%
<b>White</b>	58.5%		43.0%				-27.0%	-11.5%
<b>African American</b>	17.8%	-40.7%	8.8%	-34.2%	Increase	6.5%	-61.2%	-52.2%
<b>Hispanic</b>	32.8%	-25.7%	19.2%	-23.8%	Increase	1.9%	-50.8%	-37.2%
<b>Asian</b>	71.4%	12.9%	69.2%	26.2%	Decrease	13.3%	-0.8%	1.4%
<b>Multiracial</b>	35.4%	-23.2%	23.2%	-19.8%	Increase	3.3%	-46.8%	-34.6%
<b>Native American/Pacific Islander</b>			*	*				
<b>Not Economically Disadvantaged</b>	64.8%		48.5%				-21.5%	-5.2%
<b>Economically Disadvantaged</b>	29.5%	-35.2%	17.5%	-31.0%	Increase	4.2%	-52.5%	-40.5%
<b>Students without Disabilities</b>	46.5%		31.5%				-38.5%	-23.5%
<b>Students with Disabilities</b>	18.7%	-27.8%	16.2%	-15.2%	Increase	12.5%	-53.8%	-51.3%
<b>Not Limited English Proficiency</b>	45.1%		31.5%				-38.5%	-24.9%
<b>Limited English Proficiency</b>	21.1%	-24.0%	3.2%	-28.4%	Decrease	4.4%	-66.8%	-48.9%
<b>Male</b>	45.3%		32.6%				-37.4%	-24.7%
<b>Female</b>	42.2%	-3.1%	27.5%	-5.1%	Decrease	2.0%	-42.5%	-27.8%

**GOAL: Implement a modified school calendar to provide students with increased opportunities to learn through timely intervention and enrichment activities.**

## **MODIFIED SCHOOL CALENDAR**

School calendars throughout the history of formal schooling in America have reflected the particular needs of a community. In agricultural areas, it was not unusual for the school calendar to be for only five or six months a year. Over the course of history, the need developed for a more standardized curriculum by grade level with a corresponding standardized amount of time children were to spend in school due to the mechanization of agriculture, the migration of families to urban areas, and an increase in family mobility. The present school calendar as we know it today emerged and there have more recently been several alternatives proposed to this type calendar.

A 1994 report issued by the National Education Commission on Time and Learning urged school districts to consider calendars that acknowledged differences in student learning and the major changes taking place in American society. A growing concern existed and continues to exist about the relationship school calendars have to students at risk for academic failure. The long summer vacation that follows the typical school calendar has been associated with a decline in achievement test scores (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996) and has been implicated as a major source of the gap in learning between students from different economic backgrounds, due to students' differential access to learning opportunities in the summer (Alexander, Entwisle, & Olson).

The Corinth School District has moved from a traditional calendar to a modified calendar that follows a quarter system. **Calendars for each of the four years are found in Appendix E.** Research suggested that children learn best when instruction is continuous. The long summer vacation breaks this rhythm of learning and teachers have to spend significant amounts of time reviewing material when children return to school in the fall. This calendar has been coupled with a comprehensive remediation/enrichment/transition schedule primarily using Title IV, Part B and local school district funds.

For school year 2016-2017, classes began in the District on August 1, 2016, and graduation was held on June 16, 2017. District students attended school for nine weeks and had a three-week break in October. Students and teachers continued to enjoy the traditional time off at Thanksgiving and Christmas. At the end of the third nine weeks in March, students again had a three-week break and returned to school on April 1 to begin the final grading period of the year. Students still attended the required 180 days of school. However, the shift in timing allowed for more days for students to be engaged in learning if needed or desired. By changing from the 6-week grading schedule to the 9-week schedule, student and teachers spent less time testing and more time teaching and learning. Also, by expanding the break time between the grading periods, there was a more intense skills focus on remediation and more opportunities for cultural enrichment projects for students who wish to get ahead. By shortening the summer break, the district hoped to diminish summer loss. The schedule was designed with the Mississippi Assessment Program in mind. The Mississippi Department of Education and assessment vendors have worked with the Corinth School District to determine allowable test administration windows.

Responding to the requests of parents, the school modified the calendar beginning in the 2017-18 school year by reducing the 3 week remediation period in the Spring to two weeks. This was done in an effort to end school a week earlier as teachers and parents struggled with the concept of Corinth students remaining in school almost a month past other schools in the area. However, the time of remediation was not decreased because those students in need of remediation did not receive the traditional spring break.

In addition, as funds became available the District has offered over the last three years additional summer programs. Our most challenged students have benefitted from an additional 15 days of focused instruction.



**Enrichment and Foundational Studies** occur during the fall and spring intersessions for students in Pre-Kindergarten through Grade 6. A three week intersession is held in the fall and a two-week intersession in the spring. A sample Foundational Studies schedule is found in **Appendix F**. Students have access to intensive remediation and enrichment activities during this time. Thematic based learning allows teachers to provide diverse cross-curricular, technology-rich learning opportunities to students. Note: Corinth School District offered an online learning academy in summer 2020 in an effort to decrease the anticipated COVID-19 slide.

The chart below shows the themes that have been the focus of the last four years of intersessions:

### Intersession Themes

School Year	Intersession Term	Theme	Prek-6 Activities
2016-2017	October 2016	The Great Outdoors: Going to Extremes	Art/Physical Education/STEM
	March 2017	Dr. Seuss: Oh” The Placed You’ll Go	Art/Physical Education/STEM
	Summer 2017	Foundational Studies/ Enrichment Activities	
2017-2018	October 2017	The Earth and Beyond	Art/Physical Education/STEM
	March 2018	Superheroes	Art/Physical Education/STEM
	Summer 2018	Foundational Studies/ Summer Fun Camps	A r t / M u s i c / S T E M Outdoors/Violin/Spin/Karate/PIYO/ Science Investigations/Movin’and Groovin’/Percussion /Fun Fitness
2018-2019	October 2018	Passport: Travel the World	Art/Physical Education/STEM
	March 2019	Reading: Your Ticket to Everywhere	Art/Physical Education/STEM/Food and Nutrition
	Summer 2019	Foundational Studies/ Enrichment	
2019-2020	October 2019	Night at the Museum	Art/Physical Education/STEM
	March 2020	Museums Alive!	Science Lab/Writing
	Summer 2020	Online Learning Academy	Virtual

Teachers, assistant teachers, district personnel, contract workers and students/volunteers staff our Foundational Studies and Enrichment programs. Teachers are compensated at \$22.00 an hour and assistant teachers at \$11.00 an hour for their services. Teachers, staff, and the community have demonstrated their commitment to this calendar and the programming through working or volunteering to provide these services.

Listed below is a chart outlining the staffing we have used in providing these services:

### Intersession Staffing

YEAR	SESSION	CES	CMS	CHS
2016-2017	Fall	24 teachers 5 assistants 3 District Personnel 5 volunteers	5 Teachers	6 Teachers
	Spring	30 teachers 8 assistants 4 District personnel 8 volunteers	6 Teachers	7 Teachers
2017-2018	Fall	53 teachers 15 assistants 4 District Personnel 5 volunteers	6 Teachers	8 Teachers
	Spring	36 Teachers 10 assistants 3 District Personnel 5 volunteers	5 Teachers	7 Teachers
2018-2019	Fall	38 Teachers 11 assistants 4 District Personnel 8 volunteers	5 Teachers	9 Teachers
	Spring	33 Teachers 9 assistants 3 District Personnel 6 volunteers	8 Teachers	7 Teachers
2019-2020	Fall	44 Teachers 11 assistants 4 District Personnel 7 volunteers	8 Teachers	8 Teachers
	Spring	24 Teachers 6 assistants 2 District personnel 4 volunteers	5 Teachers	8 Teachers

Each day of intersession begins with a high-energy motivational assembly with skills, music, competitions and speakers designed to engage motivate and excite students to learn. Students receive small group academic instruction and participate in project-based activities throughout the day. The activities include STEM/Robotics mobile labs, art, physical equation, and science and social studies related activities.





Intersession participants are recommended for Foundational Studies based on academic needs identified by assessment data, benchmark testing, and classroom teacher recommendations. The program is designed to increase the academic performance of students with failing grades, at risk of failing, and in the bottom 25% on Cambridge and Mississippi assessments. A personalized learning plan is developed for each child by his/her classroom teacher to allow the foundational studies teacher to personalize the learning during this time.

All Kindergarten-Grade 6 students are invited to enroll in the enrichment program. Teachers involved in the program are encouraged to be creative in guiding students to their highest potential in a fun and engaging classroom environment. Students follow a daily rotation of activities including physical education, science, and social studies related activities. STEM/Robotics mobile labs are also incorporated into the enrichment activities.

### Corinth School District Intersession Program

Foundational Studies	Enrichment
<b>Common theme</b> <b>Morning assembly with music, skits, competitions, speakers from community</b>	
<b>Students recommended by teacher based on skill deficiencies and assessment results</b>	<b>Open to all students</b>
<b>Additional staff create smaller class sizes and provide targeted small group instruction</b>	<b>Student directed learning</b> <b>group projects, flexible planning, and resource kits</b>
<b>Technology used to customize instruction to student needs</b>	<b>Technology used for project-based, personalized, and accelerated learning</b>
<b>Character Ed, Art, PE, Robotics, and Fun</b>	

## INTERSESSION ACTIVITIES

The District has partnered with numerous organizations and individuals to conduct varied activities to meet the needs of students during intersession, after school, and on nights and weekends. Partners in these undertakings have included Northeast Mississippi Community College (NEMCC), Blue Mountain College, Corinth School District Foundation, The Alliance, National Park Service, and others.

- **Continuum of Special Services-** Our social workers, behavioral specialists, and Family Engagement Coordinator are employed for twelve months. These individuals have provided supplementary services including individual or small group counseling, mentor relationships, and character education. Our College and Career Access specialist has provided direct assistance in facilitating advanced-level work, internships, and work experiences.
- **Dual Enrollment/ Dual Credit-** In collaboration with NEMCC and Blue Mountain College Corinth has offered academic core classes for students during the regular year and during intersession. The District has provided the following Dual Credit/Enrollment opportunities to students: English Composition I, English Composition II, British Literature, Human Anatomy and Physiology I, Human Anatomy and Physiology II, Biology I, Biology II, Spanish I, Spanish II, College Algebra, Trigonometry, Calculus I, Calculus II, Music Appreciation, Business, Communication and Technology



- **Specialty Seminars-** Our College and Career Specialist and Transition Coordinator have held sessions for students who have questions about local career options, questions about college, or who are interested in activities not taught in school. The staff has facilitated the opportunity for students to participate in leadership programs, workshops, and seminars led by local business and community leaders.
- **Intense Personalized Remediation** - These small windows of opportunity allowed individual students to get the intense help needed in core skills such as literacy, reading fluency, math theory, and science from their classroom teachers and subject area specialist. Remediation sessions were used to catch student deficiencies, target them immediately, and help complete work that needed to be made up.
- **College Knowledge and Entrance Test Preparation** - The Corinth School District Foundation has attempted to level the playing field in the area of ACT preparation. Many students were using a private ACT tutor to help advance their child's ACT score. The Foundation has employed this tutor to provide ACT tutoring for all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students. Sessions have also been held to give students information about scholarships, grants, and FAFSA.
- **Little Warrior Camp** - Focused intersessions activities have offered students enrichment experiences in learning to play musical instruments, building science projects, producing a play, technology projects, and creating nature and recycling projects, as well as volunteering in community service projects (based on local concerns).

Listed below is a table showing the total intersession enrollment for the last four years.

### Intersession Enrollment

2016-2020

Year	Number Enrolled
2016-2017	592
2017-2018	662
2018-2019	589
2019-2020	643

The significant difference being made in the lives of Corinth Pre-Kindergarten and Kindergarten students is one of the **most powerful examples** of how increased real-time focused interventions. Students in Kindergarten were able to attend the intersessions during the 2016-17 school year. **The Intersession Impact Charts** that follow describe the positive effects that focused interventions make on Pre-K and Kindergarten children attending intersession.

Teachers, assistants and volunteers provide real-time intensive direct instruction to students during the intersessions. The power of additional time and direction on an increase in student achievement is demonstrated in student performance on the STAR Early Literacy Test that is administered in Pre-Kindergarten and Kindergarten to determine readiness.

In the 2016-17 school year, twenty-four (24) students attended intersession for fifteen or more days. These students had a beginning of the year scale score of 494 and exited Kindergarten with a scaled score of 755 showing an increase of 261 points. These students outperformed the group of students who did not attend intersession on both achievement and growth. The same results are also seen for Kindergarten children in the 2017-2018 school year.

As a result of the Kindergarten success, the District made the decision to include Pre-Kindergarten in Intersession. Pre-Kindergarten children who attended intersession also have shown increased academic achievement and growth as compared to the entire Pre-Kindergarten group.



## Intersession Impact Charts

### Change in Reading Ability for Kindergarten Students by Group 2016-17 School Year

Scale Score from STAR Early Literacy Test			
	Fall	Spring	Growth
<b>Traditional Calendar Only (n=106)</b>	<b>527</b>	<b>732</b>	<b>205</b>
<b>Traditional Calendar + 0-5 Days of Intersession (n=48)</b>	<b>524</b>	<b>720</b>	<b>196</b>
<b>Traditional Calendar + 6-14 Days of Intersession (n=54)</b>	<b>503</b>	<b>678</b>	<b>174</b>
<b>Traditional Calendar + 15 or More Days of Intersession (n=24)</b>	<b>494</b>	<b>755</b>	<b>261</b>
<b>Overall (n=232)</b>	<b>518</b>	<b>719</b>	<b>202</b>

### Change in Reading Ability for Kindergarten Students by Group 2017-18 School Year

Scale Score from STAR Early Literacy Test			
	Fall	Spring	Growth
<b>Traditional Calendar Only (n=106)</b>	<b>584</b>	<b>738</b>	<b>154</b>
<b>Traditional Calendar + 0-5 Days of Intersession (n=48)</b>	<b>561</b>	<b>738</b>	<b>177</b>
<b>Traditional Calendar + 6-14 Days of Intersession (n=54)</b>	<b>526</b>	<b>667</b>	<b>141</b>
<b>Traditional Calendar + 15 or More Days of Intersession (n=24)</b>	<b>536</b>	<b>721</b>	<b>185</b>
<b>Overall (n=232)</b>	<b>560</b>	<b>719</b>	<b>159</b>

### Change in Reading Ability for Pre-Kindergarten Students by Group 2017-18 School Year

Scale Score from STAR Early Literacy Test			
	Fall	Spring	Growth
<b>Traditional Calendar Only (n=106)</b>	<b>429</b>	<b>611</b>	<b>182</b>
<b>Traditional Calendar + 0-5 Days of Intersession (n=48)</b>	<b>387</b>	<b>560</b>	<b>173</b>
<b>Traditional Calendar + 6-14 Days of Intersession (n=54)</b>	<b>386</b>	<b>533</b>	<b>147</b>
<b>Traditional Calendar + 15 or More Days of Intersession (n=24)</b>	<b>371</b>	<b>544</b>	<b>173</b>
<b>Overall (n=232)</b>	<b>411</b>	<b>583</b>	<b>172</b>

**GOAL: Recruit, train and retain highly effective teachers and leaders committed to teaching diverse students in an effort to close achievement gaps.**

## **RECRUIT, TRAIN AND RETAIN**

A teacher's effectiveness has a tremendous impact on a child's learning and academic trajectory. The Corinth School District has implemented time for teachers to plan together (**Appendix G** - CES Master Schedule School Matrix), a structured induction for beginning teachers, support of at least 10 days of professional development annually focused on educators' needs to improve student learning, support for teachers and administrators to further educational opportunities of higher education, and initial discussions to provide a differentiated compensation system to reward teachers for increased student achievement.

Initially, the Corinth School District Board of Trustees, faculty/staff, and administrators expressed strong support for the Differentiated Compensation component of the application during the planning phase of the Innovative Plan. The Corinth School District discussed developing a performance-based pay compensation system based on several key premises that the Board of Trustees believe is necessary for its success. After much discussion, the faculty decided to "table" the Differentiated Compensation component for the first phase of the plan. In recent months, the faculty has begun to reconsider discussions regarding the Compensation plan.

Corinth teachers are driven by so much more than money, compensation will never serve as the primary motivator to behavioral change within the profession. In the discussion, we believe performance pay should be embedded within a holistic set of programs that support teachers to improve their practice to avoid the pitfall of potentially incentivizing teachers to game the system, whether by "teaching to the test" at the expense of meaningful learning or, at its worse, cheating to be rewarded. As teachers are researching schools with collaborative cultures, they are finding evidence from numerous studies that suggests performance pay implemented poorly can actually push school culture in the opposite direction. We do not want this to happen in Corinth.

Recommendations relating to the implementation of the program will be made and include measures to improve participation, administration and achievement of the compensation plan goals. As faculty and staff revisit the Differentiated Compensation topic, the Corinth performance-based compensation system for instructional personnel and school administrators will include those measures specified in Mississippi Code Section 37-19-9 (these were outlined in the original *Forward First* District of Innovation Plan 2015):

- Contain a qualitative measure of teacher effectiveness, a quantitative measure of student performance and a quantitative measure of student learning growth.
- Be designed by districts to support achievement of district goals in line with realization of the district's vision.
- Include individual, school and district achievement goals and measures.
- Be designed to support effective instruction and student learning growth and use performance evaluation results when developing district and school level improvement plans.
- Provide appropriate instruments, procedures and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators and use performance evaluation results when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.



- Differentiate among four (4) levels of performance.
- Provide for training programs that are based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.
- Include a process for monitoring and evaluating the effective and consistent use of the evaluation criteria by employees with evaluation responsibilities.
- Include a process for monitoring and evaluating the effectiveness of the system itself in improving instruction and student learning. In addition, each district school board may establish a peer assistance process. This process may be a part of the regular evaluation system or used to assist employees placed on performance probation, newly hired classroom teachers, or employees who request assistance.

The Board of Trustees continues to believe that the plan can reward teachers and administrators for improved and outstanding student achievement and it is committed to using \$175,000-\$200,000 in district funds to support the effort because they view the plan as a way to recruit and retain the most qualified and proficient teachers and administrators. As an additional recognition from the state level, for the FY 2021 School Recognition Program, teachers in the Corinth Elementary School and Corinth Middle School will receive awards for their increase of accreditation level for Corinth Elementary of a D to A, and Corinth Middle of a C to B.

The Corinth School District through *Forward First* envisioned leading the state of Mississippi in teacher effectiveness. Through the professional development provided to support these innovations, the district deepened and accelerated our District existing reform agenda aimed at increasing our numbers of highly effective teachers. We believe that increasing teacher effectiveness will directly and dramatically drive improved student achievement. Many of our district's poor and minority students achieve at the highest academic levels; however, far too many poor and minority students there is an achievement gap and its impact is real. *We believe this achievement gap is a matter of access and experience rather than ability.* If each child is taught by a highly effective teacher, every day and every year, the access to high quality learning experiences will cause transformational academic achievement for all students.

A common, agreed-upon definition of effective teaching leads to:

- Smarter decisions about who teaches our students;
- Improved support for and utilization of teachers; and
- Improved contexts for teaching create conditions to foster better teaching.

The above factors lead to increased numbers and distribution of effective teachers and increased numbers of students with effective teachers, which leads to dramatically improved student achievement – thus closing the achievement gap. When no achievement gap exists, all students experience improved life opportunities. To bring about this transformation, we followed and will continue to adhere to the following “We will” statements:

### **1. We will make smarter decisions about the hiring and retention of teachers**

- Improve recruitment and hiring of “high potential” teachers
  - Working with various College of Education departments in MS, TN and AL to recruit and hire teachers
  - Placement of Student Interns from various colleges/universities in our schools in an effort to recruit and hire these interns
  - Host Professional Development opportunities (i.e. National Park Service PD, etc.) in the summer for teachers and rising teachers in the area
- Increase the retention of effective teachers, particularly early in their career
  - Revisiting of a performance-based retention bonus
  - Encourage National Board certification by offering in-house mentoring support and opportunities

- Encourage and offer support for leaders to further their educational leadership opportunities (i.e. Principals Academy, Doctoral/Specialist/Master’s Programs, UM Principal Core, etc.)
- Increase the turnover of the most ineffective teachers
  - Implementation of a more robust administrator evaluation plan to support teachers where appropriate and dismissing when necessary

## 2. We will better support, utilize, and compensate our teachers

- Improve the teacher evaluation process
  - Implementation of a more robust teacher/administration evaluation plan that includes at least 2 classroom visits by administrators and follow-up with teacher
- Connect professional support opportunities to individual need
  - Teachers are provided individualized support through targeted professional learning opportunities and participation in Professional Learning Communities, book studies, individualized formative observations by peers, content specialists
  - Attendance at professional development trainings targeting specific content areas/teachers of Cambridge International examinations
- Create a differentiated career pathway that promotes teachers to increasing levels of influence based on their effectiveness and accomplishment
  - Teachers and administrators will revisit the Compensation Plan
- Compensate teachers based on differentiated roles and performance
  - Teachers and administrators will revisit the Compensation Plan
- Strategically place our best teachers

## 3. We will intentionally craft environments that help facilitate improved teaching and learning.

- Improve our principals’ capacity through recruitment, rigorous performance management, strategic placement and intensive individualized professional growth plans and training
- Improve school culture to create conditions that foster effective teaching and learning
  - **Corinth Elementary School** has implemented Cool Cash PBIS store with incentives including “Principal for the Day”, “Janitor for the Day”; **Corinth Middle School** has successfully adopted the Essential 50 and the House System as outlined by Ron Clark and **Corinth High School** hired 2 new positions, Transitions Counselor and Career Coach, in an effort to enhance mentor support and future opportunities
  - Gateway in-school Program – business and industry in the Alcorn County area offered internships to rising Seniors which in turn provided an opportunity for potential employment. This involved the Alliance, Three Rivers Planning and Development District and Corinth High School
  - Working with Colleges/Universities specifically William Carey University and University of Mississippi in fostering higher education opportunities for teacher and administrative leaders such as increased administrators with advanced degrees 2 Administrators confirmed Doctor of Educational Leadership during 2019 and 2020 commencements
- Embrace and effectively use the technology infrastructure and hardware available
  - Learning Management System (LMS) has been implemented schoolwide; an Instructional Technology and Technology positions have been hired; protocol for new technology equipment to be replaced every 2/3 years; videos and PD opportunities on the appropriate use, have been developed and provided to school staff



As part of the transformation of the district through these innovations, an emphasis was placed and will continue to be on customizable solutions for teacher and leader professional learning and development. Our plan translates essential learning elements into a systematic teacher, principal and superintendent effectiveness framework that encompasses the following facets of education:

### ***Goals and Objectives***

Use of data and instructional evaluations to determine what goals are needed to meet and what objectives will help students learn.

### ***Process & Workflow Management***

Process and Workflow templates will be created to schedule essential activities of leaders and teachers including, meetings, learning activity recommendations formative walkthroughs, self-assessments, peer assessments, formal observations and more. Custom walkthrough, observation and evaluation templates will be used to gather data and support improved teacher effectiveness.

### ***Systemic Professional Development***

The District will follow a professional development plan that can be personalized for individual circumstances. The District will provide an ever-expanding library of over 2,000 videos on 125 topics including implementation of College and Career Readiness Standards. Classroom coaching and training blended with a rich professional development library will allow teachers to experience the most effective differentiated and personalized learning experience available to educators. We will use classroom examples of known best practices by master teachers, to turn theory into practice. Educators can engage in a vibrant web-enabled online community of over 800,000 registered users across the U.S. who interact and share best practices. On-demand group features will make operating online professional learning communities (PLCs) extremely efficient, whether within one school or across the district.

### ***Observations & Evaluations***

Administrators will gather an extensive number of data points to help personalize and monitor professional development progress and support improved teacher growth and effectiveness.

### ***Personalized Professional Learning***

The data and evidences gathered from observations, portfolios, learning plan completion, and evaluations will help instructional leaders and coaches prescribe learning experiences that an educator can then personalize for an effective learning experience.

### ***Progress & Evidence***

The data, evaluations, professional development, and portfolio will help administrators see the progress and evidence of teacher growth and effectiveness as students continue to move toward 100% college and career readiness.

The District will continue to work with an external personalized learning coach who will provide support through the process of implementing the system and an Instructional Technology Director who will provide professional development in the area of technology. The coach will help organize workgroups and ensure that the right questions are being asked and answered. The coach will help to define a professional learning plan to support educators in transitioning to the educator effectiveness system. Educators will have access to differentiated types of training, including the following: onsite leaders and teacher effectiveness training, leader and teacher coaching, and train-the-trainer; on-line web-based videos hosted on the platform, custom online courses, phone training, and phone support. Trainings will be designed for district administrators, professional development leaders, school principal, instructional coaches, and teachers. These trained leaders will also work directly with school staff to insure effective implementation.



**Goal: Create a differentiated diploma system providing multiple pathways to college and career readiness.**

## **DIFFERENTIATED DIPLOMAS**

The Corinth School District recognizes the value of a rigorous education in preparing young people for post high school education and a career path. The comprehensive high school experience gives students many educational opportunities through the required and elective classes, extracurricular activities such as performing arts and sports, as well as leadership. With this in mind, the Corinth School District currently offers differentiated diplomas to secondary students.

The District recognizes Mississippi students now have the opportunity to earn a traditional diploma with endorsements. While the goals of both Diploma tracks are somewhat similar, the Corinth diploma requirements are more rigorous and aligned with the goals of our District of Innovation plan, and we request to be allowed to continue these diploma options as they currently meet the needs of Corinth students.

The additional rigor is found through our Diploma options containing more required advanced courses than Mississippi's. The AICE Diploma requires the passage of 7 or more courses and the Honors Diploma requires a minimum of 4 courses coupled with 6 dual credit/enrollment hours. Corinth's Traditional Diploma requirements also exceed Mississippi's minimum diploma options.

The Corinth School District and the Mississippi Department of Education recognize these diploma options will prepare students to be successful after graduation, whether that be in the workforce, a career and technical program or at the college or university level. While we are now in our fourth year as a District of Innovation, more students are taking advantage of the differing diploma options.

As of Spring 2019-2020, we have had students earn the AICE Diploma, Corinth Honors Diploma, Early Exit Diploma, and the Traditional Diploma. District counselors, our College and Career Specialist, and Transition Coordinator are working with students and guiding them as they select the appropriate path. It is our District's goal to grow the number of recipients in all categories and reduce the number of Traditional Diploma recipients as students achieve higher levels of accomplishment.

### **Diploma Requirements**

#### **Advanced International Certificate of Education Diploma (AICE)**

- Complete Traditional Diploma requirements
- Complete AICE Diploma requirements outlined by the Cambridge International Assessment
- Complete Pillars Senior Project

#### **Corinth Honors Diploma**

- Complete Traditional Diploma requirements
- Earn at least a 3.0 GPA on a 4.0 scale
- Earn a C or better on all required Diploma courses
- Earn at least six dual credit/enrollment hours
- Complete two of the following:
  - Earn 4 credits on AICE Exams
  - Complete an industry recognized certification
  - Meet the ACT college and career readiness measures in English mathematics, science, and reading
- Complete Pillars Senior Project



### **Early Exit Diploma**

- Achieve college and career readiness on IGCSE Cambridge exams in 9<sup>th</sup> and 10<sup>th</sup> grade English, Mathematics, Science, and Social Studies
- Complete Early Exit Diploma requirements
- Complete Pillars Senior Project
- More specific information is described in the Cambridge AICE Diploma section below

### **College and Career Readiness Diploma**

- Earn college and career readiness on IGCSE Cambridge exams in 9<sup>th</sup> and 10<sup>th</sup> grade English, Mathematics, Science and Social Studies or meet the ACT college and career readiness measures in English, mathematics, science and reading
- Complete Traditional Diploma requirements
- Complete Pillars Senior Project

### **Career Technical Diploma**

- Complete an industry recognized certification
- Complete Pillars Senior Project or a work-based learning experience
- Complete Traditional Diploma requirements
- Earn at least three college hours
- Meet two of the four ACT college and career readiness measures in English, mathematics, science, and reading

### **Traditional Diploma**

- Current State requirements
- Complete Pillars Senior Project

### **Applied Studies Diploma (Available only to Special Needs Students)**

- Earn twenty-four credits of which twelve must be regular education Carnegie credits
- Complete a required modified course of study
- Complete a work-based experience
- Successfully score Bronze or higher on the ACT WorkKeys

The **Cambridge AICE Diploma** is a group certificate which requires learners to study a compulsory core subject, Cambridge AS Level Global Perspectives & Research, with Cambridge AS & A Level subjects drawn from three curriculum areas: mathematics and science (Group 1), languages (Group 2), and arts and humanities (Group 3). There is the option to study interdisciplinary subjects (Group 4). Students are able to challenge Cambridge International AS & A Level exam twice a year, in June and November.

To achieve the Cambridge AICE Diploma, learners must achieve a minimum of seven AICE Diploma credits (including Cambridge International AS Level Global Perspectives & Research) from subject groups 1, 2, and 3 (and optionally Group 4) to be awarded the Diploma. Learners must achieve at least one credit from each of Groups 1, 2 and 3. The remaining credits can come from any of the groups. A Cambridge International AS Level is awarded one credit, and a Cambridge International A Level is awarded two credits. Learners who pass the Cambridge International A Level in Global Perspectives & Research meet the compulsory requirement of the core group and also have one credit which may then be included in Group 4 to contribute to the overall requirement of seven credits. Learners counting Cambridge International A Level Global Perspectives & Research towards their Diploma may also use one outcome either from English General Paper (at AS Level only) or Thinking Skills (at AS or



A Level). In this case, the use of Cambridge International A Level Thinking Skills in addition to Cambridge International A Level Global Perspectives & Research is allowed, even though this will exceed the two credit limit for Group 4. This is only allowed where this combination gives a learner their best overall outcome.

Corinth students have successfully earned AICE diplomas since we began the program in 2011. Students who earn an AICE Diploma are presented with a red robe at the annual Cambridge Honors Program and wear it in graduation. **Listed below is a table that shows the number of AICE Diplomas earned over the last 9 years.** Twenty percent of the graduating class of 2021 have already earned an AICE Diploma and anticipate this number growing to 25% by the end of this school year. Corinth has continued to grow AICE Diploma recipients and it is our goal for 30% of our graduates to earn this designation at the end of 2025.

### AICE Diplomas Earned

School Year	AICE Diplomas Earned
2011-2012	0
2012-2013	1
2013-2014	3 (2 with Merit)
2014-2015	10
2015-2016	17 (8 with Merit)
2016-2017*	18 (8 with Merit and 1 with Distinction)
2017-2018	16 (12 with Merit)
2018-2019	17 (8 with Merit)
2019-2020	23 (14 with Merit and 2 with Distinction)
2020-2021**	26 (12 with Merit and 2 with Distinction)

\*First year of District of Innovation status

\*\*These are numbers based on June 2020 testing. The District anticipates additional Diplomas to be earned as a result of the November 2020 and June 2021 testing.

**Listed below is a table showing the number of students who have earned 3 or more AICE credits over their high school career.** Students that have earned the AICE Diploma are excluded from these numbers.

### Cambridge Honor Diplomas Earned

School Year	Students Earning 3 or More Credits
2015-2016	21
2016-2017*	22
2017-2018 **	17
2018-2019	25
2019-2020	19
2020-2021 ***	15

\*First Year of District of Innovation Status

\*\*AICE Diploma requirements went from six to seven credits

\*\*\* These are numbers are based on June 2020 testing. We anticipate additional Diplomas to be earned as a result of the November 2020 and June 2021 testing.

The **Corinth Honors Diploma** began requiring 4 credits in the 2019-20 school year as Cambridge increased from 6 to 7 credits that are needed to earn an AICE Diploma. Students that earn 4 or more credits receive an AICE stole to wear at graduation.

One student has successfully completed the Early Exit Diploma. This student is currently enrolled in a course of study at Northeast Mississippi Community College.



Six (6) special needs students have taken advantage of the Applied Studies Diploma. This has been especially beneficial to these students as the military and Community College System are recognizing this diploma. We have one student on an athletic scholarship at a Mississippi community college and three students who have gained entrance to the military as the result of earning this diploma.

The Corinth School District has consistently had **high graduation and low dropout rates that exceed the state averages**. Over the last four years the following are highlights of Corinth’s graduation and dropout numbers:

- 2019 4<sup>th</sup> highest graduation rate in Mississippi
- 2019 4<sup>th</sup> highest graduation rate for students with disabilities in Mississippi
- 2019 2<sup>nd</sup> lowest dropout rate in Mississippi
- 2017 9<sup>th</sup> highest graduation rate in Mississippi
- 2017 10<sup>th</sup> lowest dropout rate in Mississippi
- 2017 4<sup>th</sup> highest graduation rate for students with disabilities in Mississippi

Listed below is a table summarizing Corinth High School graduation rates:

### Corinth High School Graduation Rates

	2017	2018	2019	2020
ALL	91.8%	87.6%	94.8%	90.8%
Black	NR	83.3%	90.2%	83.3%
White	NR	91.5%	96.5%	94.5%
Hispanic	NR	NR	92.9%	NR
Economically Disadvantaged	NR	82.3%	92.7%	92.9%
Female	NR	91.7%	92.3%	96.6%
Male	NR	83.6%	97.1%	86.3%
Disabled	60.7%	42.9%	66.7%	50.0%

### Credit by Demonstrated Mastery (CDM)

In an effort for students not to have to take a course in which they have proficient knowledge, the Corinth School District adopted a Credit by Demonstrated Mastery (CDM) that is found in **Appendix H**. This is the process by which the Corinth School District employs a body of evidence to award a student credit in a particular course without requiring the student to complete the traditional classroom instruction for a certain amount of seat time.

The CDM process is open to all eligible high school and middle school students. However, it may not be in the best interest of all students to attempt to earn course credit through the CDM process.

The CDM process is designed to provide opportunity for an individual student who has an exceptional mastery (a much higher level of understanding than proficiency) of course content prior to taking a course and who wishes to earn credit and move onto another course that will be more meaningful.

“Mastery” is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students are required to demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the end of course assessment where applicable, or a final exam developed by the Corinth School District and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. This multi-phase assessment process builds a body of evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area.

Multiple students have taken advantage of this opportunity and accelerated their learning at a greater pace.

## Dual Credit/Enrollment

Beginning in the 2013-2014 school year, Corinth High School offered Dual Credit/Enrollment opportunities for students. To expand these opportunities one of the **Forward First** District of Innovation goals was to increase the number of courses and students enrolled in Dual Credit/Enrollment courses.

The District initially used Northeast Mississippi Community College (NEMCC) as the provider. Due to NEMCC policies that limited the number of courses that could be offered on the Corinth High School campus, a decision was made to change the provider to Blue Mountain College in 2019.

In 2016-2017, Corinth High School offered 12 hours of credit. The growth of the courses over the last four years, due in part to changing providers, has resulted in Corinth High School currently offering 46 hours of credit to our students. As the District pursues coding and technology opportunities, this number will grow substantially as additional courses are made available.

The following courses are currently offered at Corinth High School:

English Composition I and English Composition II

British Literature I

Music Appreciation

Introduction to College Algebra and Trigonometry

Calculus I and Calculus II

Biology I and Biology II

Human Anatomy and Physiology I and Human Anatomy and Physiology II

Spanish I

Business Communication and Technology

Over the next five years, the District intends to expand these opportunities through the offering of additional courses in the social sciences, languages and literature, career technical, and other electives. The District had proposed offering dual credit/enrollment courses during intersession but has not accomplished this at this point. The District plans to offer some in the Spring of 2020 and continue to offer courses during intersessions.

The number of students earning college credits from Northeast Mississippi Community College and Blue Mountain College has increased during our District of Innovation status. It is ultimately the District's goal to have **ALL** children enrolled at Corinth High School earn at least 3 hours of college credit prior to high school graduation.

Listed below is a table that shows the number of students earning college credit over the last four years.

### Four-Year History of College Credits Earned Through Dual Credit/Enrollment

Year	# of Students Earning Credit
2016-2017	86
2017-2018	126
2018-2019	206
2019-2020	220

Numerous Corinth High School students have accelerated their learning by taking these dual credit classes as a part of their high school experience. This has resulted in them being able to create a college degree earlier in three years and use the fourth year to pursue an advanced degree.



**Goal: Engage students in relevant differentiated learning experiences to meet the needs of a diverse population.**

## **EXPERIENTIAL LEARNING**

Experiential learning occurs when carefully chosen experiences are supported by reflections, critical analysis, and synthesis. Experiences are structured to require the student to take initiative, make decisions, and be accountable for the results. Through the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning. A key element of experiential learning, is that learning takes place as a result of being personally involved in this pedagogical approach. Unlike traditional classroom situations where students may compete with one another or remain uninvolved, and where the instruction is highly structured, students in the experiential learning classes cooperate and learn from one another in a more semi-structured approach. Instruction is designed to engage students in direct experiences, which are tied to real world problems, and situations in which the instructor facilitates rather than directs student progress.

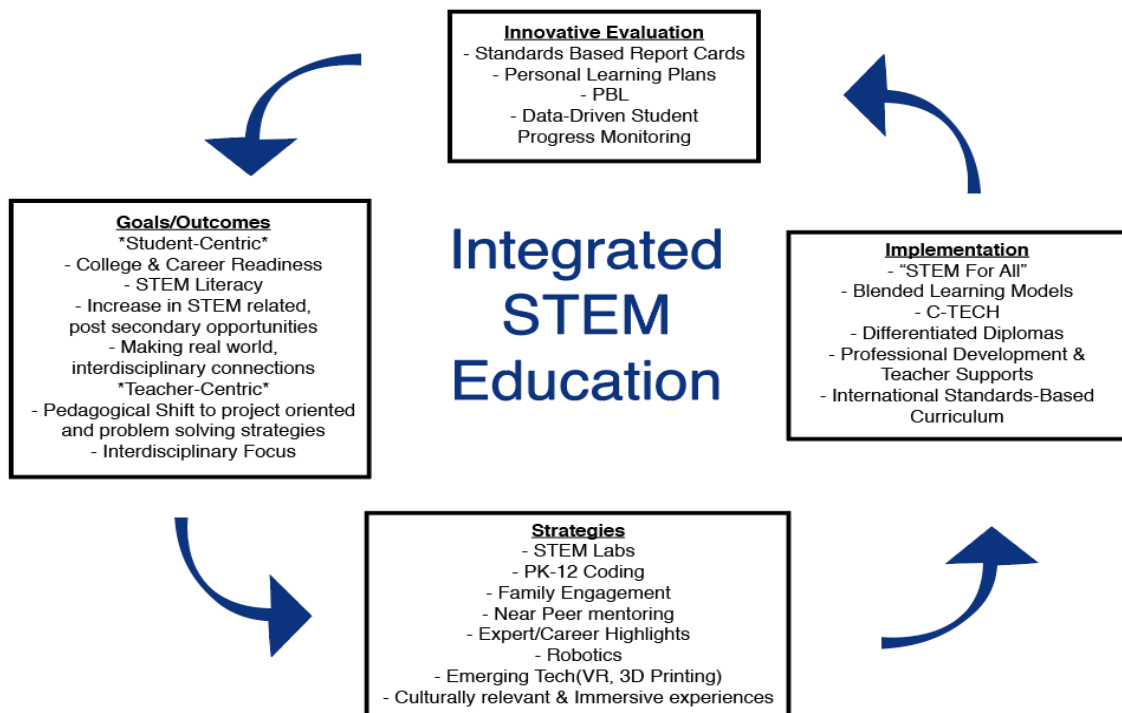
The Corinth School District has developed experiential learning activities and courses for our students that provide them with necessary real world experiences while also teaching skills necessary for college and career readiness. One example of an experiential learning course, Environmental Management teaches students to use the principles of soil science, biology, and chemistry to develop solutions to environmental problems. Groups of students engage in an environmental focused project. In Global Perspectives, students study a global issue as a group and develop a project that includes a written paper, PowerPoint presentation, and oral presentation before students, staff, and community leaders.

Students enrolled in these courses will be assessed on 21st Century Skills Standards in eleven categories:

Creativity and Innovation	Flexibility and Adaptability
Critical Thinking and Problem Solving	Initiative and Self-Direction
Communication and Collaboration	Social and Cross-Cultural Skills
Information Literacy	Productivity and Accountability
Media Literacy	Leadership and Responsibility
Information and Communication	Technology Literacy

# INTEGRATED STEM EDUCATION

The Corinth District has created an integrated approach to STEM education, where STEM related activities encompass a wide range of experiences delivered through inquiry-based, real-world lessons with applications in the science, technology, engineering, mathematics disciplines, enhanced through arts and literacy supports. The overall aim of the STEM initiative is to enhance STEM literacy and college and career readiness while increasing interest, motivation, and engagement in STEM while forging connections between school, community, and work. The STEM initiative has infused school resources attained through grant funding and community partnerships to provide a more immersive and student-centered learning environment where students actively create and control their own learning through future-centric technologies and initiatives. The instructional design of STEM lessons center on experiential learning through solving novel problems and collaborating on projects that are reflective of authentic, real-world challenges.



Beginning in the 2016-17 school year, the Corinth School District implemented **blending learning** in grades Kindergarten through grade 3. The District intends to expand this blended learning in Grades 4-6 as funds allow. Blended learning is a formal education program in which students learn at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home (Innosight Institute, 2012).

This model uses two teachers in addition to a classroom teacher, to deliver personalized STEM and literacy instruction in 90 to 120 minute blocks. One team member provides problem/project based-learning activities aligned to Cambridge International Assessment standards in language, mathematics and science. Teachers infuse literacy instruction into hands-on problem solving centered on the STEM fields. The STEM-L model has been converted to a dual-virtual format where distance learning students receive the blended learning approach through high quality virtual manipulatives and technologies to support learning.

Eighteen teachers, composing nine teams, blended serve students in grades These teams are composed of certified elementary, special education and gifted teachers.

The blended learning design selected for implementation is the Rotation Model. In this model, students rotate on a fixed schedule or at a teacher’s discretion among classroom-based learning modalities. The rotation includes at least one station for online learning. Three teacher-led stations will provide focused, intensive STEM/literacy instruction based on students’ academic needs. Other stations may include group projects, individual tutoring, or independent learning. This design will decrease the student teacher ratio for 90-120 minutes during the school day. This model enables teachers to meet the literacy needs of every child in the classroom, providing intense interventions, remediation, or enrichment for a significant portion of the block.

Small-group instruction is a key to the success of the blended learning model. The small group format allows students to have greater access to direct instruction. The instructional focus is determined by student data. Academic grouping is used to ensure scaffolding during the rotation. Pedagogical elements include Guided Reading, Writing Workshop mini-lessons, Socratic questioning, and other small group delivery methods.

Individualized instruction is conducted by a team teacher. Students review their personalized learning plans and determine their goals and instructional plan for Learning. Groups for this station are also based on similar data trends. Interventions and enrichment learning activities are provided during this rotation. Intervention and enrichment resources used during this time include SPIRE, Visualizing and verbalizing, Reading A-Z , resources from the Florida Center for Reading Research, and the Schoolwide Enrichment Model.

School-wide enrichment is also provided as a part of this model as the rotation model facilitates the providing of enrichment activities to advanced students based on Joseph Renzulli’s Schoolwide Enrichment Model. This allows all students, and not just gifted students, to experience these types of enrichment activities.

Project based learning allows students to be grouped by interest in the blended learning model. The teacher acts as a facilitator for independent groups. The classroom teachers assist in planning this station. Science and social studies standards are incorporated in the learning sequences. Students are involved in determining topics of study through interest surveys. Students are assigned to groups based on similar interests. This rotation is fluid due to intervention and enrichment through individualized instruction. This time is used to review assessment results and set individual student goals.

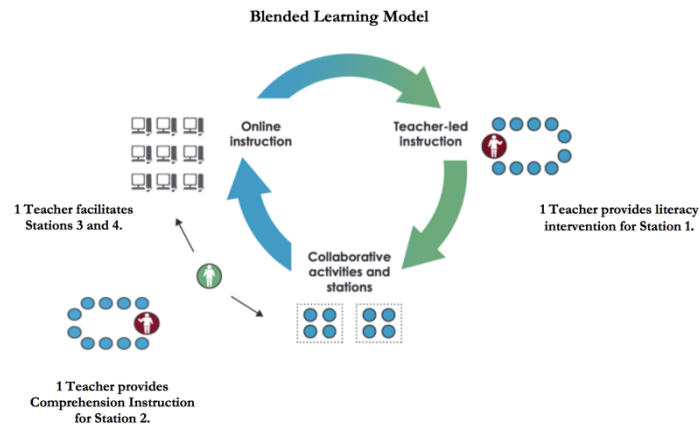
Students engage in online learning based on individual needs. Teachers monitor students but they primarily work independently. A number of programs are utilized. Learning activities are determined and tracked using the personal learning plans. Students rotate on an individual schedule based on needs at other stations. Online learning tools used include Discovery Ed, Khan Academy, IXL, iRead, and Spritz. The chart that follows describes the Personalized Learning Model Rotation

**Personalized Learning Model Rotation**

	Station 1	Station 2	Station 3	Station 4
Person Responsible	Classroom Teacher	Team Teacher 1	Team Teacher 2	Team Teacher 2
Purpose	Guided Reading/Writing	Targeted Instruction	Project Based Learning	Online Learning
Type	Teacher Directed	Teacher Directed	Student directed with guidance	Independent
Description	Students engaged in Socratic questioning and discussion during text	Students experience intensive intervention or enrichment, as guided by a personal learning plan	Students select topic and conduct research to create a group project	Students receive additional instruction and conduct research for projects
Grouping	Academic	Academic	Interest	Academic/Interest
Assessment	Screener Data	Screener Data	Student surveys and interviews	Online Program Data Reports



The District is seeing positive results of the Blended Learning Model as evidenced by the success rate the District is experiencing on the 3<sup>rd</sup> Grade Literacy Based Promotion Act end-of-the year assessment. For the last four years, the District passage rate has ranged from 89% to 99%.



*STEM Labs:* Corinth Elementary and Corinth Middle School feature mobile STEM labs and dedicated STEM Lab spaces to ensure that students have ample opportunity to experience basic fundamentals of applied technology, design, engineering, and coding.

*Coding:* The Corinth School District has integrated coding into the K-12 curriculum through a variety of platforms, including Scratch, Code.org, Bloxels, HTML, and Python to develop critical problem-solving skills and computational skills. Students at the middle school have utilized Sphero Spark and Scratch to create and build obstacles courses and competitive games, providing an authentic audience and direct application of their learning. Developing coding literacy have assisted students in learning the sciences behind the technologies that we use daily and assisted students in learning perseverance through solving unstructured problems. Newly acquired VR headsets will enhance the coding instruction by allowing users to experience their movements and actions create new visual and sensory expressions. Students will also learn about coding and designing for VR and will explore the future careers that will be available in this domain.

*Warrior Girl Code:* Corinth High School coding club, was formed to provide opportunities for females at CHS to learn coding and apply these skills through competitive coding competitions, gaining valuable project experience and exposure to coding as a career option. Through this initiative, Corinth hopes to reduce the gender gap in technology and increase the number of females with college majors and career choices with a STEM focus.

The Corinth School District met with community and industry partners to begin developing a software development curriculum that would provide middle and high school students with the option to attain industry-certified coding languages and skills upon completing high school and one additional year of training. This opportunity will focus on developing skills and abilities based on the needs of regional industry leaders and will be discussed further in subsequent sections of the report.

*STEM and Coding through Family Engagement:* Corinth hosts several STEM-centric, family engagement events throughout the year. These events are held in conjunction with local professionals and community partners who provide information regarding career options in STEM and provide mentoring and assistance with the featured projects. Over 53 families from diverse backgrounds with students in grades 3-6 participated in a community wide Hour of Code Event, providing exposure to coding, increasing opportunities to coding resources, and breaking stereotypes that are often associated with computer science. The Corinth School District recognizes and values the importance of family support as parents serve as a major influence in their children’s academic development and career decision- making.

*Near-peer mentoring:* Members of the CMS Robotics team currently serve as mentors for elementary students during the STEM Lab at least one day a week during instructional hours. These students provide younger students with help in interacting with STEM resources and serve as STEM role models. Volunteers from area industries mentor children in STEM labs and provide information on career opportunities in STEM.

## DIFFERENTIATED LEARNING EXPERIENCES

As the Corinth School District serves an increasingly diverse study body, the need to focus on equity and to provide equitable instruction was identified as a leading priority in shaping its *Forward First* vision. Forging a relationship between content, context, student, and teacher allows students to fully immerse and connect to learning on a personal level, elevating students' chance for success. The Corinth School District has created and implemented creative instructional programming and strategies to meet the needs of all learners, while ensuring rigorous academic outcomes.

*YAP:* In conjunction with the Shiloh National Park (National Park Service) and the Youth Ambassador Program (YAP), Corinth's high school and middle school students created a history-rich, educational rap video to introduce students around the world to the story of the Corinth Contraband Camp. The video features students from Corinth, with lyrics providing an awareness of Civil War history, slavery, and experiences of individuals who were marginalized. The "YAP! Rap" will be shared in both national and international contexts to provide teachers with access to a tool to present history content and reach students through a culturally relevant medium. Additionally, a local community college created an augmented reality app to supplement the video with a more immersive experience for visitors to the physical Corinth Contraband Camp site. Currently, the site contains six bronze statues that serve as a visual depiction of camp life, but that provide limited historical context. After the app is developed, visitors may access the Contraband Camp videos through pointing their smart phones at various physical structures at the camp and receive a detailed account and narrative of experiences.

*Latino RISE (Rising/Inspirando/Succeeding/Educando):* Latino RISE was created to provide support structures to Latino students at Corinth School District while providing opportunities for non-Latino students to experience cultural growth.

The mission of Latinos RISE is two-fold:

1. To offer a sanctuary where Latino students at Corinth High School can nourish (or develop) their ethnic and cultural roots.
2. To close the Latino achievement gap by encouraging students to graduate high school, ensuring they are college ready, and enrolling them in post-secondary education. All Corinth High School students whether Latino or not, are invited to all meetings and activities. Additionally, in order to include non-Spanish speaking members, all meetings are held in English and Spanish.

Members of Latino RISE also work to serve the community. During intersession, members assisted teachers at the elementary school through providing tutoring to ELL students and facilitating cultural awareness activities for all students. Volunteer members extended this service to working with students during the school district's extended day program, assisting with reading and homework while providing motivation and success strategies.

*Bilingual E-books:* Bilingual books build vocabulary and fluency in both the student's home language and the English language, preventing language delay and allowing students to compare sentence structure. Students enrolled within the EL program at Corinth Middle and Corinth High School worked to create a bilingual, electronic book filled with immersive reading features, including voice-over audio, embedded video, and rich imagery to provide additional contextual features to enhance the experience of young readers. Students were allowed to select any theme desired and created unique storylines targeted towards an elementary audience. Student authors were awarded based on selection of "best storyline" and "best use of features," with language

support provided as needed by the EL coordinator and Spanish teacher. Authors demonstrated their books at a public ceremony and read their books to students at Corinth Elementary School, allowing students the chance to write and organize in consideration of an audience in presenting information, concepts, and content. The bilingual e-book project promoted writing skills while demonstrating the value of both languages and validating multiple cultures. Books were developed in multiple languages, including Spanish and Vietnamese.

*Gateway in School Program:* In today's economy, students who begin building careers in high school have a competitive advantage in both college admissions and in entering the workforce. In order to build *Forward First* and career-ready students, the Corinth School District partnered with the city's community development organization, The Alliance, to provide student internships for high school students. On "signing day," students were placed in several tracks (including healthcare, manufacturing and logistics, engineering, information technology, and other domains) and were placed in semester-long internships with local businesses and industries. The internships have provided an opportunity for students to acquire valuable work experience while learning essential industry and job-specific skills. Students also were provided with the opportunity to network and forge career connections while learning to communicate and work in diverse teams, problem solve, and apply knowledge in a real-world setting.

*Service Learning:* The Corinth School District's focus on project-based learning, deep reflection, and experiential learning has created a culture of service learning, where teachers and staff consistently seek ways to serve and enhance the community while also meeting academic goals.

*Art Infused with SEL:* The Corinth School District has created a video series geared towards elementary students that infuses art lessons with SEL and character development. "Art Time with Mr. Color" is hosted on YouTube and asks young artists to create projects using common household items. Each project is centered on a SEL or character development theme and is reinforced throughout the narrative. As an example, students were asked to create a sunshine. The host discussed the sun as a source of light in a physical, scientific context and also as a metaphor for being "a light." Students learned how to recognize their own feelings of sadness and strategies they could use to "brighten their day," and were prompted to consider how they may give back to others and serve as a light to them. Through these art experiences, students have developed self-management and self-discipline, interpersonal and relationship skills, and self-expression.

*Internet Cafes, Charging/Work Stations and "Yellow Dog" Hotspots:*

Need a cup of "Joe" to get you through the first hour? Looking for a place to charge your phone? Want to catch up on a class? Do you need to complete that Canvas assignment? If you are a Corinth Middle or High School student you will be able to do all of the above in the schools' internet cafes. The cafes, which have been designed by students and staff, will be places for conversation and collaboration among students, teachers, and administrators.

In the original *Forward First* District of Innovation application, the Corinth Schools proposed to convert our libraries in to Internet Cafes and increase the number of "Yellow Dog" Hotspots.

The District had selected furniture, secured pricing, and developed plans to convert the Corinth Middle and High School cafeterias to Internet Cafes. The COVID-19 pandemic caused the District to pause these efforts with plans to complete these projects in the Spring 2021. Quiet sterile libraries are a thing of the past. More warming environments will be created in these libraries to allow students to experience a welcoming environment that includes the opportunity to take advantage of technology, charging areas, food and drink. Food and drinks will meet the nutritional requirement established by the USDA and operated initially through the Corinth School District Cafeteria. Once the Culinary Arts classes are established, operation of the cafes will be handled by the students involved in these programs. The cafes will be open from 7:15-8:30 a.m. and from 11:00 -1:00 and after school from 3:15-7:00. Cafes will feature couches, high top tables and chairs to provide a comfortable atmosphere for students to be able to have free Wifi access.



The extended after-school time will create opportunities for students to use the internet cafes. It is also envisioned that there will be small group work areas, quieter areas for study, places to work independently, and places to just hang out. These experiences will give students a competitive edge in a technology-dominated marketplace because they will be more comfortable around their peers who have experienced these opportunities in other areas.

In addition to the internet cafes, charging/workstation areas will be created in the Corinth High School hallways by removing bays of lockers. The area housing the bays of lockers will be configured with countertops and seating areas to allow students to charge computers and work on personalized learning projects or small group projects during class time.

School buses are primarily used for the sole purpose: getting students to and from school and activities. Wireless technology today is changing that and the Corinth School District has deployed mobile technology to turn buses into moving Wi-Fi zones, stationary hotspots, or both. We know that some of a student's most meaningful lessons come from school activities outside the classroom. This will enable us to have more powerful learning experiences for our children and provide opportunities to change the time, place and manner in which internet access offered.

The District has finalized discussions with a Mississippi-based provider and will be installing 10 additional mobile hotspots on buses and school vehicles. This will enable several things to happen. Some examples include:

*Field Trips:* To support classroom lessons, children are transported across a three-state region for various experiences. Students are able to record experiment results and observations, describe activities, collect data, and compose reports while on a bus using their district assigned devices.

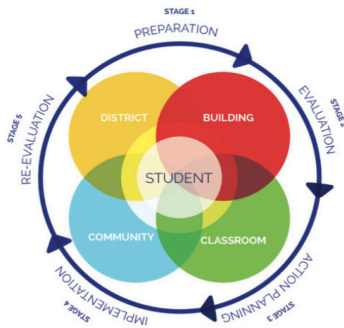
*Offsite Academic, Career and Technical Learning:* Academic, career, and technical classes will require more hands-on learning experiences. Students can spend time on the bus preparing before the actual activity, watching instructional videos, reading the day's lesson, taking online quizzes, and completing preliminary teacher assigned activities, leaving time for more hands-on work.

One-district Wi-Fi bus will be equipped as a mobile classroom. The District is refreshing technology and will have innovative and updated technology to equip the classroom. Including an interactive whiteboard will also be placed in the bus. This bus will operate in identified areas where students need to complete credit recovery or one or two classes for graduation. Students may attend school in the mobile classroom environment with the District assisting them in earning a high school diploma in and outside the traditional classroom. Schools that have employed this technology have seen improved behavior on buses.

These buses will be parked in areas where large numbers of children do not have regular internet access at home. This will enable them the opportunity to access the internet and complete assignments after school hours. School buses have always provided a necessary and reliable transportation service to students, parents, and the school district. As technology advances, we have greater opportunities to expand these "yellow dog hotspots" to increase the academic performance of our students.

# INNOVATIVE EVALUATION

Corinth School District's evaluation plan emphasizes continuous assessment, improvement, and accountability using a Continuous Improvement Management Cycle – specifically to continually monitor student outcomes; determine what strategies work and why; and adjust activities to more accurately reflect students' needs and achieve project outcomes. The cycle guides stakeholders in making data-driven, results-based decisions to ensure that the best and most equitable practices, programs, and services are implemented. This focus will strengthen project management and facilitate systemic reform as projects are more fully integrated into the schools. Evaluation methods and practices are aligned with strategic priorities and mirror the innovative and personalized nature of the Corinth School District.



Standards Based report card: In traditional grading scales, students are primarily measured through the percentage of work they have successfully completed whereas through standards-based report cards, students are measured on mastery of a particular set of explicitly stated smaller learning tasks and standards. Through adopting a standards-based report card in grades PK-3 at Corinth Elementary School, teachers

and administrators have changed the academic culture through adapting the associated instructional practices to be more responsive to learning and assessment practices towards standards-aligned activities that require a deeper level of engagement and utilization of an interdisciplinary set of skills (projects, presentations, etc.). Teachers assess the student processes and products and select the appropriate mastery level that was demonstrated, providing explicit feedback to both students and parents on student progress. Students take more ownership of their education are more motivated through mastery than a fear or need to attain a certain numerical score. The standards based report card helps shape student Personal Learning Plans, discussed in the next section.

Personal Learning Plans (PLPs): The Corinth School District has developed Personal Learning Plans (PLP) for students during their elementary years which includes a personalized sequence of instructional content and skills development for each student that will lead towards mastery of MSCCR and Cambridge standards. The PLP follows each student through the elementary grades and is reviewed periodically each year by a mentor/teacher to assess progress. Students justify their progress by leading their families through a portfolio of assignments culled from academic classes.

PBL-Driven Student Learning Opportunities: Teachers utilize Project Based Learning (PBL) to enhance vital 21st century skills such as collaboration, communication, inquiry, and critical thinking. The PBL framework: 1) provides ongoing engagement of students through authentic projects and activities; 2) links PBL and course content connected to the Mississippi College and Career standards; 3) explores content-related issues through real-world experiences; 4) connects PBL to technology-enabled instructional practices to impact achievement and engagement of students; 5) enables teachers to be facilitators of knowledge via substantive improvements in the way curricula, pedagogy, and assessments are conceptualized and implemented and 6) provides opportunities to reflect on their academic growth through a mastery-based and comprehensive digital portfolio.

Data-Driven Instruction through Student Progress Monitoring: The use of iReady and other technology-based, adaptive assessment programs for PK-12 have provided a clear and easily decipherable reporting system with actionable data to drive remediation and equitable access to differentiated learning paths. Data attained from initial diagnostic progress monitoring iReady exams shape both instructional pathways and also provide a clear directive for interventionists and blended learning specialists to provide focused and individual services. Technology-based, adaptive assessment programs also feature culturally responsive and visually rich content, allowing EL learners to acquire language skills and content simultaneously. Data driven instruction has allowed Corinth to address learning gaps and discrepancies, provide adaptive instruction and scaffolded supports, and to serve and educate our students through innovative, personalized learning.





# PILLARS LEARNING PROJECT

The Corinth School District has not been able to implement the Pillars Learning Project during the past four years. The Project was scheduled to be implemented during the 2018-19 school year. However, due to the adversity faced over the proposed innovative accountability system resulting in the District having to make major instructional and curricular adjustments, the Pillar project was delayed in the elementary and middle grades out of respect to teachers and students.

Grade 12 Pillars Project will move to Grade 11 as all students are enrolled in the Global Perspectives course. Students have to create a project of this type and magnitude as a culminating activity in this class. All students present their projects to the public on several Saturdays in May.

The Corinthian Pillars Learning Project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students. Students may be asked to select a topic, profession, or social problem that interests them, conduct research on the subject, maintain a portfolio of findings or results, and create a final product demonstrating their learning acquisition or conclusions. Students will be required to give an oral presentation on the project to a panel of teachers, experts, and community members who collectively evaluate its quality. The purpose of the pillars learning project is to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, and research skills.

Pillars Learning Project Goal: To provide students with the opportunity to demonstrate effective research and communication skills through a project-based learning activity.

Students will have the opportunity to strengthen their 21<sup>st</sup> century skills through this project. The following list details some of the main focus areas in the Pillars Learning Project. The skills to be emphasized in the project are listed below:

## **Learning and Innovation Skills**

- A. Critical Thinking and Problem Solving
  - a. Reason Effectively
  - b. Use Systems Thinking
  - c. Make Judgments and Decision
  - d. Solve Problems
- B. Creativity and Innovation
  - a. Think Creatively
  - b. Work Creatively with Others
  - c. Implement Innovations
- C. Communication and Collaboration
  - a. Communicate Clearly
  - b. Collaborate with Others
- D. Cross-Disciplinary Thinking

## **Media and Technology Skills**

- A. Information Literacy
  - a. Access and Evaluate Information
  - b. Use and Manage Information



## **Media and Technology Skills (Continued)**

- B. Media Literacy
  - a. Analyze Media
  - b. Create Media Products
- C. ICT (Information and Communications and Technology) Literacy
  - a. Apply Technology Effectively

## **Life and Career Skills**

- A. Initiative and Self-Direction
  - a. Manage Goals and Time
  - b. Work Independently
  - c. Be Self-directed learners
- B. Social and Cross Cultural Skills
  - a. Interact Effectively with Others
  - b. Work Effectively in Diverse Teams
- C. Productivity and Accountability
  - a. Manage Projects
  - b. Produce Results
- D. Leadership and Responsibility
  - a. Guide and Lead Others
  - b. Be Responsible to Others

## **Project Components**

Research  
Written Paper  
Product  
Presentation

## **Student Timeline**

As students matriculate through the Corinth School District they complete and maintain a digital portfolio of their Pillars Learning Projects.

## **Pillars Project Years:**

### **Grade 4**

Elementary School students will be asked to explore historical perspectives. They will select a historical figure and research his/her life, background, important facts and historical impact. Using carefully created outlines and teacher guidance, students will be encouraged to complete thorough research, create a product and then present the historical figure in character. The culminating event will be a “Living Wax Museum” where students perform in character.

### **Grade 6**

The Intermediate School students will be challenged with selecting an area of history, researching it and predicting how it will look in the future. Students will begin this process by completing an interest survey. Once the students have determined their own interests, they will select a topic to explore in the ancient world. Topics could range from art, to music, to medicine. These topics will be thoroughly researched in an ancient civilization and then the students will explore how that topic looks in today’s society. The students will be given a great deal of choice in topic and how to present the information, but all projects will have the same components including research paper, product, and presentation.



## **Grade 8**

Middle School students will be challenged with creating a service learning project. Service learning projects will include both community outreach programs as well as global initiatives. Students will work in small groups to investigate an area of need, develop a plan of action and showcase their results. In doing so, they will create a research paper, as well as a digital and non-digital product to highlight what they learned. All projects will be shared at the school's annual "Learn Create Share Night."

## **Grade 11 (Previously Grade 12)**

The Project requires students to highlight six key 21<sup>st</sup> century skills that will prepare them for future employment and college preparation. These skills include: technology, employability, information retrieval, reading, writing, team-work, and problem solving. Students are able to select the topic they would like to explore and will be provided with a mentor to lead them through the process. Students will submit a research paper and product along with a digital portfolio. Finally, all students will present their projects to a panel of judges.

Due to the limited time available to each student and the COVID-19 pandemic, our first digital presentations will require the students to create and present a PechaKucha (the Japanese word for *chit-chat*), which is a 20 slide presentation that is automatically timed to progress every 20 seconds. It is also known as a 20X20 presentation. This new way of presenting will assist our students in giving the overview of their community service project in a short time frame. We foresee that new ways to digitally present information will evolve with our technology and culture; therefore, we see this as a way to archive different methods of technology with the growth of the student.

## **WORKPLACE INTERNSHIPS**

A signing day, just like for athletes, was held for these students to celebrate their internship. Signing Day in Alcorn County had a unique feel it in spring 2018 as thirteen students signed up for paid internships with local businesses and industries. These students worked in the "Gateway In-School Program." Using funds through a federal WIOA grant, this program was designed by Three Rivers Planning and Development District and the Corinth Alliance.

Students indicated an area of career interest through an interest survey. Interest areas identified by these students included: Advanced Manufacturing, Logistics-Transportation-Distribution, Healthcare and Information Technology. Based on this information, local businesses and industries were contacted and asked to sign up as worksites. Businesses that participated as worksites included Caterpillar, CM Solutions, Coca-Cola, StoneRidge of Farmington and OfficePRO.

"Gateway In-School Program" served as a great way to jumpstart talented students into careers that will provide long lasting skills and networking opportunities. At the same time, the District was able to partner with local businesses to grow the Alcorn County workforce. As a result of these paid internships, two students from the Corinth School District received full-time job offers.

In addition to this program, several other businesses have worked cooperatively with the Corinth School District to establish internship programs for students during the intersessions. Students were placed with Magnolia Regional Healthcare Center, Caterpillar, Kimberly Clark, and Coca-Cola.

The Superintendent participates in an Industrial Roundtable with plant managers from Corinth's major industries. The Superintendent and Caterpillar have had discussions about establishing high school internship programs for students who are interested in pursuing an engineering degree in college as Caterpillar is struggling to place engineers at the Corinth facilities, which employ over 1000 people.

## CORINTH CAREER ACADEMY (C-TECH)

One of the centerpieces of the *Forward First* innovation was the addition of a career academy. While some progress has been made in this area, the District is continuing to work toward full implementation. Northeast Mississippi Community College presently houses our career technical classes but space constraints have prevented us from adding additional courses.

In an effort to have additional space, the City of Corinth has deeded back to the Corinth School District the vacated East Corinth Elementary School. Plans are to renovate this school to house our C-Tech activities. Renovation was scheduled to have begun and been completed last spring but the COVID-19 pandemic has prevented work from taking place. The District anticipates beginning this work in the next few months so the building will be complete for occupancy in the 2021-2022 school year.

This facility will play a vital part in changing the culture in our school district. By creating new course offerings for our students they will begin to develop a greater understanding of career readiness through these opportunities.

The **CSD Career Academy (C-Tech)** will focus on four options for career preparation and experience: health careers, both technical and business oriented; legal studies including police and fireman opportunities; hospitality and tourism with culinary arts; and engineering/robotics. These options include careers relevant to our students and the local economy. We will enhance the already robust curriculum with the addition of local experts and real-work application of skills.

The healthcare business is booming, and our local hospital, Magnolia Regional Health Center, is the largest employer in the city. The District will work cooperatively with our local hospital to provide programs for our students that will able them to earn a Certified Nursing Assistant certification along with preparation for other health care areas.

Our students were very interested in legal studies, evidence gathering, and forensic science. We presently offer Law and Safety Education for students who would like to become police officers, firemen, or other law enforcement agents. We engage our community law enforcement and local attorneys to mentor and participate as guest lecturers in this program.

Due to Corinth's association with the National Park Civil War Interpretive Center and Shiloh Battlefield, we will offer a career option in hospitality and tourism. Many times our students are ill equipped to go into this industry because of their lack of training. We will offer a wide variety of classes in this sector, ranging from graphic design and promotion to culinary arts and food presentation.

The District has purchased all equipment needed for the Culinary Arts program and is committed to offering the Culinary Arts classes. All of this will be utilized as our students open and promote their own restaurant that will be open to the public for lunch on weekdays at the academy. We are giving the creative license to the class in the program to name, create logos, promote, cook, present and serve at the café.

Presently, our robotics and engineering classes are located at NEMCC. They will move to the C-Tech facility. This program includes: introduction to engineering, as well as upper level differentiated engineering classes.

A major focus will be in the area of technology and coding due to the number of technology companies locating in the Corinth/Alcorn County area. The District is partnering with Tech Soup and Northeast Mississippi Community College to develop a technology pathway. Our Career Access specialist is working with the Base Coding Camp in Water Valley to offer a similar program at C-Tech.



**Goal: Build capacity among teachers and students to re-invent the classroom learning experience through the innovative use of curriculum, instruction and technological resources.**

## **STAFF CAPACITY**

In an effort to create learning environments that are designed to significantly improve learning and teaching, *Forward First* has emphasized strategies, tools, and supports that have allowed us to personalize the learning experience for students and to prepare them for college and careers through content knowledge, critical thinking, and career skills to better compete in a global marketplace. Our focus on rigorous, standards-based and student-centered instruction has leveraged opportunities to meet individual learning needs across all content areas. This structure has provided teachers with key opportunities to deliver more intensive forms of instruction, continuously responding to student needs by conducting ongoing formative assessments, while frequently using data and rich technology supports to assess each student's individual level of mastery against each standard. To accomplish this, the school relied on its autonomy to select and implement its own curriculum, design and execute its own approach to instruction, develop assessments, and pursue its own professional development for teachers.

## **CONTINUAL TEACHER GROWTH/PD**

The Corinth School District faculty consists of approximately 179 educators to serve the students of our district. This qualified and dedicated faculty is committed to providing quality educational opportunities for our children. Their commitment to excellence has been essential to the success of our innovative programs and services.

The Corinth School District has embedded a culture of professional growth and continuous improvement, with the modified school calendar mandating a minimum of ten teacher preparation and professional development days throughout the year. The *Forward First* initiative has changed the culture of educational professionals through the establishment of a system that has enabled the district to deliver a level of instruction that produces an educational product that is internationally competitive. A number of innovative practices and initiatives have guided our pursuit to build teachers who are ready and able to fully reimagine and transform the learning experience.

### **Virtual Professional Learning Community (PLC) Book Clubs**

The Corinth School District has created interdisciplinary, professional learning communities based on common needs and centralized themes that have fostered ongoing communication among teachers and educators on ways to create, pilot, and validate innovative classroom activities and practices. PLC's are conducted virtually and are based on shared learning through reading and discussing books that highlight timely topics in education. Each year teachers select from a list of district-purchased books and a facilitator sets up and manages virtual meetings. Facilitators are selected based on their area of expertise and are recommended by a panel of administrators and faculty representatives to serve their groups. Facilitators undergo leadership training and are mentored by Academic Specialists, who assist in developing a list of guiding questions and principles for each group. The virtual nature of the PLC has allowed teachers to meet both synchronously and asynchronously and to share discussions and resources without regard to a specific time, allowing conversations to be ongoing throughout the year.

The Corinth School District features an "author series," where one or more of the book authors serves as the keynote to the entire district at a live session during a set, district-wide professional development meeting. Authors also interact with teachers in small group sessions and provided explicit guidance on integrating and applying classroom strategies. A sample of featured speakers include Eric Sheninger, digital transformation specialist and innovator; Weston Kieschnick, award winning educator, author, and speaker; and Dr. Tyrone Howard, professor and multicultural education researcher.

Sample of virtual book clubs, along with their focus themes and qualitative feedback from participating teachers include:

*Uncommon Learning: Creating School That Work for Kids*: Authored by Eric C. Sheninger, *Uncommon Learning* serves as a collection of resources to create student-centered learning through rich, digital technologies and tools. Book study participants noted the virtual book club “provided practical strategies instead of pure vision and theory”; “changed existing views on technology towards being a classroom necessity”; and “helped lay out a plan of how to make digital changes in the classroom incrementally to support student growth.”

*Bold School: Old School Wisdom + New School Technologies= Blended Learning that Works*: In this book, Weston Kieschnick describes a framework for strategic blended learning with an ultimate goal of student achievement harnessed through the power of technology. Blended learning strategies, such as the interactive video method, spaced vs. massed practice, concept mapping, and others are explicitly described in detail, with scenarios placed into the Bold School Framework for Strategic Blended Learning. In a follow up evaluation, book club members indicated “helped provide a step-by-step framework”; “gave great ideas for my own classroom through the scenarios described”; and “made me start with the outcome in mind.”

*Why Race and Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms*: Tyrone Howard discusses the salient role that race and culture play in education while describing how to create more equitable, inclusive, and democratic schools. Teachers noted the book was “eye opening” and “discussions that stemmed from this book were somewhat uncomfortable, but very powerful”; and “the author makes a clear argument for instruction that is more culturally relevant.”

*Mindset: The New Psychology of Success*: World-renowned psychologist Dr. Carol Dweck explores the concepts of fixed and growth mindsets as part of a holistic growth strategy as it relates to student achievement. Teachers acknowledged feeling that this group “helped to think about students and how they see failure” and “opened my eyes to how I can make a change in students achievement long term.”

*Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*: The highly respected professor and author John Hattie constructs a model of learning based on a synthesis of a large number of research studies. Hattie covers effective teaching strategies and discusses several influences that impacts student achievement and learning. Teacher feedback included “although some of the statistical terms were unfamiliar to me, having a list of effective teaching strategies and knowing what works in certain situations was extremely helpful as we discuss evidence-based practices with fellow teachers and administrators” and “having knowledge of what specific teaching strategies consistently work is extremely helpful as we work towards data-driven instruction.

*Faster Isn’t Smarter: Messages about Math, Teaching, and Learning in the 21<sup>st</sup> Century*: Cathy Seeley discusses a number of issues in education, including equity, definitions of intelligence, and moving past the achievement gap, with a specific focus on mathematics education. Teachers report learning “ways to make math more meaningful” and “re-thinking how to best teach math for the lowest performing students.”

*The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* and *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*: Jennifer Serravallo provides over 300 writing and reading strategies for students across multiple grade levels. The books are set up in rich, visual detail and provide teaching tips, prompts, and a listing of what skills are addressed through each strategy described. Teachers noted appreciating “a simple listing to expand my strategies for writing” and “the examples provided were easy to reproduce in my classroom.”





In addition to the Virtual PLC Book Clubs, educators collaborate and are supported through other professional learning communities throughout the year, using data from multiple points to analyze the needs, gaps, and issues that face our diverse students. Lead teachers and department heads are responsible for creating PLC themes each academic year based on the specific needs of teachers and for helping to facilitate and guide the conversations within the community. Grade and departmental levels are provided with an option for a virtual platform to conduct professional growth sessions or they may elect to meet in face to face contexts.

**Action-Oriented, Common Planning Opportunities:** A weekly common planning time for teachers across grade levels and disciplines is being used to develop lesson plans with benchmarks and assessment tools to meet specific student learning goals. The Common Planning Time is also utilized by participating educators to discuss project- and problem-based learning and student-led data strategies that could enhance higher-order thinking skills, including creativity, persistence, craftsmanship, and problem solving among students. The district’s focus on data-driven instruction, along with the wealth of data collected by the Corinth School District, has expanded the need for district and school-based data teams. Common Planning time has been used to train teachers how to read and interpret data reports to guide focused discussions and to create student action plans as an interdisciplinary team. These common planning opportunities have created the time, opportunity and expectation of teachers to place students at the center of their work to create a truly personalized learning experience based on data-driven evidence of student needs.

### Corinth School District Data-Based Common Planning Teams

Team Type	Team Members	Use Data To:	Actions
Grade Level	Teachers, interventionists, and specialists who work with students across particular grade level (PK-6); Led grade level chair	Develop and monitor comprehensive student engagement and achievement goals and practices	<ul style="list-style-type: none"> <li>• School-based or grade-level interventions that impact all students (i.e., interdisciplinary STEM curriculum, extracurricular activities, college/career awareness)</li> <li>• Targeted interventions that address subgroups of students not meeting progress goals (increased intervention services, credit recovery, counseling, mentoring, and family meeting)</li> <li>• Intensive and immersive interventions for students who require individualized and extended services</li> <li>• Individualized student action and growth plans that are shared with all teachers and specialists</li> <li>• Students data conferences</li> </ul>
Subject Area	Teachers, interventionists, and specialists who work with students in a particular subject or discipline area (i.e., math, science, ELA); Led by department head	Guide instructional interventions and practices, including differentiated instruction and credit recovery	
Interdisciplinary	Teachers and specialists from various content areas, counselors, technology specialists and other support staff who share the same students in a particular time period; Led by school-based data manager	Identify and immediately respond to students who have not met progress goals.	



## *Continuous Support and Just-in-Time Guidance*

*Modeled after just-in-time teaching strategies, the Corinth School District has implemented a comprehensive, continuous evaluation program to provide direct guidance and coaching to teachers through real-time monitoring and feedback, helping adjust instructional practices to best meet student needs in a highly responsive timeframe.* The district conducts teacher effectiveness evaluations through:

1. Frequent “in-classroom” observations by academic specialists utilizing fidelity checklists that measure pedagogy, classroom engagement and culture, technology integration, assessment methods, and strategies.
2. A minimum of four, quarterly evaluations by school administrators which documents observation of classroom practices, completion professional growth plans, and professional behaviors.
3. Video reflections that focus on direct, self-review of instructional practices
4. Structured and on-demand professional development, with evaluation monitored through post-training assessments and observation of implementation.

*Side by Side Coaching*: Academic specialists and “just-in-time” supports have created an environment in which all teachers have both the capacity and the efficacy to fully support **Forward First** initiatives through increased access to highly relevant and individualized quality supports and services for instruction. Self-efficacy has not only been linked to the successful implementation of learned strategies, but has also increased the amount of time that individuals will persist in implementing challenging tasks. Academic Specialists have utilized an instructional coaching model to provide timely, consistent feedback to teachers both in real-time, direct classroom observations, and the observation of recorded video.

*Video Reflections*: Research has demonstrated that teachers who engage in video reflection are more likely to change practices as they are more likely to trust the feedback and see themselves from a new perspective. Teachers may observe their progress and are more likely to remain motivated to continue utilizing the principles and strategies that have led to successful student outcomes. The District utilizes *Swivl*, a cutting edge 360° video coaching and collaborative platform, in which teachers record the entire classroom environment and use the data collected for self-reflection and expert analysis. Academic specialists, administrators, and the teachers engage in reflective viewings in which the teacher and coach observe their interactions collaboratively. Teachers receive personalized feedback and reports on their progress in meeting the specified outcomes. Specialists and administrators observe teacher interactions and practices, tracking data over time against a baseline measure to determine what changes need to be made at both the coaching and implementation level, leading to the creation of best practices.

*Systemic Professional Development*: The Corinth School District follows a professional development plan that can be personalized for individual circumstances. The district provides an on-demand library of resources, including over 2,000 videos on 125 topics including the implementation of College and Career Readiness Standards through a national, virtual education platform. When combined with the “just-in-time” coaching model, teachers are able to experience highly effective and innovative, personalized education. Through this virtual platform, educators have been able to engage with over 800,000 educators, sharing best practices, strategies, and materials. The district has also created a video library of best practices from master teachers in the district, demonstrating how to creatively implement concepts such as choice boards and virtual station rotations, flipped classrooms, jigsaw teaching, and classroom gamification through videoing and sharing classroom practices. Corinth School District has also created a series of “how to” videos on incorporating instructional technology into the classroom, accessible through a video repository hosted on an intranet.



CSD has provided a wealth of professional development opportunities as follows:

**Blending Your Learning!**- A hands-on, 2 day workshop for learning and applying blended learning strategies. At the end of the workshop, teachers created an individualized plan for redesigning their classrooms.

**Understanding and Using Lexiles for Learning**- This session discussed the Lexile Framework for reading and how to use data for improving reading.

**Understanding the Experiential Learning Cycle**- The workshop focused on enhancing teachers' understanding and application of experiential learning and the learning cycle. The workshop provided participants with an opportunity to experience experiential learning through a reflective activity.

**Using Data to Drive Instruction (Grades PreK and Kindergarten)**- This session reviewed how to utilize the MKAS data along with the Star Learning assessment system. Strategies for addressing and identifying weaknesses and plans for enrichment based on data were provided.

**Using Data to Drive Instruction (Grades 1-6)**- This session reviewed how to use data from iReady, IXL, statewide assessments, Cambridge checkups, and other sources to guide instructional practices and create individualized learning plans for students.

**Using Data to Drive Instruction (Grades 7-12)**- This session reviewed how to use data from iReady, IXL, USA Test Prep, statewide assessments, Cambridge exams, and other sources to guide instructional practices and create individualized learning plans for students.

**Apple for Education Series**- Several sessions were provided on how to effectively utilize Apple products and tools, including "Mac Basics for Beginners," "iPad 101," "Using GarageBand and iMovie to Innovate and Creation," and "Enhancing Accessibility through Apple Features."

**Using Google in the Classroom**- Several sessions were provided on how to integrate Google tools in the classroom to enhance productivity and drive the transformation to digital learning, including sessions on Google Docs, Google Sheets, Google Slides, Google Forms, Google Earth/Maps, and sharing resources through Google Drive.

**Canvas in the Classroom**- Several sessions were provided on how to utilize Canvas as a learning management system and tool to facilitate blended and distance learning. Breakout sessions discussed specific features and applications that are used to deliver and organize high quality instruction.

**Make Learning Come to Life with Discovery Education**- Discovery Education led sessions on how to utilize the highly interactive techbooks following the 5E model. The session provided an interdisciplinary approach.

**Differentiated Diplomas**- This session was held for middle and high school staff and described strategies on how to guide students in selecting a pathway to success.

**Using Technology and Centers in the Classroom**- Teachers learned how to use classroom technology to provide opportunities for centers and differentiated instruction.

**Designing Culturally Inclusive Classrooms**- This workshop provided an in-depth exploration of how to design classroom instruction and strategies to meet the needs of diverse learners.

**Social Emotional Learning: Overcoming Obstacles**- Teachers were introduced to a new model for achieving equity through social and emotional learning and clarify the structural and interpersonal components of optimal learning environments.

**Applied Design Thinking**- Teachers were introduced to concepts of design thinking and tools that can assist in developing and facilitating these skills, including STEM tools, 3D modeling and printing.

**Understanding by Design: Curriculum for an Unpredictable World**- In this session, teachers were provided with technology and tools to integrate authentic content through an Understanding by Design framework.

**Teacher Growth Plans:** Corinth School District teachers create an individualized, professional growth plan in collaboration with school administrators and support specialists. Growth plans explicitly address weaknesses and strengths that have been identified as a result of the continuous evaluation cycle. Plans include resources to strengthen weaknesses, a statement of professional growth and a course of action to achieve long-term goals. Teachers are also responsible for developing a plan to help other teachers grow from their strength areas, including the development of mini-professional development sessions, video series, serving as model classrooms, and presenting at local, regional, and national conferences. Corinth's robust professional development resources were carefully selected and acquired to be meaningful capacity-building tools for teachers.

### **TECHNOLOGY-INFUSED LEARNING**

Technology has become ubiquitous in everyday life, impacting how we work, live, and learn. Studies have demonstrated that effective technology integration based on meeting rigorous academic outcomes improves student learning and achievement and promotes higher order thinking and problem-solving skills. Teachers who are able to recognize technology as a problem-solving and creativity tool are more likely to shift their focus on teaching through innovative methods. Students are able to take responsibility for their own learning, with technology serving as the vehicle to help fulfill the promise of personalized learning and provide agency and choice in student learning. Technology is able to expand learning opportunities and course offerings and support on-demand, anytime learning.

### **Digital Learning Transformation**

Effectively integrating technology as driving force behind learning requires a paradigm shift. Technology that is thoughtfully designed and implemented in the classroom can accelerate, and expand the impact of effective teaching practices and forge new paths towards learning for students. In order to be truly transformative, educators need to have the knowledge and skills to take full advantage of technology-rich learning environments. Although many schools provide appropriate levels of technology infrastructure and access to devices, challenges still occur in making technological and instructional changes that truly transform education into personalized contexts where students act as creators of their own knowledge. To help facilitate this change, the **Corinth School District began a partnership with a national leader in digital transformation**, Eric Sheninger, who has also authored best-selling books such as “Learning Transformed”, “Digital Leadership”, and “Uncommon Learning.” In 2019-2020, Sheninger conducted on site classroom visits and observations for a total of twelve days, with the number of planned visits significantly reduced due to COVID-19. Sheninger provided on the spot coaching and instruction in the use of technology in the classroom, with each classroom receiving multiple, follow-up visits as part of a comprehensive plan. Sheninger has returned to the district to provide twenty-one days of district workshops, coaching and observations, and hands-on training sessions. **Sheninger has nationally recognized and praised the Corinth School District for its tremendous growth**, exclaiming Corinth has “made the transition look easy” through its “use of choice boards, bitmoji classrooms, self-paced activities, and interactive tasks in Canvas for both face to face and remote students to work on” and that “after spending the week in Corinth classroom schools, I am in awe of what teachers and administrators are accomplishing under challenging circumstances.” Sheninger has asked to feature some of Corinth’s success stories in his next book, which will serve to broaden the district’s impact and reach through shared knowledge and practices. Administrators have also changed practices and expanding their technological impact to include a more social presence, with principals regularly tweeting out technology tips or sharing innovative uses of technology seen while observing classrooms. The shared vision for technology, along with high quality supports, have helped to drive technology-infused learning across all grade levels and content areas. Teacher buy-in has allowed for continued growth in the uses and applications of emerging technologies, allowing Corinth to remain a leader in developing innovative practices



## **Applied Design through 3D Modeling and Printing**

Applied design is often used as an umbrella term that combines elements of creating a product or system driven by the needs of a particular audience. Stages in applied design include understanding context and defining a need, ideating or creating a solution to meet the need, prototyping, testing, producing/making, and sharing results. The applied design model assists students in using creativity and critical thinking to solve real-world challenges, skills that are a necessity in our increasingly complex workforce. The Corinth School District purchased ten 3D printers to help provide a platform for students to practice these skills with a highly visible end product that can be examined and utilized as a reflection tool for what other solutions may have been a better fit for the problem presented.

Teachers received training in the Applied Design theory, maintenance and usage of 3D printers, and software to support 3D modeling (TinkerCAD). The two-day training featured direct experiences and guided practice, with teachers acting as the student in completing an authentic project. After the initial training, teachers were provided with additional resources, including a teacher and student project guide, project evaluation rubric, listing of initial project ideas and scaffolding, and videos on how to troubleshoot the 3D printer and common issues with the 3D modeling software to be used to support teacher training and shared with students. Teachers received on-site coaching and support from the district instructional technology specialist in implementing these new methodologies and instructional strategies. Additionally, open “3D lab” days were scheduled during extended breaks and after school hours for teachers to experience and learn applied design concepts and how to use 3D technologies in a low-threat, informal environment, with support provided by the district instructional technologists and experienced STEM teachers. Teachers have readily incorporated design-based learning and 3D modeling into their classrooms across all grade spans. Examples of projects focused on solving a problem with a real-world emphasis include finding solutions on how to safely store classroom scissors, designing a prototype of playground equipment for individuals with limited mobility, and creating parts for robots and to be used by the robotics team.

## **STEM FOR ALL MODEL**

### **Virtual Reality**

Virtual reality applications are an emerging technology whose demand is expected to double in the next five years. Innovative educators and districts who have begun to integrate virtual reality into their classrooms have demonstrated promising academic results that may eliminate some prior barriers to experiential learning. Virtual reality (VR) provides access for all students to experience exotic cities, museums or attractions that were once not affordable to all and create a more inclusive learning environment through providing rich, contextually-based visual content and a more universally designed learning experience. Applications in virtual reality also foster Social Emotional Learning (SEL) and assist students experiencing trauma, depression, or anxiety. Applications of VR outside of education are extensive (military training, surgical training, gaming, specialized sports training, therapy) and continue to grow. Exposure to educational VR applications as well as learning to create new virtual worlds in a team-based environment will increase students’ capacity to work in jobs that do not yet exist.

Teachers have specifically asked for the inclusion of VR technologies and are committed to the professional growth needed to become technology leaders for their students, learning new STEM fluencies for which they can apply their expertise in planning and implementation of best instructional practices. The Corinth School District received grant funding for two state of the art mobile VR labs. Due to COVID-19, physical shipment of the products was delayed and training is now slated for December 2020. Corinth School District will provide professional development from the manufacturer of the VR headsets. This PD will ensure that a majority of the teachers participate in order for the implementation to be effective and meaningful to students. Administrators and district academic support specialists will attend the training and be provided with unlimited access to trainers to receive guidance in developing strategies of support for classrooms. Teachers will also be invited to observe (and participate in) real-time training with the VR headsets and 3D printing equipment at differing times during the school day throughout the school year and will receive ongoing support from the district academic and technology specialists.



Teachers may also observe and participate in real-time training sessions with *VR headsets* at differing times during the school day during designated days throughout the year if they are unable to attend training. The district instructional technologist and academic specialists are working to create materials to support successful classroom implementation, including VR best practices and guidelines, instructional materials that are mapped to Cambridge and MSCCR standards, and video series to support student training needs.

## STEM

Through training teachers to integrate innovative technologies using research-based “STEM for All” strategies, more equitable classroom environments have been created, students have access to culturally equitable materials, engaging projects, and students are provided with the experiences necessary for attaining college and career readiness in the STEM disciplines. Extensive professional development training for district staff on the “STEM for All” model has been provided over the period of four years, with an instructional technologist and lead STEM teacher at each school site providing on demand training and coaching. Teachers were provided with opportunities to participate in additional online training modules created internally by the Corinth School District and hosted through Canvas, “open classroom sessions” where teachers have invited teachers to directly observe their classrooms through live video feed and in-person demonstrations, and have submitted photos/video clips of STEM projects their students have completed to be shared on school and district social media sites and the district’s online newsletter. Teachers co-plan lessons with an emphasis on STEM during collaborative, common planning time or after school for their grade level teams and share lesson plans across the district through a centralized, shared drive. Teachers have demonstrated excellence in participation in the “STEM for All” model as evidenced through the district observation model in which building administrators and academic specialists have observed instructional practices and provided feedback with regard to instruction with STEM standards and resources. **The Corinth School District’s “STEM for All” model has garnered national attention, earning Corinth a prestigious speaking engagement at the annual conference for the International Society for Technology in Education (ISTE) to share successes and implementation strategies with other districts across the globe.**

## New Technology Opportunities In Face To Face And Online Classrooms Through Canvas

Recognizing the importance of providing a comprehensive, consistent solution for content management and digital engagement, the Corinth School District provides access to Canvas for each student in grades PK-12. Teachers were trained on utilizing Canvas in phases to assist with successful implementation. The first phase of training included an overview and introduction to Canvas and the basic features needed to create a paperless classroom. The second phase of training included integrations and tools that can be used to facilitate higher levels of engagement and student learning, including the use of Google apps, Nearpod, virtual field trips, EdPuzzle, Newsela, and Khan Academy. The third phase of training focused on utilizing higher level engagement tools in both face to face and virtual environments, highlighting conferencing and communication tools. Subsequent trainings have focused on project-based evaluation methods, including the addition of rubrics and peer evaluations, facilitating meaningful group interactions, and digital scaffolding checklists that provide an immediate and continual feedback loop. Each training session was formatted in an active, hands-on environment, with both large group sessions featuring break out rooms to focus on specific needs.

Teachers have taken advantage of these spaces to help students create spaces to experiment and take intellectual risks, collecting artifacts and creating digital portfolios to help subsequently drive strategies to individualize learning and provide a platform for assessing short-term and long-term growth towards student mastery.



## **Virtual NASA Camp**

The Corinth School District trained teachers in the implementation of a virtual, STEM-based camp hosted through NASA. Teachers learned how to incorporate “Science Mission” activities for 2<sup>nd</sup>-12<sup>th</sup> graders using resources commonly found in homes. Camps and training consisted of student-centered, standards-based activities that utilize NASA resources to provide access to high-quality STEM learning experiences for all students. To facilitate the activities virtually while ensuring equity, the science coordinator for Corinth School District organized at home packets filled with the resources needed to conduct science activities during COVID-19 school closing. Instructors utilize resources from the NASA Camp to provide a unique and real-world STEM experience.

## **STUDENT OWNERSHIP OF LEARNING**

The Corinth School District is providing ALL students with an accelerated curriculum based on international standards and increased instructional rigor. Teachers create a culture of high expectations and expose students to a rigorous internationally benchmarked curriculum through creating student- ownership of learning. Teachers solicit feedback from students in the development of instruction and have shifted their roles to act as facilitators of learning.

## **EXPERIENTIAL LEARNING**

The Corinth School District has created learning through combining carefully selected experiences with critical reflection and analysis. Experiences are structured to require the student to take initiative, make decisions, and be accountable for the results. Students learn through active and personal involvement and construct meaning through experiences, social learning, and scaffolded instruction. Experiences are centered on real world problems and scenarios and the instructor serves as the facilitator.

## **BLENDED LEARNING**

The Corinth School District has implemented blended learning in grades 1-4. Blended learning provides a formal education program through which students complete part of their learning online and exert some level of control over time, pace, or path and complete part of their learning within a supervised physical location, typically designated as a center of learning. The blended design follows a Rotation Station Model, in which students rotate on a fixed schedule or at the teacher’s discretion among classroom-based learning modalities. Three teacher-led stations provide focused, intensive literacy and mathematics instruction based on students’ academic needs. Other stations include group projects, individual tutoring, or independent learning and combine interactive whiteboards, centers, small groups and individualized instruction.

The Corinth School District’s commitment to a provide a high-quality learning experiences for **ALL** has required a refocus from the traditional, formal educational mindset, along with a significant investment in financial resources and energy.



**Goal: Focus resources and support to create innovative schools that address the emotional, behavioral, and academic needs of students to improve student achievement.**

## **RESOURCES TO SUPPORT INNOVATIVE SCHOOLS**

Research indicates that children and youth with mental and behavioral challenges consistently demonstrate lower educational achievement and have a higher likelihood of involvement with the criminal justice system. In order for students to grow both academically and developmentally, it is critical that students' social, emotional and behavioral needs be addressed in school settings. The Corinth School District has worked to support the emotional, behavioral, and academic needs of students through a multidisciplinary approach including increasing access to highly qualified and trained personnel with specialized skills, providing resources and implementing strategies that focus on prevention rather than reaction, and maintaining high expectations with a focus on academic excellence.

### **INCREASED ACCESS TO HIGHLY QUALIFIED STAFF**

#### **Behavioral Specialist/Coach**

The Corinth School District has comprehensively served students, parents, and teachers through providing a dedicated, district level Behavioral Specialist/Coach to create and implement behavioral based programming rooted in Applied Behavior Analysis (ABA) practices. The Behavioral Specialist serves as an instructional coach through providing just-in-time guidance for teachers within the Corinth School District and working to proactively meet the needs of students.

Students are supported through activities that encourage academic excellence, facilitate peer relationships, include community support initiatives, and enhance family relationships. Some specific activities that directly supported students include:

- Enhancing Social Emotional Learning (SEL) through the inclusion of social stories within the classroom setting
- Providing classroom behavioral modeling through observations and direct intervention/just-in-time interventions
- Providing direct classroom, behavioral and student supports through supplies (flexible seating, token economies, sensory tools) and organizational tools such as visual scheduling
- Providing a sensory room for calming, stimulation, improved focus, and development of motor, cognitive, and sensory skills
- Developing the structure for a peer mentoring program (Warrior Buddies) to begin January 2021 (pending COVID regulations)
- Including teachers and caregivers as a part of holistic support structures

The Corinth School District has also been able to provide quality supports and services for PK-12 students and teachers through building teacher capacity and efficacy in supporting students with emotional and behavioral needs. A modified survey based on an Evidence-Based Practices (EBP) Inventory was sent out to determine a baseline and assess teacher needs for supporting students with emotional and behavioral needs. Some specific activities accomplished include:

- Inventorying, review, and modification of existing Functional Behavioral Assessments(FBA) based on student needs
- Reviewing IEPs and providing recommendation on updates and strategies through both physical and virtual meetings
- Providing learning opportunities through professional development sessions
- Observing and providing immediate feedback to teachers on strategies to improve behavior and implement revised student FBAs
- Serving as a liaison between teacher, student, and administrators/service providers
- Ensuring continuity of services between school and external service providers
- Implementing a school-wide classroom social and emotional learning curriculum
- Assisting with implementing a school-wide Positive Behavioral Interventions and Supports (PBIS) electronic system at Corinth Middle School



Teachers demonstrated increased awareness of implementing EBP for students with emotional and behavioral needs and higher levels of self-efficacy in implementing EBP based on a Teacher Observation Checklist and EBP Inventory survey. Teachers also demonstrated successful integration of ABA principles in the classroom. **After conducting trainings and classroom observations, infused with just-in-time coaching, teachers reported an overall increase in efficacy and confidence in providing educational interventions that were highly personalized, contextual, and grounded in evidence-based practices:** 80.8% of respondents indicated they had grown in understanding of behavior since the hiring of a dedicated Behavioral Specialist/Coach; 88.5% ranked their growth in understanding the basics of behavior and how to implement change in the classroom as 3 or higher on a 5 point scale; 80.7% ranked their growth as a 3 or higher in the function and usage of sensory tools in the classroom; and 88.5% indicated they felt more supported in their role as a result of receiving services from the Behavioral Specialist/Coach. The instructional coaching model has led to positive impacts on instructional practices and in creating a strengths-based classroom environment that is more supportive of meeting student needs.

The Corinth School District has worked to coordinate, promote, and develop programming that encourages family engagement and participation to support behavioral and emotional growth, including:

- Disseminating family support newsletters and requests to join an electronic support community
- Hosting of face to face family support sessions and seminars
- Partnering with community organizations to sponsor and promote community awareness events for students with ASD and their families
  - Reconnect 4 Autism - movie nights, Color Run, bowling days
  - Magnolia Regional - Sensory Friendly Winter Event
  - Lauren's Cakes - parent sessions
  - Subway - parent sessions
  - Buck's BBQ - parent sessions
- Creation of video series featuring targeted behavioral tips
- Participating in weekly video conferencing sessions

## **Social Workers**

Children are heavily influenced by social forces that may negatively impact their roles as students. Students' unmet physical and emotional needs interferes with their ability to learn and fully participate in school activities. The Corinth School District recognizes the importance of collaborations between the home, school, and community to fulfill its mission for innovative, academic excellence. The district currently has on-site, trained professionals to assist students with mental health concerns, promote positive behavior, provide individual and group counseling services, with two staffed full time at the middle school where the needs are often the highest.

Social workers perform a great number of related services, including crisis intervention and counseling services, developing student programming to assist with managing emotions and healthy conflict resolution strategies, leading and creating staff developing in-service staff trainings on how to better support students, serving as a liaison for school services including the participation in IEP meetings and other social/mental or community-based agencies, assisting in developing behavioral intervention strategies, mobilizing resources to assist the student and/or family, and preparing developmental or social history reports.

Although social workers play an integral role in the school organization through developing relationships with students and families, the Corinth School District is working with social workers, technology specialists, and safety experts to develop an anonymous reporting mechanism. Nearly 1 in 3 school children in America experience some level of bullying between grades 6 and 12 and 160,000 students miss some school each day because they feel intimidated by other students (NEA, 2014). Students may also often fear being identified in reporting incidences within the school, community or at home. As such, a large number of these incidents go unreported due to a fear of peers, access or ability to discuss with authorities, or lack of awareness on where to report. The Corinth District

is working with a community-focused entity to develop a customized web and mobile application that will provide students with an easily accessible and simple way to anonymously report potentially dangerous behaviors or instances of bullying. The application will send reports directly to a Security and Safety Administrator who will apply any appropriate tags and either begin launching an internal investigation or contact appropriate authorities for assistance. The app will store incident reports into a database with searchable fields and provide administrators with important metrics and information to both monitor short and long-term patterns of behavior and make data-informed decisions on needed school-wide or targeted prevention programs and interventions. The app will also allow the district to develop a rating scale that rates risk factors for potential school dropout or at-risk behaviors. These at-risk students will be provided counseling and intervention activities through social workers and other qualified school personnel to ensure that all students are provided with an equitable opportunity for success.

### **College and Career Access Specialist**

The Corinth School District invests heavily in the futures of our students through results-focused programs, experiential learning and industry collaborations. The district has employed a college and career access specialist to work with middle and high school students, building and sustaining college readiness while promoting awareness of the link between pathway choices and professional careers. The College and Career Access Specialist has worked with students to develop individualized, post high school plans using digital tools and supplementing with both on and off campus experiences and provides each student with appropriate college and career guidance. Through coordinated partnerships with community and industry organizations, the College and Career Access Specialist has provided students with opportunities to shadow, engage in internships, and to explore a variety of career options through real-world experiences.

The College and Career Access Specialist plans and implements district-wide post-secondary events that are representative of multiple college and career pathways including “FAFSA Days,” college expos, and specific industry visits (for example, Base Camp Coding Academy) and works to facilitate understanding of their connection to college and career planning through presentations, student workshops, and parent meeting. Programming has been created to promote financial literacy, including navigating financial aid for trade schools and college.

The College and Career Access Specialist also drives the need for future initiatives and programming through the collection of key success indicators, including the number of college applications/acceptances; tracking persistence across college/job pathways; and maintaining an updated database of alumni with college and career information.

The Corinth School District is working to develop an interactive, fully online “College and Career Prep,” where students will earn digital badges and certificates through completion of course modules that emphasize skills based on student’s path selection. Courses include time management, study skills, test preparation, financial literacy, interview prep (with the opportunity for a virtual, mock interview), professional dress, and conflict resolution strategies with more selections to be added.

### **Transition Coordinator and Response to Intervention**

The Corinth School District has invested in a Transition Coordinator to ensure that all students with disabilities have access to specialized services to develop and guide both academic and life skills. Although in many districts this role is fulfilled by a regular special education teacher, **Corinth recognizes that the position is not simply an “add on” responsibility.** The primary role of special education teachers is to provide instruction, including instruction specifically related to transition skills. Special education teachers are focused on instruction and do not have the ability to sufficiently focus on the wide range of program-level transition-related activities. The full time Transition Coordinator serves an integral role in the district, consulting with administrative staff, instructional staff, and parents to determine the needs of specific students and the program, including materials and supplies that will assist in student success. Since the transition from high school to the next stage of life can act as an added stressor



for students with special needs, the Transition Coordinator primarily serves students in grades 9-12. Students are linked to community and resource providers, with the transition coordinator serving as a liaison and a central point of access in communications. The Transition Coordinator attends IEP meetings and monitors inclusion classrooms, providing assistance with the implementation of goals. The Transition Coordinator works with the College and Career Access Specialist, special education teachers, counselors, community representatives and other school staff to create transition assessments which lead to the development of individualized transition plans. Based on these plans, the Transition Coordinator works to creatively meet these goals. For example, if a student has a goal of independent living, the Transition Coordinator may work with the student to learn to shop for groceries through special grocery store visits with a local community partner. This personalized form of implementation of services leads to improved college and career readiness and contributes to the long-term success of each individual student.

### **Family Engagement and Outreach Services**

The Corinth School District shares responsibility for the growth of students with families and community partners. Family engagement is an integral part of the district's educational mission, with the family engagement and outreach team supporting the district's parents and families through engaging them in opportunities to fully participate in and improve their child's school experience. The Family Engagement and Outreach Services team has hosted forums, roundtables, and listening-and-learning sessions with parents that have helped the district become aware of community needs and to assist in the development of programs and services to meet these needs. The team has devised several means by which they reach out to parents and parent groups, including social media, school sponsored family events, PTO sponsored events, extra-curricular activities, and direct teacher communication channels (such as Remind, Canvas reminders, notes home in folders).

Some programs and events developed and facilitated through the Family Engagement and Outreach Team include:

*Integrity Time Curriculum and Recognition Parade* for Grades PK-1-Integrity Time is a character education program designed to teach children the foundational values of integrity. Children learn the importance of choosing what is true and good and right through creative lessons, teaching games, special snacks, colorful puppets, and fun songs. Throughout the year, children learn a characteristic of integrity associated with a letter of the alphabet, each standing for a different characteristic. A student from each class in grades PK-1 is selected to represent a letter (characteristic) each week, with an "integrity parade" held for the students and families.

*Rokenbok Nights*- The schools host innovative and interactive activities using Rokenbok to help children think like a scientist and build like engineers. Rokenbok's STEM education program levels the playing field for underserved children, providing deep, project-based learning for all students. Parents and students work together to complete "challenges," with events are held several times throughout the academic year.

*Grandparent's Day*- Grandparents come and visit children in the classrooms while the children create special crafts to provide to them. Special refreshments are donated by local restaurants.

*Family Picnic*- Families are invited to bring lunch and have a special opportunity to eat with children.

*Early Literacy Techniques for Young Readers*- Sessions focus on tips and techniques for introducing books to children, including why it's important for their future development, what books to use, how to read to them and how to take cues from what catches their attention when reading.

*Meet the Principal*- Opportunities to meet with principals are held at various neighborhoods and community centers throughout the city of Corinth.

*Books with Brooke*- Each week, the Corinth Elementary hosts a book reading live through Facebook.

*Coding Series-* Sessions on how to code games, animations, and program objects to be mobile are held in an interactive, family environment.

*Parent University-* A series of sessions are held to provide parents with resources and parenting tips. A virtual community of parents meets monthly to provide each other with support and to share strategies.

*Parent Resource Center-* Parents, volunteers and students gather to learn, share information, volunteer and promote and support learning at home. The Parent Center offers information and resources to help make learning interesting and fun for families.

## **PREVENTION-FOCUSED RESOURCES**

### **Social Emotional Learning Programs**

Social Emotional Learning (SEL) serves as the foundation for making decisions, self-regulation, and teaching empathy. Skills are not innate and must be explicitly taught. The Corinth School District is focused on developing the “whole” child and provides programs that are easily integrated into the regular school day with a centralized focus on building relationships with students. Approaches in the “Overcoming Obstacles” and “Second Steps” curriculum focus on SEL through simple measures, including playing songs for younger students, video modeling for older students, naming commonalities and facilitating discussions, and incorporating SEL activities and prompts in daily conversations during scheduled breaks. SEL at Corinth School District focuses on restorative practices, which develop respect, relationships, responsibility, repair of harm, reintegration of students into class and restoration of the positive classroom environment. These practices have strengthened the connections that students feel between the teachers and classmates while teaching problem solving and empathy.

Restorative practices work in conjunction with trauma-informed practices, other social emotional learning programs, and PBIS. As a part of restorative practices, children are asked to self-reflect and problem solve instead of simply receiving negative consequences for inappropriate behavior. Research has shown that restorative approaches transform student behavior and build healthy school communities. Building a restorative community is an evolutionary, whole school process that requires all staff to be involved in a consistent application of restorative principles and practice over time. As such, the Corinth School District provides coaching and training on restorative practices and the inclusion of SEL strategies. The district follows a “train the trainer” model, with an individual certified by the International Institute for Restorative Practices providing whole-group, small group, and individual level training and guidance. Counselors, lead teachers, and behavioral interventionists evaluate classrooms for implementation and work with teachers on enhancing and refining practices based on specific needs. Behavioral plans have been updated and revised as needed to reflect a more restorative approach.

### **Essential 50s and House System**

The Corinth School District has worked to actively transform the climate and culture of its schools to support increased rigor and student engagement through providing support, structure, discipline, and respect. Creativity, passion, and enthusiasm are highly valued and viewed as a critical component to the overall culture. Rules and expectations for behavior and student actions are clearly articulated and communicated to parents and students, with this vision being shared with community partners and other stakeholders to hold students accountable for their actions both inside and outside of school settings. Two programs have been successfully implemented at Corinth Middle School which have made positive, long lasting impacts, including the “Essential 50’s” and the assignment of student “Houses.” These programs run concurrently and create a set of consistent expectations which serve to improve classroom behavior and the opportunity to learn.





The rules and components of the “Essential 50” include:

1. Responding to Adults
2. Making Eye Contact
3. Congratulating Classmates
4. Respect other students comments, opinions and ideas
5. If you win, do not brag, if lose do not show anger
6. If you are asked a question in a conversation, ask a question in return
7. Cover your mouth when you cough, sneeze, and say excuse me
8. Do not show disrespect with gestures
9. Always say thank you when given something
10. When you receive something, do not insult the gift or the giver
11. Surprise others with random acts of kindness
12. When checking other student’s papers, only mark the questions that are incorrect
13. Follow along when reading aloud
14. Answer all questions in complete sentences
15. Do not ask for a reward
16. You must complete your homework every day
17. Transitions will be swift, quiet, and orderly
18. Be as organized as possible
19. When homework is assigned, do not moan or complain
20. When a substitute is present, all rules still apply
21. Follow the specific classroom protocols
22. You may bring a bottle of water to class, you may not leave for a drink of water during class
23. Know other teachers names and greet them in the hall by name
24. Keep yourself and the bathrooms clean and germ-free
25. Greet visitors and make them feel welcome
26. Don’t save seats in the lunchroom
27. Don’t stare at students who are being reprimanded
28. E mail your teacher if you have a question about homework
29. After dining, be responsible for your area
30. On a bus, always face forward
31. When meeting new people, shake hands and repeat their names
32. When offered food, take only your fair share
33. If someone drops something and you are close, pick it up
34. Hold the door for people rather than letting it close on them
35. If someone bumps into you, say excuse me, even if it was not your fault
36. On a field trip, compliment the place you are visiting
37. During an assembly, do not speak or call out to friends
38. When returning from a trip, shake the hands of every chaperone
39. While going up stairs, stay on the right
40. When in line, keep your arms at your sides and move quietly
41. Never cut in line
42. Do not bring sunflower seeds on campus
43. If anyone is bullying you, let me know
44. Stand up for what you believe in
45. Be positive and enjoy life
46. Live so that you will never have regrets
47. Learn from your mistakes and move on
48. No matter the circumstances, always be honest
49. Carpe Diem
50. Be the best person you can be



## CMS House System:

Students entering Corinth Middle School (CMS) are randomly assigned to a “house” for their entire CMS career. To promote uniformity, students are provided with a different colored lanyards and flags that represent the house to which the student belongs:

Archegos – Leadership (Dark Blue)

Seva – Respect (Red)

Hupomone – Perseverance (Black)

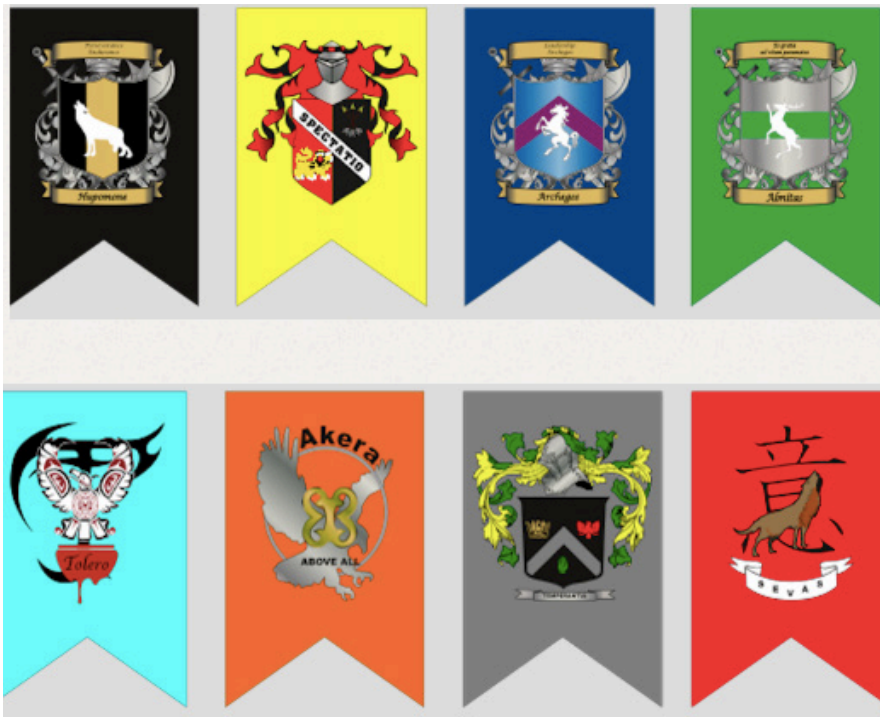
Temperantia – Self-control (Gray)

Akera – Integrity (Orange)

Tolero – Tolerance (Sky Blue)

Almitas – Kindness (Green)

Spectatio – Attitude (Yellow)



Student groups collectively receive points based on their house belonging and team color, with points assigned by providing tickets to students in either in physical or electronic form. Points are deducted for disciplinary actions and non-compliance with the Essential 50. Celebrations of success, including ceremonies, rewards, and special recognition are an essential part of creating and maintain the positive culture. Rewards are provided, with a large reward provided at the end of the nine-week grading period to the house that has collected the most amount of points and an overall reward provided at the end of the academic year. A monthly parade is held, with students of the month selected to serve as grand marshals. Students are expected to celebrate each other’s successes and to form bonds with their teams. Teams meet minimally twice a month with their fellow “housesmates”, assigned house teachers and mentors. Houses rotate completing a monthly service and community-oriented opportunity that is facilitated by the house leaders.

Engagement and outside involvement are driving forces behind the program’s success, with parents being provided house information at open house events and contacted at least one time per grading period to discuss student character growth. Students are engaged through fun social media challenges .

## Community Book Read

Evidence overwhelming indicates that parental involvement in their children’s reading is the primary predictor for not only developing foundational literacy skills, but also serves as the lead indicator of a child’s future academic achievement. Children need positive reading role models in the home, with daily practice opportunities. Through the implementation of a community literacy initiative and the infusion of print and e-book resources, the Corinth School District has worked to both close the literacy gap created through lack of access to resources and create a supportive home environment that celebrates literacy and academic achievement.

Each year, the Corinth School District selects, purchases, and disseminates a common book to ensure that the community is sharing a common literacy experience. Programs are designed to broaden and deepen an appreciation of reading and prompt families and neighbors to share their experiences while reading the same book. Literacy plays an integral role in the process of allowing students to develop perspective-taking skills, building empathy, managing emotions, and understanding relationships through a low-threat medium. Community members and families are provided with a set of guided questions for each book that prompt readers to consider characters’ emotional reactions, to question how characters handle challenges, and to clarify understandings of the characters’ perceptions of other characters and book events.

The Corinth School District provides diverse reading materials that are reflective of different cultures, abilities, and life experiences to allow children to explore and better understand others. Examples of past books selected include: “Where the Mountain Meets the Moon,” “Trumpet of the Swan,” “The Boy Who Harnessed the Wind,” and “Fenway and Hattie.” Tokens that represent the book’s theme are provided to display in lawns and/or homes to exhibit solidarity across neighborhoods. The district celebrates the launch of the community book read initiative through a kickoff celebration, open to the entire community. As an example, the celebration event for “The Boy Who Harnessed the Wind” featured STEM-based activities including the construction of a working windmill. The Corinth Robotics team demonstrated various models of windmills constructed using KidSpark blocks and a working motor and challenged community members to design their own functional windmill. Events also exposed children to the culture and setting of the books. Culturally relevant experiences, such as constructing soccer balls out of plastic bags, playing a mancala game, and decorating African masks helped to provide a rich, immersive literary experience.

Through these approaches, the Corinth School District has been able to comprehensively address our most urgent and persistent needs through providing supports to all students and enhancing their capacity to learn, creating safe, equitable learning environments, and increasing teacher capacity to implement emotional and behavioral support systems to close the achievement gap.

As the Corinth School District moves forward over the next five years implementing *Innovate Personalize Educate: Moving to A Higher Degree of Learning* the District proposes to continue with all of the programming described and implemented as a result of the *Forward First* plan approved by the Mississippi State Board of Education in designating the Corinth School District as a District of Innovation. Listed below is a summary of those programs and activities:

- Internationally Benchmarked Curriculum
  - Cambridge Primary
  - Cambridge Secondary
  - Cambridge Advanced
- Modified School Calendar
  - Quarter System
  - Targeted Remediation Intersessions
  - College Credit Intersessions
  - Technical Courses/Workplace Internships
- Differentiated Diplomas
  - Expanded Dual Credit/Enrollment Options
  - Credit by Demonstrated Mastery
- Career Academy with Industry Experts
  - College and Career Access Specialist
  - Corinthian Pillars Learning Projects
  - Experiential Learning
- Important Cultural Shifts and Support for Teaching and Learning
  - Blended-Learning for Literacy Instructional Block- K – 3<sup>rd</sup> grade
  - Yellow Dog Hotspots
  - Recruiting and Retaining Teachers
  - Building Staff Capacity
  - Differentiated Teacher Compensation

The District has successfully implemented these programs and activities resulting in students and teachers demonstrating academic success. It is the District's belief that we can build on these successes and create further opportunities for our students, staff and community.

## **TEACHER ACADEMY**

The CSD identifies a goal of *recruit, train, and retain highly effective teachers and leaders committed to teaching diverse students in an effort to close achievement gaps*. This goal is grounded in current research as will be outlined below. Teacher recruitment, growth, and retention are prevailing issues confronting public educators across the country, and especially in Mississippi. The CSD has strategies to address these issues to continue to apply an innovative approach to public education in the 21<sup>st</sup> century.

One of the prevailing issues currently facing public education, and education as a whole, is a shortage of certified teachers. Mississippi experienced a 47 percent decline in teacher licensures issued between 2013 and 2018 (Harris, 2019). Harris further explains that there has been a 40 percent drop in the number of education candidates enrolling and graduating from teacher preparation programs at the state's universities. Combined with a population



of teachers nearing retirement, one can see the potential impact facing our state in the years to come. To further add to the concern of a teacher shortage is the understanding that districts and schools need to employ teachers who are not only certified, but who are invested in the schools and communities they are teaching in. This has been echoed by the Mississippi Department of Education (MDE). Corey Murphy, executive director of the MDE Office of Teaching and Leading was quoted as saying, “Our aim is not to simply recruit prospective teachers to fill vacancies. Rather, we desire to recruit prospective candidates who understand the culture and context and have a vested interest in serving children in the local districts in which they’ll serve” (Betz, 2019). There exists a focus to make sure that schools are working to hire teachers who will fit the context of their individual setting.

The District proposes to start a Teacher Academy as a part of the C-Tech programming for those students interested in pursuing teaching as a career. Students who are successful in completing this two-year Teacher Academy program, who have enrolled in dual credit courses, and have the necessary number of college credits will be employed as an assistant teachers while continuing to work on an elementary education degree and certification. This will allow the Corinth School District to grow its on teachers and provide training to these individuals who are hired as assistant teachers by working and observing with master teachers as they continue their college learning.

Tied to the teacher shortage is also the issue of teacher turnover. Nationally, about 30 percent of new teachers leave the profession within 5 years (Ronfeldt, Loeb, & Wyckoff, 2013, p. 5). Further, teacher turnover is a broader issue than simply teacher attrition. Atteberry, Loeb, & Wyckoff (2017) outline that there are three primary types of teacher turnover -- new to the profession, new to a school or district, and new to a grade level or subject area within the same school. In each of these instances, the research indicates a negative impact on student achievement (p. 24). Simply hiring teachers does not solve the issues facing our schools if we are consistently faced with the challenge of teacher turnover. Another component to consider is the increasing number of teachers who are entering the classroom through the alternative certification process. Alternative licensure programs meet a need by providing candidates with content hours the opportunity to obtain certification without having to start over with a full teacher preparation program, but researchers have expressed concerns about alternative licensure programs in general regarding the level of preparedness they offer to the graduates. Lewis-Spector (2016, p.6) observed that these alternate certification programs have resulted in a “fast track path to the classroom with little formal instruction in pedagogy, including limitations on preparation for teaching literacy, and little accountability for the quality of classroom instruction.” In 2016-17 (the most recent year reported) 41 percent of Mississippi’s educator preparation program graduates came from alternative preparation programs (Education Commission of the States, 2019). This highlights the importance of a robust professional development program to continually grow teachers to meet the instructional needs of students in the 21<sup>st</sup> century classroom.

With negative impacts on student achievement as a consequence of both the teacher shortage and the increasing teacher turnover rates, and with a growing number of teachers entering the profession without the full formal pedagogical training of teacher preparation programs, it is imperative that districts work to be innovative in their approach to recruiting teachers to their districts, training those teachers to be effective in their positions, and retaining those teachers through and beyond the initial years of employment.

A model for recruiting teachers to the district, growing their content and pedagogical skills, and retaining teachers in the district is to offer the opportunity for teachers to earn advanced degrees in subject content areas such as English, history, biology, chemistry, mathematics with the assistance of the district. This model is used as a recruiting tool in the sense of being able to attract teachers to the district with the knowledge that if they complete three years of service to the district, they will be able to apply to earn financial support from the district to earn an advanced degree in their content field. This application would be reviewed by a committee made up of district personnel, and if approved, would allow for teachers to earn a content-specific advanced degree with financial support from the district of 90 percent of a master’s degree, or up to \$10,000. A doctoral degree can be earned with financial support from the district of 90 percent of the degree cost, or up to \$35,000. The teachers earning

the advanced degrees would commit to work for the district for a period of time following the completion of the degree (three years for a master’s degree / five years for a doctoral degree). This plan would be funded through Federal Programs—Title II—Professional Growth and Recruitment.

Ultimately, the district will use this as a recruiting tool to attract teachers who would be interested in growing in their knowledge base. It would allow the district to support teachers in their professional growth by assisting them in earning advanced degrees to strengthen their content and pedagogical skills. Finally, it would allow the district to gain at least seven years (assuming a minimum of one year to complete the master’s degree) of work from a teacher earning a master’s through this model, and would earn at least eleven years (assuming a minimum of three years to complete the doctoral degree) of work from a teacher earning a doctoral degree through this model. This capacity-building model yields a return on investment which ensures that Corinth students have highly effective teachers for years to come.

## Coding Pathways

Approximately two-thirds of grade school students will end up in the workforce completing jobs that have yet to be invented. The Corinth School District is actively preparing students to meet that challenge through creating innovative paths to education and developing skill sets to meet the needs of future employers.

Technology continues to be a focus in our school district and community. The Alliance, our economic development organization, recognizes the need for a more technologically trained workforce to meet the needs of current and future industries in our area. Corinth students are already successfully gaining employment after high school graduation in technology-based industries in the Corinth area. The acquisition of additional skills as a part of the high school learning experience will further enhance their employability. A continued emphasis on coding and a based coding camp opportunity to accelerate learning will greatly enhance employability.

Coding is currently implemented across the curriculum at Corinth, with students being exposed to a variety of programming concepts and fundamentals at an early age. The Corinth School District utilizes a number of platforms, applications, and activities to develop computational thinking skills, provide an outlet for creativity, while growing students’ resilience and persistence through coding. Coding not only provides students with valuable workforce skills, but also serves as an excellent platform to improve writing and mathematics skills. Students move from the role of “consumer” to that of a creator” and develop algorithmic thinking, enabling them to better understand, interpret, and assess the impact of this type of thinking across multiple disciplines.

As technology continues to advance, the need for experienced computer programmers continues to increase, with new career opportunities arising every day. Employees who are able to code and apply these skills to develop innovative and creative solutions to address problems are highly sought after in any industry. Coding boot camps have gained popularity over the past few years as a method to assist students from a variety of backgrounds to learn coding and pursue careers in software development. Programs structures meet the differing needs of its students and can be full-time (intensive) or part-time and offered through online or in-person delivery. Bootcamps provide a foundation of knowledge and ensure that students have the tools needed to continue developing their programming knowledge once the program ends. Bootcamp providers seek to assist students in securing entry-level roles in the tech industry through teaching a current and in-demand curriculum that is driven by the needs of local employers.

The average tuition for a formalized, bachelor’s degree in computer programming ranges from \$42,000 to \$60,000, creating an economic barrier for those who may gain technical expertise and subsequent employment in this field. **The Corinth School District seeks to increase equity and diversify the tech industry through providing a free coding education program for members of the Corinth community that will provide specific coding and programming skills to meet local industry and employer needs.**





In 2019, the Corinth School District met with representatives from TechSoup, a non-profit globally-oriented technology service provider with a physical presence in Corinth, the Alliance, Corinth and Alcorn County's chamber of commerce and economic development organization, and representatives from local industries to discuss the need for multiple pathways to attain college and career readiness for Corinth students while developing a highly qualified workforce through "grow your own" programming.

The Corinth School District proposes two educational opportunities to help develop computer programming skills and to train the Corinth workforce including a blended, school-based software development track, with a year-long academic component upon high school graduation and a Corinth Coding Academy, provided as a year-long, non-traditional track. The Corinth School District is working with industry partners to finalize the initial course curriculum and program offerings, with the understanding that curriculum must remain flexible in order to meet the rapidly changing technology needs and demands of the workforce.

### **Corinth Software Development Program Pathway**

Modeled after CSpire's Development Program Pathway, Corinth's unique software development program pathway will consist of two years of high school courses in computer programming, followed by one year of coursework to be completed online through a collegiate partner. During their junior and senior year of high school, pathway participants will complete 8 total dual credit offerings with a mandatory internship to be completed after the students first year in the pathway program. The Corinth School District will solicit agreements from no less than 15 industry partners to provide a wide range of options for experiential learning. After graduation, students will complete 8, online programming-based courses and will earn industry-recognized certifications (AWS Certified Developer, Database Fundamentals, Microsoft Intro to Programming Using Python/Javascript/CSS/HTML). This will be a flexible, accelerated pathway that will have students taking courses outside of the traditional, 180 day calendar.

### **Corinth Coding Academy**

The Corinth Coding Academy will serve as a workforce training program designed to develop coding and computer programming skills for non-traditional students. This program will provide hands-on training during an intensive, year-long program. Interested program participants will fill out an application and must complete a technology assessment. Prospective students will complete an interview to assess students in terms of commitment to the program and to gain a better understanding of the program expectations. Industry partners will serve as a part of the interview process and will commit to employment contracts with individuals who successfully complete all program requirements. The Corinth Coding Academy will be fully funded through industry partners and external funding sources and will encourage applications from all interested students. Students may be accepted on a contingent status, with students who need necessary technology pre-requisite skills being asked to complete a set of coursework before being fully enrolled. The Corinth Coding Academy will cover the following concepts, with modules and course content evolving to meet the needs of industry partners:

#### **Programming Fundamentals**

##### **Part I: Programming Concepts**

##### **Modules:**

- Variables
- Binary Representation I
- Computer memory models
- Basic Flowcharting



- Algorithmic Sequence
- Algorithmic Selection
- Algorithmic Looping

## **Part II: Introduction to Programming using C++**

### **Modules:**

#### **Console Development (each with project)**

- Operators and Variables
- Structures & Looping
- Vectors
- Arrays, Lists, Stack, etc.
- Functions & Recursion
- User Defined Datatypes
- Graphics
- Methods / Properties
- Overriding Methods

#### **GUI Development:**

- Introduction
- Form Design
- Event Handling
- Form Objects

## **Part III: Database Management Systems Training Using SQL**

### **Modules:**

- Introductory Database Concepts
- Database Planning and Database Architecture
- Database Creation and Initialization
- Database Operations
- Database Integration

#### **Project: Introduction to Web Development**

- Page Elements
- Layout and Structure
- Document Object Model (DOM) and Events
- Implementing jQuery
- Asynchronous Web Development, Ajax and JSON
- Accessing Application Programming Interfaces (APIs)

## **Part IV: Interactive Web Elements Using JavaScript w/React, ASP.net**

### **Modules:**

- Controllers
- Views
- Models
- Forms and HTML Helpers
- Data Annotations and Validation
- Membership, Authorization, and Security
- MVC – ASP.NET Web API



- MVC – Single Page Applications with AngularJS
- Dependency Injection
- MVC – Unit Testing

## **Part V: Game Development and Artificial Intelligence**

### **Modules:**

- The game loop
- GML Concepts
- Capturing input
- Instances
- Collision detection
- Graphics & Sound
- AI Overview
- Machine learning

## **Part VI: Professionalism and Personal Growth**

### **Modules:**

- Presentation and Communication Skills
- Conflict Management
- Cross Cultural Competency
- Teamwork and Development
- Emotional Intelligence
- Construction of a Personal Growth and Continued Professional Development Plan

## **Entrepreneurial Pathway**

Most high school students are unaware that a career in entrepreneurship and business startup is a viable option for their future. **The Corinth School District wants to change this through creating hand-on experiences, project based-learning, and courses that will provide our students with the skills needed to be successful entrepreneurs. We want to create the next set of innovators.**

An entrepreneurial pathway will be created that introduces students to a strengthened and enhanced business curriculum that will focus on an Introduction to Business, Marketing and Sales and Accounting. These courses will be taught by business experts as they are best qualified to teach children how to be entrepreneurs and find creative solutions to solving problems associated with business development. At the same time, they will be taught leadership communication, presentation, and critical thinking skills. As part of these courses, students will write business plans and pitch them to local civic clubs and angel investors.

An experiential learning component will allow students to develop a venture idea that creates economic and social value. Outside of the classroom, students will visit local and regional businesses that have resulted from creative start-up ventures. This will enable these innovators and business owners to share their stories, culture, and experiences with fellow participants.

At the same time, the District will use these students in the operation of the two school-based businesses to give them first hand experience. These experiences will incorporate into the business courses taken as a part of the program. Students will operate the internet cafes and a merchandise/school store at the high school.

The District's College and Career Specialist and Transition Coordinator will help in the further development of this program over the next several months. This will be a great opportunity to further create an innovative and entrepreneurial spirit for Corinth students.

### **Recreating the High School Experience**

With schools closed indefinitely during the Spring of 2020 and the opportunity for children to attend school virtually this fall, it gives rise to the question of is it time to further recreate the high school experience and how can it be done? These are two questions that the Corinth School District hopes to explore, answer and address over the next five years. These conversations will be driven by the following **key concepts**:

- Redesigning academic content and instructional practices to promote active and hands-on learning, aligned with postsecondary and career-readiness;
- Personalizing and tailoring academic content and learning to strengthen the connection to the educational needs and interests of individual students;
- Ensuring strong content knowledge and skills for teachers in all subjects, including STEM;
- Providing and personalizing academic and wrap-around support services for those students who need them;
- Providing high-quality career and college exploration and counseling on options for students after high school graduation;
- Offering multiple opportunities to engage in postsecondary learning, including earning college credit while still in high school; and
- Redesigning the scope and sequence of learning time in more innovative and meaningful ways, incorporating innovations such as educational technologies, project-based learning, and competency-based progressions

Many high school students today struggle to engage and find relevance in the current educational experience, which is designed to prepare workers for the demands of factory jobs rather than to thrive as individuals, leaders, and entrepreneurs. As we experience knowledge and technology-driven economies, there is a widening disconnect between today's high school experience we continue to operate and what today's young people need in order to face future challenges.

**The need to redesign high school is also an issue of equity.** Corinth's current high school population is more diverse than ever before. Many of the traditional approaches we have employed in education in the past are contributing to a widening rather than closing of opportunity gaps. It is clear that the old ways of "doing school" are no longer meeting the needs of our students but we continue to operate schools the same way.

**To make high school meaningful and valuable for all students, it is essential that we redesign the high school experience.** This means replacing the existing norm, which is one that prioritizes order, compliance, and standardization. Instead, we must prioritize dynamic, experiential learning that is relevant to individual student interests and needs. High school should be a rigorous learning experience in which all students are challenged to see the world and their community differently, to learn how to solve problems that they care about, and to develop a broad range of academic and social and emotional skills.



Even high performing students in advanced coursework see traditional academic achievement as less about deep learning and more about “the game of school.” These students are driven to earn the grades and build the transcript that will enable future success. Seat-time and Carnegie-units, measures that have traditionally been used to indicate whether or not a student has received a sufficiently rigorous education, are hopelessly outdated relics of the compliance-oriented factory model of high school. Deeper, more meaningful learning is more likely to happen outside the classroom, thanks to programs and experiences that truly challenge students, reflect their interests, and stretch their capabilities.

**Any effort to redesign the high school experience will fall short if we do not reorganize the academic year, day, and experience.** We want to move beyond the traditional conception of a high school and look at how we can spread the opportunity over 365 days with various learning opportunities offered at different times than a traditional 8:00-3:00 day. We do not need to start from scratch but look at how we can modify some of our traditional practices.

It is an urgent moment for the future of high schools and we must look at our current achievement and opportunity gaps, technological advances, and look for new ways to deliver educational services. The Corinth School District believes recreating the high school experience will enable our children to thrive in this fierce global competition that exists today and the future.

This renewal application, *Innovate Personalize Educate: Moving to a Higher Degree of Learning*, builds upon a strong foundation and the Corinth School District’s successful implementation of *Forward First*. The following key accomplishments provide evidence of the District’s commitment to innovation in education:

- Successful implementation of an internationally benchmarked curriculum
- Implementation of a research-based modified school calendar offering students with greater time and programming
- Increased student achievement and growth on the Cambridge International Program assessments, Mississippi Academic Assessment Program assessments and the ACT
- Progress toward closing the achievement gap among groups of Corinth students
- Recruitment and retention of a high-quality instructional staff committed to high expectations and meeting the social and emotional needs of students
- Creation of a culture that promotes innovation among teachers, students and the community
- Acquisition and implementation of meaningful resources for teachers and students to support innovative teaching and learning

This renewal application documents and shares our vision to redefine education in the Corinth School District and Mississippi. We believe we have created and proposed increased opportunities for teachers and students in this district that will enable us to ensure that every graduate leaves our system with the knowledge, thinking and technological skills and innovation needed to succeed in colleges and career. Future expected outcomes are as follows:

- Foster a culture of excellence in schools based on high expectations for all students
- Recruit, train and retain highly effective teachers and leaders committed to teaching a diverse student population
- Continue to immerse students in an internationally-benchmarked curriculum
- Provide multiple pathways for students and teachers to achieve excellence and proficiency
- Create supportive networks that meet the social-emotional, behavioral, and academic needs of students
- Systematically measure student progress through comprehensive methods and guide instruction through data-driven practices
- Close the student achievement gap through increasing student performance and growth to ensure equity for all children
- Increase the number of students who graduate from high school with the necessary college and career readiness skills
- Recreate the high school learning experience, providing students with opportunities beyond a regular schedule to master secondary and post-secondary courses of study
- Continue to serve as an innovative, cutting-edge district that embraces emerging technologies and practices



While we have faced some adversity through last four years, a unified spirit still exists in our schools and community for innovation in public schools. The Corinth School District remains steadfast in the commitment to implement these innovative ideas and reforms in our classrooms and schools to increase student achievement and close achievement gaps through partnerships with community agencies, businesses, and the Mississippi Department of Education.

Mississippi Code Section 37-179-1 (1) (b) states “ ‘Innovation’ ” means a new or creative alternative to existing instructional and administrative practices intended to improve student learning and student performance of all students. Implementing our innovations, especially the Cambridge International Assessment Program and accompanying assessments, over the last four years as a Mississippi District of Innovation, we have deepened our knowledge of ourselves and the world around us, especially as related to what it will take to prepare our students for their worlds after high school. Corinth School District and our collaborative community partners are excited about the future, and we appreciate the opportunity to submit the Corinth School District Renewal Plan for Mississippi Innovative School Districts to the Mississippi Department of Education for review and consideration.

INNOVATE   
 PERSONALIZE  
 EDUCATE  
 MOVING TO A HIGHER DEGREE OF LEARNING



# APPENDIX A



**Primary Checkpoint Results**  
**Corinth Middle School**  
**Grade 5**

<b>Subject</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>English</b>	2.9	3.4	2.6	*
<b>Reading</b>	3.3	3.6	2.7	*
<b>Writing</b>	2.5	3.2	2.4	*
<b>Mathematics</b>	2.5	2.8	2.3	*
<b>Science</b>	2.5	3.0	2.3	*

Source: Cambridge Checkpoint Data

**Secondary Checkpoint Results**  
**Corinth Middle School**  
**Grade 8**

<b>Subject</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>English</b>	2.7	2.9	2.7	*
<b>Reading</b>	2.9	3.1	2.9	*
<b>Writing</b>	2.3	2.7	2.5	*
<b>Mathematics</b>	3.5	3.2	3.2	*
<b>Science</b>	3.2	3.2	2.9	*

Source: Cambridge Checkpoint



# APPENDIX B

**International General Certificate of Secondary Education (IGCSE)**

**Four-Year Score History of Examination Results**

**First English Language (Grade 9)**

YEAR	A*	A	B	C	D	E	F	G	U	PASS RATE
2016-2017	2	10	33	28	38	39	0	0	38	80%
2017-2018	0	6	26	28	50	24	0	0	22	85%
2018-2019	0	4	19	24	35	20	0	0	28	55%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NS	NS	NP

**English Literature (Grade 10)**

YEAR	A*	A	B	C	D	E	F	G	U	PASS RATE
2016-2017	1	2	5	22	26	41	42	25	9	95%
2017-2018	0	0	6	10	39	24	40	18	2	99%
2018-2019	0	1	2	7	15	26	23	22	3	97%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NS	NS	NP

**World History (Grade 9)**

YEAR	A*	A	B	C	D	E	F	G	U	PASS RATE
2016-2017	0	3	3	14	21	32	33	38	41	78%
2017-2018	0	0	5	20	14	24	21	31	39	75%
2018-2019	0	0	0	6	8	13	19	27	23	76%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NS	NS	NP



### United States History (Grade 10)

YEAR	A*	A	B	C	D	E	F	G	U	PASS RATE
2016-2017	0	2	3	15	19	17	21	39	21	85%
2017-2018	2	2	6	12	14	33	29	42	23	86%
2018-2019	0	0	5	14	17	33	27	34	9	94%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NS	NS	NP

### Biology (Grades 8, 9 and 10)

YEAR	A*	A	B	C	D	E	F	G	U	PASS RATE
2016-2017	0	3	11	13	31	32	35	31	30	84%
2017-2018	3	4	8	11	28	31	43	16	4	97%
2018-2019	1	1	6	16	12	19	26	23	28	79%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NS	NS	NP

### Chemistry (Grades 9 and 10)

YEAR	A*	A	B	C	D	E	F	G	U	PASS RATE
2016-2017	1	2	20	24	31	20	11	2	0	100%
2017-2018	0	0	2	18	20	28	8	1	0	100%
2018-2019	2	0	3	20	15	12	4	1	1	98%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NS	NS	NP

## Coordinated Mathematics (Grades 9 and 10)

YEAR	A*	A	B	C	D	E	U	PASS RATE
2016-2017	1	2	13	15	15	24	84	45%
2017-2018	1	1	9	21	27	28	84	56%
2018-2019	1	2	5	15	16	16	86	34%
2019-2020	NS	NS	NS	NS	NS	NS	NS	NP

NS - IGCSE Examinations were not administered due to COVID-19 Pandemic



**AICE SCORES**  
**Advanced international Certificate of Education (AICE)**  
**Four-Year Score History of Examination Results**  
**General Paper (Grades 9 and 10)**

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	4	10	24	17	13	5	93%
2017-2018	7	16	33	15	10	6	93%
2018-2019	8	17	37	26	17	3	99%
2019-2020	9	24	57	31	17	9	94%

**English Language (Grades 9 and 10)**

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	5	5	12	11	13	21	69%
2017-2018	1	7	6	24	12	12	81%
2018-2019	5	10	18	25	22	64	56%
2019-2020	1	4	6	11	16	22	63%

**English Literature (AS) (Grades 11 and 12)**

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	2	2	6	9	9	15	65%
2017-2018	0	1	6	16	16	20	66%
2018-2019	1	1	9	7	15	28	49%
2019-2020	2	3	16	83	17	56	68%



### English Literature (A) (Grade 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	0	0	0	1	2	33%
2017-2018	0	0	0	4	0	0	100%
2018-2019	0	1	0	1	0	0	100%
2019-2020	0	2	0	8	2	0	100%

### History European and United States (Grades 9 and 10)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	1	0	4	15	15	37	49%
2017-2018	1	6	7	13	7	58	37%
2018-2019	0	3	3	7	12	45	36%
2019-2020	2	2	5	10	13	49	40%

### Global Perspectives (Grade 11)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	6	4	17	9	12	5	91%
2017-2018	1	4	18	15	8	4	92%
2018-2019	1	3	16	17	16	13	80%
2019-2020	3	2	15	10	10	11	78%



### Sociology (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	0	0	3	0	30	9%
2017-2018	0	0	4	3	1	28	22%
2018-2019	0	0	0	0	2	24	8%
2019-2020	0	0	0	1	1	7	22%

### Economics (Grade 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018							
2018-2019	0	0	0	0	1	26	4%
2019-2020	0	0	0	0	0	0	0

### Biology (Grades 9, 10 and 11)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	0	1	3	2	31	16%
2017-2018	0	1	2	6	8	34	33%
2018-2019	0	1	1	0	24	23	53%
2019-2020	0	0	1	0	1	4	33%

### Environmental Management (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018							
2018-2019	1	4	7	8	6	12	68%
2019-2020	1	5	11	21	12	14	78%

### Marine Science (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018							
2018-2019	0	4	3	2	1	11	48%
2019-2020	0	2	2	1	2	5	58%

### Pure Mathematics (Grade 11)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	3	4	8	8	28	45%
2017-2018	0	0	2	4	6	7	63%
2018-2019	1	1	2	7	6	15	56%
2019-2020	1	0	2	5	9	8	68%



### Thinking Skills (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	5	4	8	7	22	52%
2017-2018	2	3	12	8	9	27	56%
2018-2019	0	6	9	13	19	22	68%
2019-2020	3	4	2	5	7	8	72%

### Spanish (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018							
2018-2019	0	3	0	1	1	0	100%
2019-2020	1	3	0	1	0	0	100%

### Divinity (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	0	0	1	2	12	20%
2017-2018	1	0	1	0	1	1	75%
2018-2019	0	1	1	0	1	11	21%
2019-2020	1	0	0	1	0	4	33%

### Physical Education (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018	0	0	0	0	1	12	8%
2018-2019	0	0	0	0	0	1	0
2019-2020	0	0	0	0	0	2	0

### Information Technology (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018	0	0	0	1	2	31	9%
2018-2019	0	0	0	0	0	35	0
2019-2020	0	0	0	0	0	1	0

### Digital Media (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018							
2018-2019	0	0	0	0	2	9	18%
2019-2020	0	0	0	0	1	4	20%



### Media Studies (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017							
2017-2018							
2018-2019	0	0	0	0	3	12	20%
2019-2020	0	0	1	3	4	8	50%

### Art and Design (Grades 10, 11 and 12)

YEAR	A	B	C	D	E	U	PASS RATE
2016-2017	0	0	0	1	1	2	50%
2017-2018	0	0	0	1	0	0	100%
2018-2019	0	0	0	2	1	1	75%
2019-2020	0	0	0	0	1	0	100%





# APPENDIX C



# CAMBRIDGE INTERNATIONAL AWARDS- CORINTH, MS SCHOOL DISTRICT

YEAR Of Cambridge Ceremony	AICE DIPLOMAS EARNED	IGCSE MEDALLIONS EARNED	ADVANCED LEVEL CAMBRIDGE SCHOLARS	CAMBRIDGE INTERNATIONAL OUTSTANDING LEARNERS	COLLEGE AND CAREER READY HONOR CORDS EARNED
2012	0	This option was not available in 2012	This option was not available in 2012	0	This option was not available in 2012
2013	1	This option was not available in 2013	This option was not available in 2013	0	This option was not available in 2013
2014	3 2 with Merit	This option was not available in 2014	This option was not available in 2014	0	This option was not available in 2014
2015	10	4	This option was not available in 2015	11 3- Top in Country 1 – AS level 7 – IGCSE level (1 Distinction and 6 Merit)	129
2016	17 8 with Merit	7	21 (earned at least 3 AICE 5credits)	16 2 – Top in Country 5 – AS level 8 – IGCSE level	69
2017	18 8 with Merit 1 with Distinction	2	22 (earned at least 3 AICE credits)	8 2 –AS level 6 – IGCSE level	97
2018	16 12 with Merit	4	17 (earned at least 4 AICE credits)	13 5 – AS level 8 – IGCSE level (2 Distinction 6 Merit)	95
2019	17 8 with Merit	16	25 (earned at least 4 AICE credits)	10 2 - Top in the Country 6 - AS level 2 – IGCSE level (4 Merit)	157
2020	23 2 with Distinction 14 with Merit 7 Pass level	10	19 (earned at least 4 AICE credits)	11 1 – Top in the Country 8 – AS level (3 Merit)  2 – IGCSE level 1 with Distinction 1 with Merit	76 students Earning 114 cords



# APPENDIX D



# MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

## ENGLISH LANGUAGE ARTS

### Grade 3

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	6.8%	32.4%	32.0%	22.5%	6.3%
2017-2018	6.5%	17.7%	33.3%	39.2%	3.2%
2018-2019	2.4%	15.3%	26.8%	38.3%	17.2%

### Grade 4

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	3.8%	27.5%	33.2%	32.2%	3.3%
2017-2018	4.8%	33.3%	27.5%	26.6%	7.7%
2018-2019	2.8%	13.9%	23.3%	42.2%	17.8%

### Grade 5

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	10.1%	18.6%	29.8%	31.9%	9.6%
2017-2018	1.9%	13.6%	37.9%	40.2%	6.5%
2018-2019	7.2%	21.5%	36.4%	25.4%	9.6%

### Grade 6

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	9.7%	26.9%	28.5%	21.0%	14.0%
2017-2018	8.0%	26.7%	28.4%	26.7%	10.2%
2018-2019	2.9%	20.7%	31.7%	28.4%	16.3%

### Grade 7

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	7.4%	23.9%	37.5%	17.0%	14.2%
2017-2018	6.9%	30.1%	37.0%	19.7%	6.4%
2018-2019	4.4%	25.3%	31.9%	28.6%	17.7%

### Grade 8

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	8.4%	14.3%	42.9%	27.3%	7.1%
2017-2018	11.7%	22.1%	31.8%	30.5%	3.9%
2018-2019	8.1%	16.3	47.7%	26/2%	1.7%

# MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

## MATHEMATICS

### Grade 3

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	8.6%	37.6%	31.7%	17.6%	4.5%
2017-2018	6.5%	38.7%	30.1%	20.4%	4.3%
2018-2019	2.4%	14.4%	22.1%	37.0%	24.0%

### Grade 4

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	7.6%	21.0%	37.1%	29.0%	5.2%
2017-2018	11.1%	35.7%	34.3%	15.5%	3.4%
2018-2019	5.0%	23.9%	33.3%	29.4%	8.3%

### Grade 5

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	4.8%	29.9%	41.2%	16.0%	8.0%
2017-2018	4.7%	17.8%	42.1%	23.8%	11.7%
2018-2019	7.7%	18.7%	47.4%	16.7%	9.6%

### Grade 6

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	6.5%	25.9%	31.9%	29.7%	5.9%
2017-2018	13.1%	23.9%	26.7%	30.7%	15.7%
2018-2019	3.8%	11.5%	31.7%	39.9%	13.0%

### Grade 7

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	3.4%	19.5%	25.9%	36.2%	14.9%
2017-2018	3.5%	22.5%	34.1%	32.9%	6.9%
2018-2019	3.8%	23.1%	28.6%	31.3%	13.2%

### Grade 8

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2016-2017	3.9%	11.1%	29.4%	45.8%	9.8%
2017-2018	17.4%	14.8%	33.5%	25.8%	8.4%
2018-2019	5.8%	20.9%	30.2%	32.6%	10.5%



**MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM**  
**END OF COURSE TESTS**  
**English II**

<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
2016-2017	NR	NR	NR	NR	NR
2017-2018	9.3%	22.0%	36.0%	24.7%	8.0%
2018-2019	6.9%	16.6%	37.9%	24.1%	14.5%

**Algebra I**

<b>Year</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
2016-2017	NR	NR	NR	NR	NR
2017-2018	4.5%	35.7%	40.8%	17.8%	1.3%
2018-2019	7.4%	17.0%	37.0%	34.8%	3.7%

NR= No results were reported by the MDE for the Corinth School District in the 2016-17 school year.





# APPENDIX E



# CORINTH SCHOOL DISTRICT

## School Calendar for 2016-2017

<b>July</b>	27	Staff Development
	28	Staff Development
	29	Staff Development
<b>August</b>	1	First Day of School
<b>September</b>	5	Labor Day Holiday
	30	End Grading Period
	30	60% School Day / Parent-Teacher Conference Day
<b>October</b>	3-21	Fall Break
	24	Resume Classes
<b>November</b>	23-25	Thanksgiving Holidays
<b>December</b>	14-16	Exams
	16	End Grading Period & First Semester
<b>December 16-January 4</b>		Christmas Holidays/Winter Break
<b>January</b>	3	Staff Development
	4	Resume Classes
	16	Martin Luther King Holiday
<b>March</b>	10	End Grading Period
	10	60% School Day / Parent-Teacher Conference Day
	13-31	Spring Break
<b>April</b>	3	Resume Classes
	14	Good Friday
<b>May</b>	29	Memorial Day
<b>June</b>	13,14,15	Exams
	15	End Grading Period
	16	Teacher Work Day
	16	Graduation 7:00 p.m.

School Days 180  
Contract Days 190

\*Teachers will be required to complete 5 days of summer professional development in July to fulfill contract days.

**CORINTH SCHOOL DISTRICT**  
**School Calendar for 2017-2018**

<b>July</b>	<b>26</b>	<b>Staff Development</b>
	<b>27</b>	<b>Staff Development</b>
	<b>28</b>	<b>Staff Development</b>
	<b>31</b>	<b>First Day of School</b>
<b>September</b>	<b>4</b>	<b>Labor Day Holiday</b>
	<b>22</b>	<b>End First Grading Period</b>
<b>October</b>	<b>2-20</b>	<b>Fall Break</b>
	<b>23</b>	<b>Resume Classes</b>
	<b>26</b>	<b>Issue Report Cards</b>
<b>November</b>	<b>20-24</b>	<b>Thanksgiving Holidays</b>
<b>December</b>	<b>15, 18-20</b>	<b>Exams</b>
	<b>20</b>	<b>End Second Grading Period &amp; First Semester</b>
<b>December 21-January 4</b>		<b>Christmas Holidays/Winter Break</b>
<b>January</b>	<b>3</b>	<b>Staff Development</b>
	<b>4</b>	<b>Resume Classes</b>
	<b>11</b>	<b>Issue Report Cards</b>
	<b>15</b>	<b>Martin Luther King Holiday</b>
<b>March</b>	<b>9</b>	<b>End Third Grading Period</b>
	<b>12-30</b>	<b>Spring Break (Includes Good Friday)</b>
<b>April</b>	<b>2</b>	<b>Resume Classes</b>
	<b>5</b>	<b>Issue Report Cards</b>
<b>May</b>	<b>28</b>	<b>Memorial Day Holiday</b>
<b>June</b>	<b>12,13,14</b>	<b>Exams</b>
	<b>14</b>	<b>End Fourth Grading Period and Second Semester</b>
	<b>15</b>	<b>Teacher Work Day</b>
	<b>15</b>	<b>Graduation 7:00 p.m.</b>

**School Days 181**  
**Contract Days 190**

\*Teachers will be required to complete 4 days of professional development to fulfill contract days.



## CORINTH SCHOOL DISTRICT School Calendar for 2018-2019

<b>July</b>	<b>25</b>	<b>Staff Development</b>
	<b>26</b>	<b>Staff Development</b>
	<b>27</b>	<b>Staff Development</b>
	<b>30</b>	<b>First Day of School</b>
<b>September</b>	<b>3</b>	<b>Labor Day Holiday</b>
	<b>28</b>	<b>End First Grading Period</b>
<b>October</b>	<b>1-19</b>	<b>Fall Break</b>
	<b>22</b>	<b>Resume Classes</b>
	<b>25</b>	<b>Issue Report Cards</b>
<b>November</b>	<b>19-23</b>	<b>Thanksgiving Holidays</b>
<b>December</b>	<b>18-21</b>	<b>Exams</b>
	<b>21</b>	<b>End Second Grading Period &amp; First Semester</b>
<b>December 24-January 7</b>		<b>Christmas Holidays/Winter Break</b>
<b>January</b>	<b>7</b>	<b>Staff Development</b>
	<b>8</b>	<b>Resume Classes</b>
	<b>10</b>	<b>Issue Report Cards</b>
	<b>21</b>	<b>Martin Luther King Holiday</b>
<b>March</b>	<b>8</b>	<b>End Third Grading Period</b>
	<b>11-22</b>	<b>Spring Break</b>
	<b>25</b>	<b>Resume Classes</b>
	<b>28</b>	<b>Issue Report Cards</b>
<b>April</b>	<b>19</b>	<b>Good Friday</b>
<b>May</b>	<b>27</b>	<b>Memorial Day Holiday</b>
<b>June</b>	<b>5, 6, 7</b>	<b>Exams</b>
	<b>7</b>	<b>End Fourth Grading Period and Second Semester</b>
	<b>7</b>	<b>Graduation 7:00 p.m.</b>

**School Days 180**  
**Contract Days 190**

\*Teachers will be required to complete 6 days of professional development to fulfill contract days.

## CORINTH SCHOOL DISTRICT School Calendar for 2019-2020

<b>July</b>	<b>24</b>	<b>Staff Development</b>
	<b>25</b>	<b>Staff Development</b>
	<b>26</b>	<b>Staff Development</b>
	<b>29</b>	<b>First Day of School</b>
<b>September</b>	<b>2</b>	<b>Labor Day Holiday</b>
	<b>27</b>	<b>End First Grading Period</b>
<b>September 30-October 18</b>		<b>Fall Break</b>
<b>October</b>	<b>21</b>	<b>Resume Classes</b>
	<b>24</b>	<b>Issue Report Cards</b>
<b>November</b>	<b>25-29</b>	<b>Thanksgiving Holidays</b>
<b>December</b>	<b>18-20</b>	<b>Exams</b>
	<b>20</b>	<b>End Second Grading Period &amp; First Semester</b>
<b>December 23-January 6</b>		<b>Christmas Holidays/Winter Break</b>
<b>January</b>	<b>6</b>	<b>Staff Development</b>
	<b>7</b>	<b>Resume Classes</b>
	<b>9</b>	<b>Issue Report Cards</b>
	<b>20</b>	<b>Martin Luther King Holiday</b>
<b>March</b>	<b>6</b>	<b>End Third Grading Period</b>
	<b>9-20</b>	<b>Spring Break</b>
	<b>23</b>	<b>Resume Classes</b>
	<b>26</b>	<b>Issue Report Cards</b>
<b>April</b>	<b>10</b>	<b>Good Friday</b>
<b>May</b>	<b>25</b>	<b>Memorial Day Holiday</b>
<b>June</b>	<b>2, 3, 4</b>	<b>Exams</b>
	<b>4</b>	<b>End Fourth Grading Period and Second Semester</b>
	<b>5</b>	<b>Teacher Workday</b>
	<b>6</b>	<b>Graduation – 2:00 P.M.</b>

**School Days 180  
Contract Days 190**

**\*Teachers will be required to complete 6 days of professional development to fulfill contract days.**





# CORINTH SCHOOL DISTRICT 2020-2021 CALENDAR

JULY 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SCHOOL HOLIDAYS	PROFESSIONAL DEVELOPMENT	FIRST DAY OF GRADING PERIOD/RESUME CLASSES	LAST DAY OF GRADING PERIOD	EXAMS	REPORT CARDS
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# APPENDIX F





## Intersession Daily Schedule

### SAMPLE

Mrs. Pannell 2<sup>nd</sup> grade

#### Reading Focus (8:30 - 12:00)

8:30 - 8:40	Restroom Break or File Folder Games
8:40 - 8:55	iReady Reading
8:55 - 9:15	Morning Work
9:15 - 10:00	P.E.
10:00 - 10:10	Restroom/Brain Break
10:10 - 10:30	Reading Small Group
10:30 - 11:00	Reading Centers (Math intervention, Sight Words)
11:00 - 11:30	Lunch
11:30 - 11:40	Restroom/Brain Break
11:40 - 12:00	iReady Reading

#### Math Focus (12:00 - 3:00)

12:00 - 12:30	Math Small Group
12:30 - 1:00	Recess/Brain Break Review
1:00 - 1:10	Restroom Break
1:10 - 1:30	iReady Math
1:30 - 2:15	Art or STEM writing/building
2:15 - 2:45	Math Centers (iReady Math, STEM, Interventions)
2:45 - 3:00	Restroom Break/Review/Pack UP



# APPENDIX G



**CORINTH ELEMENTARY SCHOOL  
MASTER SCHEDULE  
2016-17**

Corinth Elementary Schedule 2016-17						Group				
K	Monday	Tuesday	Wednesday	Thursday	Friday			Inst A.M.	Inst. P.M.	
1	M-8:15	PE-8:15	L-8:15	PE-8:15	M-8:15	A	Lunch	8:45-11:25	All 1:05-3:15	
2	M-8:15	PE-8:15	L-8:15	PE-8:15	M-8:15	A	11:25-11:55 A.M.	8:45-11:25		
3	PE-8:15	M-8:15	PE-8:15	L-8:15	M-8:45	A		8:45-11:25*		
4	PE-8:15	M-8:15	PE-8:15	L-8:15	M-8:45	A	Recess	8:45-11:25*		
5	L-8:15	PE-8:45	M-8:15	M-8:15	PE-8:45	B	A 12:05-12:25 (4)	8:45-11:25**		
6	L-8:15	PE-8:45	M-8:15	M-8:15	PE-8:45	B	B 12:25-12:45 (3)	8:45-11:25**		
7	PE-8:45	L-8:15	M-8:45	M-8:45	PE-8:15	B	C 12:45-1:05 (3)	9:15-11:25		
8	PE-8:45	L-8:15	M-8:45	M-8:45	PE-8:15	C		9:15-11:25		
9	M-8:45	M-8:45	PE-8:45	L-8:45	PE-9:15	C		9:15-11:25*		
10	M-8:45	M-8:45	PE-8:45	L-8:45	PE-9:15	C		9:15-11:25*		
First								Inst A.M.	Inst. P.M.	
1	L-8:45	M-9:15	PE-9:15	PE-8:45	L-8:45	A	Lunch	9:45-11	All 11:35-1:05	
2	L-8:45	M-9:15	PE-9:15	PE-8:45	L-8:45	A	11:05-11:35 A.M.	9:45-11		
3	M-9:15	L-8:45	PE-9:15	PE-8:45	L-9:45	A		9:45-11*		
4	PE-9:15	L-9:15	PE-9:45	M-9:15	L-9:15	A	Recess	9:45-11*		
5	PE-9:15	L-9:15	PE-9:45	M-9:15	L-9:15	B	A 1:05-1:25 (4)	9:45-11*		
6	L-9:15	PE-9:15	M-9:15	PE-9:15	L-8:15	B	B 1:20-1:45 (4)	9:45-11*		
7	M-9:15	PE-9:15	L-8:45	PE-9:15	L-10:15	B	C 1:40-2:05 (4)	9:45-11**		
8	L-9:15	PE-9:15	M-9:15	PE-9:15	L-10:15	B		9:45-11*		
9	PE-9:15	M-9:45	PE-9:45	L-9:45	L-9:45	C		8:15-9:45*		
10	PE-9:45	L-9:45	L-9:15	M-9:45	PE-9:45	C		8:15-9:45*		
11	PE-9:45	L-9:45	L-9:15	M-9:45	PE-9:45	C		8:15-9:45*		
12	PE-9:45	M-9:45	L-8:45	L-9:45	PE-9:45	C		8:15-9:45*		
2nd								Inst A.M. 1	Inst. P.M. 2	Inst P.M.
1	M-9:45	PE-9:45	L-9:45	PE-9:45	M-9:45	A	Lunch	8:15-9:45	10:15-12:00	12:35-2:00
2	M-9:45	PE-9:45	L-9:45	PE-9:45	M-9:45	A	12:05-12:35 P.M.	8:15-9:45	10:15-12:00	
3	L-9:45	PE-9:45	M-9:45	PE-9:45	M-9:15	A		8:15-9:45*	10:15-12:00	
4	L-9:45	M-10:15	PE-10:15	M-10:15	PE-10:15	A	Recess	8:15-10:15*	10:45-12:00	
5	M-10:15	L-10:15	PE-10:15	M-10:45	PE-10:15	B	B 2:25-2:45 West (4)	8:15-10:15*	10:45-12:00*	
7	PE-10:15	M-10:15	PE-10:45	M-10:45	L-10:45	B	C 2:20-2:40 east (4)	8:15-10:15*	10:45-12:00*	
8	PE-10:15	M-10:45	PE-10:45	L-10:45	M-10:45	B		8:15-10:45*	11:15-12:00	
9	PE-10:15	M-10:45	PE-10:45	L-10:45	M-10:45	C		8:15-10:45*	11:15-12:00	
10	L-10:15	PE-10:15	M-10:15	PE-10:15	M-10:15	C		8:15-10:15	10:45-12:00	
11	L-10:15	PE-10:15	M-10:15	PE-10:15	M-10:15	C		8:15-10:15	10:45-12:00	
12	L-10:45	PE-10:15	M-9:45	PE-10:15	M-9:15	C		8:15-10:15**	10:45-12:00*	
3rd								Inst A.M.	Inst. P.M.	
1	PE-10:45	L-11:15	M-11:15	L-1:45	PE-10:45	A	Lunch	8:15-10:45	1:20-3:15	
2	PE-10:45	L-10:45	M-10:45	L-11:15	PE-10:45	A	11:45 A.M.-12:15 P.M.	8:15-10:45	1:20-3:15	
3	PE-10:45	L-10:45	M-10:45	L-11:15	PE-10:45	A	Recess	8:15-10:45	1:20-3:15	
4	M-10:45	PE-10:45	L-11:15	PE-10:45	L-11:15	A	A 1:00-1:20 (4)	8:15-10:45	1:20-3:15	
5	M-10:45	PE-10:45	L-11:15	PE-10:45	L-11:15	B	B 1:20-1:40 (4)	8:15-10:45	1:40-3:15	
6	M-11:15	PE-10:45	L-12:15	PE-10:45	L-12:15	B	C 1:40-2:00 (4)	8:15-10:45	1:40-3:15	
7	PE-11:15	L-12:15	M-12:15	PE-11:15	L-12:45	B		8:15-11:15	1:40-3:15	
8	PE-11:15	L-12:15	M-12:15	PE-11:15	L-12:45	B		8:15-11:15	1:40-3:15	
9	PE-11:15	L-12:45	L-12:45	PE-11:15	M-12:45	C		8:15-11:15	2:00-3:15	
10	PE-12:15	L-12:45	PE-12:15	L-12:45	M-12:45	C		8:15-12:15	2:00-3:15	
11	PE-12:15	L-1:15	PE-12:15	L-12:15	M-1:15	C		8:15-12:15	2:00-3:15	
12	PE-12:15	L-1:15	PE-12:15	L-12:15	M-1:15	C		8:15-12:15	2:00-3:15	
4th										
1	PE-1:15	M-1:45	PE-1:15	L-1:15	M-1:45	A	Lunch	8:15-12:25		
2	M-1:15	PE-1:15	M-1:15	PE-1:15	L-1:15	A	12:25-12:55 P.M.	8:15-12:25		
3	M-1:45	PE-1:15	M-1:45	PE-1:15	L-1:15	A		8:15-12:25		
4	PE-1:15	M-1:15	PE-1:15	L-1:15	M-11:45	B	Recess	8:15-12:25*		
5	L-1:15	M-11:15	PE-11:15	M-1:15	PE-1:15	B	A 2:00-2:20 (4)	8:15-11:15*		
6	PE-1:45*	L-1:45	PE-11:15	M-11:15	M-2:15	B	B 2:40-3:00 (3)	8:15-11:15*		
7	PE-1:45*	M-2:15	PE-1:45	M-2:15	L-1:45	C	C 2:20-2:40 (3)	8:15-12:25		
8	PE-1:45*	M-2:15	PE-1:45	M-2:15	L-1:45	C		8:15-12:25		

10	M-2:15	PE-1:45	M-2:15	PE-1:45	L-2:15	C		8:15-12:25	
PreK									
1	PE-11:45	L-11:45	PE-11:45	M-12:15	C-12:15	A	Lunch		Common Planning
2	PE-11:45	M-12:15	L-10:15	PE-11:45	C-12:45	A	10:45-11:15 A.M.		PreK-T 1:30-2:30
3	M-12:15	PE-11:45	C-12:15	PE-11:45	L-11:45	A			K-W 1:30-2:30
4	M-12:45	PE-11:45	C-12:45	PE-12:15	L-12:15	B	Recess		1st-T 9:00-10:00
5	L-11:45	PE-12:15	M-12:45	PE-12:15	C-11:45	B	9:00-9:30/11:35-12:45		2nd-T 10:00-11:00
6	C-11:45	PE-12:15	L-12:15	M-12:15	PE-11:45	C	10:30-10:00/12:15-12:45		3rd-W 10:00-11:00
7	C-12:15	M-12:45	PE-11:45	L-10:15	PE-11:45	C	10:00-10:30/12:45-1:10		4th-W 11:00-12:00
							Lunch Summary All Grades		Grade Chairs
							PK	10:45-11:15 A.M.	Bi-Weekly
							1	11:05-11:35 A.M.	M-9:00-10:00
							K	11:25-11:55 A.M.	
							3	11:45 A.M.-12:15	Vertical Teams
							2	12:05-12:35 P.M.	Tri-Weekly
							4	12:25-12:55 P.M.	M/L/S rotation
									F-1:15-2:15
Challenge									
Roby	L-12:45	PE-12:45	L-12:45	PE-12:45	PE-12:45		Inst. A.M- Self Contained		
Mills	L-12:45	PE-12:45	L-12:45	PE-12:45	PE-12:45		8:15-12:45 w/breakfast & lunch		
McAlister	L-1:15	PE-12:45	L-1:15	PE-12:45	PE-12:45		8:15-12:45 w/breakfast & lunch		
Cornelius	L-1:15	PE-12:45	L-1:15	PE-12:45	PE-12:45		8:15-12:45 w/breakfast & lunch		
Roby			M-1:15*				8:15-12:45 w/breakfast & lunch		
Mills			M-1:15*						
McAlister			M-1:45**						
Cornelius			M-1:45**						
*Mrs. Digby will teach music in Mrs. Mills' room									
**Mrs. Digby will teach music in Mrs. McAlister's room									



# CORINTH ELEMENTARY SCHOOL MASTER SCHEDULE 2017-18

Corinth Elementary Schedule 2017-18							Group			
K		Monday	Tuesday	Wednesday	Thursday	Friday			Inst A.M.	Inst. P.M.
511	Curtis	M-8:15	PE-8:15	L-8:15	PE-8:15	M-8:15	A	Lunch	8:45-11:25	All 1:05-3:15
510	Mauney	M-8:15	PE-8:15	L-8:15	PE-8:15	M-8:15	A	A 11:25	8:45-11:25	
509	Tucker	PE-8:15	M-8:15	PE-8:15	L-8:15	M-8:45	B	B 11:30	8:45-11:25*	
508	Childers	PE-8:15	M-8:15	PE-8:15	L-8:15	M-8:45	B	C 11:35	8:45-11:25*	
504	Taylor	L-8:15	PE-8:45	M-8:15	M-8:15	PE-8:45	B		8:45-11:25*	
503	Counce	L-8:15	PE-8:45	M-8:15	M-8:15	PE-8:45	C	Recess	8:45-11:25*	
501	Baugus	PE-8:45	L-8:15	M-8:45	M-8:45	PE-8:15	C	A 12:05-12:25	9:15-11:25	
502	Draper	PE-8:45	L-8:15	M-8:45	M-8:45	PE-8:15	C	B 12:25-12:45	9:15-11:25	
104	Harper	M-8:45	M-8:45	PE-8:45	L-8:45	PE-9:15	C	C 12:45-1:05	9:15-11:25*	
									9:15-11:25*	
First									Inst A.M.	Inst. P.M.
118	Kline	L-8:45	M-9:15	PE-9:15	PE-8:45	L-8:45	A	Lunch	9:45-11	All 11:35-1:05
116	Latch	L-8:45	M-9:15	PE-9:15	PE-8:45	L-8:45	A	A 11:05	9:45-11	
117	Peters	M-9:15	L-8:45	PE-9:15	PE-8:45	L-9:45	A	B 11:10	9:45-11*	
114	Sims	PE-9:15	L-9:15	PE-9:45	M-9:15	L-9:15	B	C 11:15	9:45-11*	
112	Jordan	PE-9:15	L-9:15	PE-9:45	M-9:15	L-9:15	B		9:45-11*	
115	Greene	L-9:15	PE-9:15	M-9:15	PE-9:15	L-8:15	B	Recess	9:45-11*	
113	Lambert	M-9:15	PE-9:15	L-8:45	PE-9:15	L-10:15	B	A 1:05-1:25	9:45-11**	
108	Walker	L-9:15	PE-9:15	M-9:15	PE-9:15	L-10:15	C	B 1:25-1:45	9:45-11*	
106	Robinson	PE-9:15	M-9:45	PE-9:45	L-9:15	L-9:45	C	C 1:45-2:05	8:15-9:45*	
107	Addis	PE-9:45	L-9:45	L-9:15	M-9:45	PE-9:45	C		8:15-9:45*	
105	Waldrop	PE-9:45	L-9:45	L-9:15	M-9:45	PE-9:45	C		8:15-9:45*	
2nd									Inst A.M.1	Inst A.M.2
218	Freeman	M-9:45	PE-9:45	L-9:45	PE-9:45	M-9:45	A	Lunch	8:15-9:45	10:15-12:00
216	Wilbanks	M-9:45	PE-9:45	L-9:45	PE-9:45	M-9:45	A	A 12:05	8:15-9:45	10:15-12:00
219	Strom	L-9:45	PE-9:45	M-9:45	PE-9:45	M-9:15	A	B 12:10	8:15-9:45*	10:15-12:00
214	Harvell	L-9:45	M-10:15	PE-10:15	M-10:45	PE-10:15	B	C 12:15	8:15-10:15*	10:45-12:00
215	Boatman	M-10:15	L-10:15	PE-10:15	M-10:15	PE-10:15	B		8:15-10:15	10:45-12:00

213	Brooks	M-10:15	L-10:15	PE-10:15	M-10:15	PE-10:15	B	Recess	8:15-10:15	10:45-12:00
203	Faulkner	PE-10:15	M-10:15	PE-10:45	M-10:45	L-10:45	C	C 2:00-2:20 west	8:15-10:15*	10:45-12:00*
204	Ludlam	PE-10:15	M-10:45	PE-10:45	L-10:45	M-10:45	C	B 2:05-2:25 east	8:15-10:45*	11:15-12:00
201	Kemp	PE-10:15	M-10:45	PE-10:45	L-10:45	M-10:45	C	A 2:25-2:45 east	8:15-10:45*	11:15-12:00
202	Morgan	L-10:15	M-11:15	PE-10:45	PE-9:45	M-9:15	C		8:15-9:15*	11:15-12:00*
										Inst P.M.
										12:35-2:00
3rd									Inst A.M.	Inst. P.M.
306	Howell	PE-10:45	L-11:15	M-11:15	L-1:45	PE-10:45	A	Lunch	8:15-10:45	1:20-3:15
308	Neisler	PE-10:45	L-10:45	M-10:45	L-11:15	PE-10:45	A	C 11:45	8:15-10:45	1:20-3:15
313	Parsons	PE-10:45	L-10:45	M-10:45	L-11:15	PE-10:45	A	B 11:50	8:15-10:45	1:20-3:15
316	Holley	M-10:45	PE-10:45	L-11:15	PE-10:45	L-11:15	B	A: 11:55	8:15-10:45	1:40-3:15
312	Miller	M-10:45	PE-10:45	L-11:15	PE-10:45	L-11:15	B		8:15-10:45	1:40-3:15
314	Trapp	M-11:15	PE-10:45	L-12:15	PE-10:45	L-12:15	B	Recess	8:15-10:45	1:40-3:15
304	Lenhert	PE-11:15	L-12:15	M-12:15	PE-11:15	L-12:45	C	A 1:00-1:20	8:15-11:15	2:00-3:15
303	Simmons	PE-11:15	L-12:15	M-12:15	PE-11:15	L-12:45	C	B 1:20-1:40	8:15-11:15	2:00-3:15
307	White	PE-11:15	L-11:15	L-12:45	PE-11:15	M-10:15	C	C 1:40-2:00	8:15-11:15	2:00-3:15
4th										
								Lunch	8:15-12:25	
413	Matthews	PE-1:15	M-1:45	PE-1:15	M-12:45	L-1:45	A		8:15-12:25	
404	Wimberly	M-12:45	PE-1:15	M-12:45	PE-1:15	L-1:15	A	A 12:25	8:15-12:25	
403	Carpenter	M-1:45	PE-1:15	M-1:45	PE-1:15	L-1:15	A	B 12:30	8:15-12:25	
405	Sitton	PE-1:15	M-1:15	PE-1:15	L-1:15	M-11:45	B	C 12:35	8:15-12:25*	
406	Williams	L-1:15	M-12:45	PE-12:15	M-1:15	PE-1:15	B		8:15-12:45*	
408	McDonald	PE-1:45*	L-1:45	PE-12:15	M-11:15	M-2:15	B	Recess	8:15-11:15*	
415	Chism	PE-1:45*	M-2:15	PE-1:45	M-2:15	L-1:45	C	A 2:20-2:40 gym rot	8:15-12:25	
412	Snyder	M-1:15	PE-1:45	M-1:15	PE-1:45	L-2:15	C	B 2:20-2:40 outside rot	8:15-12:25	

414	Inman	M-2:15	PE-1:45	M-2:15	PE-1:45	L-2:15	C	C 2:40-3:00 outside	8:15-12:25			
	Unanen							Lunch		Common Planning		
							1	A 10:40		Bi-weekly		
Roby		L-12:45	10:15	L-12:45	10:15	11:15	K	B 10:45		PreK-T 1:30-2:30		
Mills		L-12:45	10:15	L-12:45	10:15	11:15	3	C 10:50		K-W 1:30-2:30		
Mills		L-1:15	10:15	L-1:15	10:15	11:15	2	Recess		1st-T 9:00-10:00		
Corneli		L-1:15	10:15	L-1:15	10:15	11:15	4	10-9:30/11:35-12:05*		2nd-T 10:00-11:00		
Roby		M*	* Schedule with a class in the grade						B 9:30-10:00/12:15-12:45*		3rd-W 10:00-11:00	
Mills		M*						C 10:00-10:30/12:45-1:15*		4th-W 11:00-12:00		
Mills		M*								Self Cont-Th 10:15-10:45		
Coffren		M*										
								Lunch Summary All Grades				
								10:40-11:15 A.M.				
Inst. A.M- Self Contained								11:05-11:35 A.M.		Grade Chairs		
8:15-12:45 w/breakfast & lunch								11:25-11:55 A.M.		As scheduled		
8:15-12:45 w/breakfast & lunch								11:45 A.M.- 12:15 P.M.				
8:15-12:45 w/breakfast & lunch								12:05-12:35 P.M.		Vertical Teams		
8:15-12:45 w/breakfast & lunch								12:25-12:55 P.M.		As Scheduled		
PreK							AM					
512	Jeter	PE-11:45	L-11:45	C-11:45	M-11:45	PE-11:45	C					
516	Strickland	PE-11:45	C-12:15	M-11:45	PE-12:15	L-11:45	B					
515	Pannell	M-12:15	PE-11:45	L-11:45	PE-11:45	C-12:15	B	Lunch				
514	Hodges	C-12:15	PE-12:15	M-12:15	PE-12:15	L-12:15	A	10:40				

517	Shumaker	M-11:45	PE-11:45	L-12:15	C-12:15	PE-11:45	A	10:45			
Morning Recess:											
		A 9:00- 9:30/11:35- 12:05*	B 9:30- 10:00/12:1 5-12:45*	C 10:00- 10:30/12:4 5-1:15*				10:50			
Afternoon Recess:											
		Mon	Tue	Wed	Thur	Fri					
	11:45	Pann/Hod g/ Shum	Strick/Hod g/ Wyke	Hodg/Wyk e/ Shum	Hodg/Stric k/ Shum	Hodg/Pan n/ Wyke					
	12:15	Jeter/Strick / Wyke	Jeter/Pann / Shum	Jeter/Pann / Strick	Jeter/Pann / Wyke	Jeter/Stric k/ Shum					

PreK						
517	Shumaker	PE-11:45	L-11:45	C-12:15	M-12:15	PE-11:45
516	Hodges	PE-11:45	M-12:15	C-11:45	PE-11:45	L-11:45
515	Pannell	M-12:15	PE-11:45	L-10:15	PE-11:45	C-12:45
514	Strickland	M-12:45	PE-11:45	C-12:45	PE-12:15	L-12:15
513	Wyke	L-11:45	PE-12:15	M-12:45	PE-12:15	C-11:45
512	Jeter	C-11:45	PE-12:15	L-12:15	M-12:15	PE-11:45

Lunch

A 10:40  
B 10:45  
C 10:50

Recess

A 9:00-9:30/11:35-12:05\*  
B 9:30-10:00/12:15-12:45\*  
C 10:00-10:30/12:45-1:15\*





# CORINTH ELEMENTARY SCHOOL MASTER SCHEDULE 2019-20

Corinth Elementary Schedule 2019-20							Group		Unbroken Inst.	Unbroken Inst.	Gifted
4th		Monday	Tuesday	Wednesday	Thursday	Friday		Lunch	A M	P M	
403	Carpenter	PE-8:00	L-8:00	PE-8:00	M-8:00	CC-8:30	A	A 12:25	8:30-12:25	12:50-2:55	10:30
404	Hassell	PE-8:00	L-8:00	PE-8:00	CC-8:00	M-8:00	A	B 12:35	8:30-12:25	12:50-2:55	9:30
405	Neisler	PE-8:00	M-8:00	PE-8:00	L-8:00	CC-10:30	A		8:30-12:25	12:50-2:55	9:30
406	Shelton	PE-8:00	CC-8:00	PE-8:00	L-8:00	M-8:30	A		8:30-12:25	12:50-2:55	11:30
408	McDonald	L-8:00	PE-8:00*	M-8:00	PE-8:00*	CC-10:00	B	Recess multiple	8:30-12:35	1:00-2:55	11:30
413	Matthews	L-8:00	PE-8:00*	CC-8:00	PE-8:00*	M-9:30	B		8:30-12:35	1:00-2:55	10:30
412	Jordan	CC-8:00	PE-8:00*	L-8:00*	PE-8:00*	M-11:30	B	2:55-3:15	8:30-12:35	1:00-2:55	8:30
414	Inman	CC-8:00	PE-8:00*	L-8:00*	PE-8:00*	M-12:00	B		8:30-12:35	1:00-2:55	8:30
415	Rainer	M-8:00	PE-8:00*	L-8:00*	PE-8:00*	CC-9:00	B	STEM T,W,Th	Pull from P.E.	8 AM,1,1:30,2PM	A:T/W; B:T/Th
STEM	Long		4X	1X	4X						
3rd								Recess/Lunch	Inst A. M.	Inst. P.M.	B.L
307	White	L-8:30	M-8:30	PE-8:30	PE-8:30	L-8:30	A	B/C	8:00-11:00	All 11:40-1:05	9:45-11:30
308	Wilson	PE-9:30	L-9:30	PE-9:30	M-9:30	L-9:30	A	B/A	8:00-11:00	All 2:05-3:15	1:30-3:15
306	Marlar	PE-10:00	L-2:30	L-2:30	M-1:30	PE-10:00	A	C/B	8:00-11:00		8:00-9:45
312	B. Simmons	PE-9:00	L-9:00	PE-9:00	M-9:00	L-9:00	B	A/C	8:00-11:00	20 min recess	9:45-11:30
316	Holley	PE-9:00	L-9:00	PE-9:00	M-9:00	L-9:00	B	A/C	8:00-11:00		1:30-3:15
314	Trapp	PE-9:30	L-9:30	PE-9:30	M-9:30	L-9:30	B	B/A	8:00-11:00	Lunch	11:30-1:30
317	McCabe	PE-10:00	L-10:00	L-10:00	M-10:00	PE-10:00	B	C/B	8:00-11:00	A 11:05	8:00-9:45
304	Lehnert	PE-10:00	L-10:00	L-10:00	M-10:00	PE-10:00	C	C/B	8:00-11:00	B 11:10	8:00-9:45
305	Smith	PE-8:30	L-8:30	L-8:30	PE-8:30	M-9:00	C	B/A	8:00-11:00	C 11:15	11:30-1:30
303	A.	PE-8:30	L-8:30	L-8:30	PE-8:30	M-9:00	C	A/C	8:00-11:00		9:45-11:30
									30 min Act	Recess	
A	Ligon	Pittman	Moss							A 12:10-12:30	
B	Drewery	Forsythe								B 12:30-12:50	
C	Johnson	Bodiford								C 12:50-1:10	
2nd								Lunch	U.B. Inst A.M.1	U.B. Inst A.M.2	B.L

218	Cody	M-10:00	PE-10:00	L-10:30	PE-10:00	M-10:00	A	A 12:05	8:00-10:00	10:30-12:00*	8:00-9:45
216	Wilbanks	M-8:30	PE-8:30	L-9:00	M-8:30	PE-8:30	A	B 12:10	8:00-8:30	9:00-12:00*	9:45-11:30
219	Miller	L-9:00	PE-9:00	M-9:00	PE-9:00	M-11:00	A	C 12:15	8:00-9:00	9:30-12:00*	11:30-1:30
214	Harvell	L-10:00	M-10:00	PE-10:00	M-11:00	PE-9:30	B	recess w/C	8:00-10:00	10:30-12:00*	1:30-3:15
215	Boatman	M-10:00	PE-10:00	L-10:30	PE-10:00	M-10:00	B		8:00-10:00	10:30-12:00*	8:00-9:45
213	Brooks	M-8:30	PE-8:30	L-9:00	M-8:30	PE-8:30	B		8:00-8:30	9:00-12:00*	9:45-11:30
212	Witt	M-9:30	L-10:30	PE-10:00	M-10:30	PE-9:30	B		8:00-10:30	11:00-12:00*	11:30-1:30
203	Faulkner	PE-10:30	M-10:00	PE-10:30	M-11:00	L-10:00	C		8:00-10:00	10:30-12:00*	8:00-9:45
204	Ludlam	PE-10:30	M-10:30	PE-10:30	L-10:30	M-10:30	C		8:00-10:30	11:00-12:00	11:30-1:30
201	McAnally	M-11:30	PE-9:00	L-11:30	PE-9:00	M-2:00	C	recess w/B	8:00-10:30	11:00-12:00	9:45-11:30
202	Morgan	PE-10:30	M-11:00	PE-10:30	L-10:00	M-11:00	C		8:00-10:30*	11:00-12:00*	1:30-3:15
A	Nuckolls	Corry	Sisk					Recess			Inst P.M.
B	J. Mills	Rodgers						A 2:25-2:45	B 2:05-2:25	C 1:10-1:30	12:30-2:00*
C	Bingham	Jones									
1st								Recess/Lunch	U.B. Inst A.M.	Inst. P.M.	Blended L.
118	Kline	PE-11:00	L-11:00	M-11:00	L-11:00	PE-11:00	A	B/A	8:00-11:00	All 12:15-3:15	11:30-1:30
117	Peters	PE-11:30	L-11:30	M-11:30	L-11:30	PE-11:30	A	B/C	8:00-11:30*	20 min recess	9:45-11:30
116	Latch	PE-11:30	L-11:30	M-11:30	L-11:30	PE-11:30	A	B/C	8:00-11:30	Lunch	8:00-9:45
114	P. Wyke	M-10:30	PE-10:30	L-11:00	PE-10:30	L-11:00	B	C/B	8:00-10:30*	A: 11:45	8:00-9:45
115	Greene	M-11:00	PE-10:30	L-11:00	PE-10:30	L-11:00	B	C/B	8:00-10:30*	B 11:50	9:45-11:45
113	Pannell	M-11:00	PE-10:30	L-11:30	PE-10:30	L-11:30	B	A/B	8:00-10:30*	C 11:55	12:30-2:00
108	Briggs	PE-11:00	L-1:30	M-11:00	PE-11:00	L-1:30	C	C/B	8:00-11:00*	Recess	11:30-1:30
106	Akins	PE-11:00	M-11:30	L-12:30	PE-11:00	L-12:30	C	A/C	8:00-11:00*	A 1:00-1:20	1:30-3:15
107	Addis	PE-11:00	L-1:30	M-10:30	PE-11:00	L-1:30	C	C/A	8:00-11:00*	B 1:40-2:00	8:00-9:45
105	Waldrop	PE-11:30	M-11:30	L-1:00	PE-11:00	L-1:00	C	B/C	8:00-11:30*	C 2:00-2:20	9:45-11:30
A	Hazelwood	Harper									
B	Roach	Mann	Penney								
C	Cundiff	Conner									
								Lunch			



K		Monday	Tuesday	Wednesday	Thursday	Friday		A 11:25	Unbroken Inst. A.M.	Unbroken Inst. P.M.	
511	Curtis	M-1:00	PE-1:00	L-1:30	PE-1:00	M-1:00	A	B 11:30	8:00-11:25	All 12:00-1:00	
509	Tucker	PE-1:00	M-1:00	PE-1:00	L-1:30	M-1:30	A	C 11:35	8:00-11:25	20 min recess	
508	Childers	PE-1:00	M-1:00	PE-1:00	L-2:00	M-1:30	A		8:00-11:25		
504	Taylor	L-1:30	PE-1:30	M-1:00	M-1:00	PE-1:00	A	Recess	8:00-11:25		
503	Counce	L-2:00	PE-1:30	M-1:00	M-1:00	PE-1:00	B	12:15-12:35	8:00-11:25		
103	Brewer	PE-1:30	L-2:00	M-1:30	M-1:30	PE-1:30	B	12:35-12:55	8:00-11:25		
502	Draper	PE-1:30	L-2:00	M-1:30	M-1:30	PE-1:30	B		8:00-11:25		
501	Baugus	M-1:00	PE-1:00	L-2:00	PE-1:00	M-1:00	B		8:00-11:25		
PreK								Lunch			
513	T. Wyke	PE-12:00	L-12:00	C-11:30	M-11:30	PE-12:00		10:50	Activity		
515	Parker	PE-12:00	C-11:30	M-11:30	PE-12:00	L-11:30		10:50	11:30 or	2 PE's	
514	Strickland	M-11:30	PE-11:30	L-11:30	PE-11:30	C-11:30		10:40	12:00	1 Library	
510	Bullard	C-12:00	PE-12:00	M-12:00	PE-12:00	L-12:00		10:45		1 Music in Rm	
512	Jeter	L-11:30	PE-12:00	C-12:00	PE-11:30	M-11:30		10:45		1 Computer	
517	Shumaker	M-11:30	PE-11:30	L-12:00	C-12:00	PE-12:00		10:50			
516	Hodges	L-12:00	PE-11:30	M-12:00	C-11:30	PE-12:00		10:40			
Morning Recess		9:00-10:30 rotation									
Afternoon Recess		11:30-1:00 rotation									

Roby		L-12:30	10:00	L-12:30	10:00	11:00		Lunch		Bi-weekly		
Mills		L-12:30	10:00	L-12:30	10:00	11:00		10:45		PreK-T 1:30-2:30		
MICHAELS		L-1:00	10:00	L-12:00	10:00	11:00		10:50		K-W 1:30-2:30		
COFFEE		L-1:00	10:00	L-1:00	10:00	11:00		10:35		1st-T 9:00-10:00		
Roby		M*	* Schedule with a class in the grade					12:15			2nd-T 10:00-11:00	
Mills		M*								3rd-W 10:00-11:00		
MICHAELS		M*								4th-W 11:00-12:00		
Cornelius		M*					PK	10:40-11:15 A.M.		S.C.-Th 10:15-10:45		
							3	11:05-11:35 A.M.				
							K	11:25-11:55 A.M.		Grade Chairs		
							1	11:45 A.M.-12:15 P.M.		As scheduled		
							2	12:05-12:35 P.M.				
							4	12:25-12:55 P.M.		Vertical Teams		
										As Scheduled		



# APPENDIX H

## **Credit by Demonstrated Mastery**

Credit by Demonstrated Mastery (CDM) is the process by which the Corinth School District employs a body of evidence to award a student credit in a particular course without requiring the student to complete the traditional classroom instruction for a certain amount of seat time. The CDM process will be open to all eligible high school and middle school students. However, it may not be in the best interest of all students to attempt to earn course credit through the CDM process. The CDM process is designed to provide opportunity for an individual student who has an exceptional mastery (a much higher level of understanding than proficiency) of course content prior to taking a course and who wishes to earn credit and move onto another course that will be more meaningful. “Mastery” is defined as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. Students will demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the end of course assessment where applicable, or a final exam developed by the Corinth School District and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. This multi-phase assessment process builds a body of evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area. Students must score at the mastery level on the Phase I assessment in order to be eligible to progress to Phase II. Mastery level is defined as:

- All End of Course Tests
- Meet College and Career Readiness Standard
- Non-EOC Courses  $\geq$  94 score on CSD Final Exam
- Re-testing on the Phase I assessment is NOT permitted.

### **Phase II Assessment**

While the Phase I Assessment process establishes a student’s strong foundational understanding of the course standards, the Phase II Assessment process establishes a student’s ability to apply knowledge in a meaningful context to establish clearly that he or she should be awarded course credit. Phase II Assessment Artifacts can range from written reports, a demonstration of lab skills, electronic presentations, oral interviews or a combination of these. Phase II Assessment Artifacts will be reviewed and scored by a committee of teachers to determine if the artifact demonstrates application-based mastery of the course content.

Students who demonstrate mastery through the CDM process shall receive credit towards graduation. Course credit shall be indicated on the student’s transcript with the suffix CDM attached to the course. CSD will not award a numeric or letter grade for the CDM course and will not include the grade in the student’s grade point average calculation. The CDM course credit will be awarded similar to a “Pass” used in awarding “Pass/Fail” credit. Also, only regular course credit can be earned through the CDM process. Honors and/or AICE credit is not available through the CDM process.

For students who unsuccessfully attempt the CDM process, no credit will be awarded and NO record of the unsuccessful attempt will be noted on the student’s transcript. In order for a student to receive credit for the course after an unsuccessful attempt, the student must enroll in the course and complete it successfully in the traditional manner. A student may only attempt the CDM process in a particular course ONE time. In order to attempt to earn credit for a course using the CDM option, a student must have earned all the required prerequisite course credits.

