

Promising Practices Newsletter

VOLUME 2, ISSUE 6 | APRIL 20, 2021

In this newsletter:

SUBSCRIBE

Students Climbing the Achievement Ladder **P1**

Schools Add Esports to Their Learning Playbooks **P3**

Special Feature: Two School Districts' Diversity, Equity and Inclusion Journeys **P5**

Confronting Poverty and Transiency With Consistency and Community Support **P7**

About Our All-Virtual 2021 Making Schools Work Conference **P8**

Williamsburg High School Wins 2020 Pacesetter Award **P9**

Partner Spotlight: Redwood Learn **P10**

Redwood Learn Essay Contest: Win a World War II Home Front Resource Trunk! **P10**

Featured Speaker Spotlight: Rodney Flowers **P11**

 **NEW flipping page format**



Indian Valley High School, Gnadenhutten, Ohio

Students Climbing the Achievement Ladder

By Diane James, SREB

Indian Valley High School in Gnadenhutten, Ohio, is seeing notable accomplishments on its school improvement journey. Student achievement on the Ohio School Report Card Performance Index rose from 68% in 2017 to 74% in 2019. Over that three-year period, each student showed growth in all tested areas, according to Principal Rob Clarke.

The school serves 450 students in grades nine through 12 — 98% are white, 2% are Black or multi-racial, and 39% receive free- or reduced-price lunch.

A new push to raise student achievement began in 2015 when Ohio transitioned to new, more demanding state learning standards that emphasized critical thinking and problem-solving skills in all four core disciplines. The new standards were especially transformative in math, says Clarke: They “required students to have a stronger ability to apply math skills, not just know math skills.”

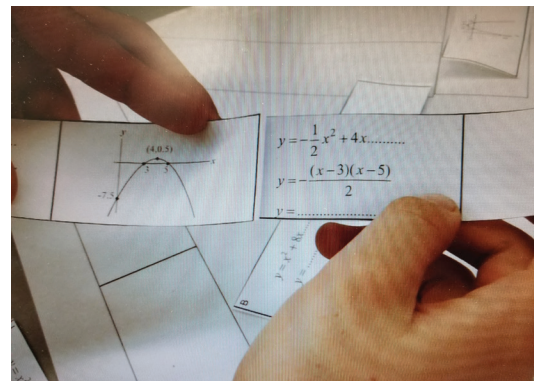
Indian Valley, like many schools, approached math in a traditional way. Teachers showed students a step-by-step process to solving problems and then expected them to duplicate it. Students lacked a balanced approach to math that involved procedural and conceptual knowledge. “If we didn’t change our instructional practices, we were not going to meet those standards,” says Clarke.

Math Strategies That Work

Clarke found the model that helped align instruction with learning standards at SREB’s 2016 High Schools That Work Conference (now called the [Making Schools Work Conference](#)) when he attended a session about the Mathematics Design Collaborative, which SREB has grown and expanded into its [Powerful Mathematics Instructional Practices](#).

SREB's Powerful Mathematics Instructional Practices empower students to engage in a productive struggle by applying critical thinking and reasoning skills to find solutions to problems. Teachers use questioning and feedback strategies to probe for deeper understanding and adjust their instruction using formative assessment data.

Clarke and his school district were sold on the process. Nine teachers in the Indian Valley Local School District signed up for professional development with SREB, participated in training and began using the instructional strategies in their classrooms. The district's curriculum director, the middle school principal, a performance teacher and coach, and Clarke also participated in the training.



Restructuring Schedule

To build diversity, collaboration and students' knowledge base, Clarke revamped math teachers' schedules. Initially, the high school only had four math teachers, requiring one teacher to teach every section of a particular grade's math course — for example, one teacher taught algebra to all students in grade nine, one teacher taught geometry to all students in grade 10 and so on. Consequently, students' knowledge base in a math course hinged on one individual.

Clarke adjusted the schedule to allow two teachers to teach each grade-level math course. One year he even teamed up two algebra teachers in the same classroom. The changes resulted in more diversity, alignment, sharing and teacher collaboration, which benefited teachers and students.



A Math and Social Studies professional learning community meeting at Indian Valley High School

Math Assessments and Data

Data is a powerful teaching tool. Indian Valley High uses assessment data to know what's happening in student achievement throughout the school year, not just at the end of the year. The school implemented nine-week assessments to monitor student progress in each subject, especially math. This gave teachers the information they needed to adjust instruction to meet students' needs.

Math Student Outcomes

The school's use of SREB's Powerful Mathematics Instructional Practices, teacher teaming, assessment data and other strategies is paying off.

Schoolwide and Districtwide Reforms

Scheduling: Successful strategies implemented at the high school prompted a reform journey throughout the Indian Valley Local School District, which is comprised of two elementary schools, one middle grades school and Indian Valley High School. District Curriculum Director Ryan Burrier says SREB's Powerful Mathematics Instructional Practices and scheduling trickled down to grades K-8. Schedules were changed in the middle grades to allow students at each grade level to have a 90-minute math class each day instead of a 45-minute daily math class.

Teachers Learn From Each Other: As a result of training in SREB's Powerful Mathematics Instructional Practices, the district paved the way for high school math teachers to observe each other teaching PMIP-informed lessons.

Indian Valley High Schools Students' Performance on the State Math Test

School Year	Passing Rate (%)
2016-17	25
2017-18	55
2018-19	74
2019-20*	n/a

Source: Ohio School Report Card. Notes: The state benchmark is 80%.

** No data is available due to the pandemic; however, Indian Valley High School was on track to reach the state benchmark.*

K-8 teachers took advantage of teacher observations, too. “We had all of our teachers leave classrooms for a day and observe every teacher in the district in their like position,” notes Burrier. He says it took a month to complete the observations for just grades K-5, but it was worth it as teachers were able to observe new instructional practices in action.

Professional Learning Communities and Master Schedules: Teacher observations were the catalyst that kicked off districtwide PLCs. Staff were trained on the concept and structure of PLCs, but it was up to each school how to implement these communities.

Over the years, Clarke has used varied PLC structures. In the 2017-18 school year, he created a master schedule that gave teachers two prep periods each day — one for a PLC and the other for their regular prep time.

The following year he tweaked the schedule to allow department-level PLCs and grade-level PLCs to meet separately once each week. This school year, all PLCs meet once each week during the last period of the day. Indian Valley’s department-level PLCs:

- establish smart goals for student achievement and instructional practices
- analyze instructional data
- share best practice ideas
- plan and implement student interventions
- collaborate on instructional strategies for coming units

As Clarke reports, Indian Valley’s grade-level PLCs:

- monitor and establish strategies to assist student behaviors
- monitor student’s attendance, missing homework and social-emotional well-being, any of which may impact their performance

All these strategies are about “creating that safety-net so that kids aren’t falling through cracks,” maintains Clarke.

Remote Learning

During remote learning, “the PLC has been our glue for our instruction,” says Clarke. It’s also allowed teachers to share ideas for providing better instruction via Zoom, he notes. Clark sees that teachers are learning from each other more as well as making how-to videos for others to see. “Before PLC, you had to figure it out,” he says.

Indian Valley High School is the winner of a 2020 Gene Bottoms Pacesetter School Award from SREB. The school will be honored at the all-virtual 2021 Making Schools Work Conference.

Contacts: Rob Clark, rob.clarke@ivschoools.org, and Ryan Burrier, ryan.burrier@ivschoools.org

Schools Add Esports to Their Learning Playbooks

By Jahana Martin, SREB

While traveling to NASA for an exploration trip, students from Sumter Career and Technology Center in Sumter, South Carolina, kept busy by playing Fortnite, an online game with millions of users around the world. Watching them engage with Fortnite and other games validated Principal Shirrie Miller’s vision to create an esports club at SCTC as an accompaniment to its aerospace engineering program to drive student achievement.

SCTC added the Aerospace Engineering program three years ago based on a needs assessment. Sumter’s research identified 400 firms in the private sector component of South Carolina’s aerospace cluster. Nearly 20,000 people are currently employed in the region’s aerospace industry with over 700 new jobs added every year for the past eight years.

The aerospace program, one of SREB’s [Advanced Career](#) curricula, is one of five aerospace programs in the state and the only one in Sumter County, according to SCTC.

Benefits of Esports

Esports enhances the program because it helps SCTC engage current and prospective aerospace engineering students. It also provides a way for SCTC to compete with sports programs at traditional high schools. Research shows esports players score higher than other athletes on the math section of college admissions tests and may be more likely to pursue STEM careers.

Sumter intends to add the first gaming esports club in the district. The classroom, equipment, furniture, website and students are ready. But COVID-19 safety precautions delayed opening the school for in-person instruction, which led the center to also postpone the club opening.

SCTC, a 2020 SREB [Pacesetter School Awards](#) winner, plans to enter into an articulation agreement for an esports club with Benedict College in Columbia, South Carolina, says Miller. Benedict, a historically black college, launched its gaming esports program in 2020.



Shirrie Miller, Principal, Sumter Career and Technology Center

According to a Forbes [article](#), more than 80 U.S. colleges and universities have varsity esports teams and some offer athletic scholarships to esports “stars.”

Benedict College President and CEO Roslyn Clark Artis stated, “Participating in esports could lead to a lucrative career. Esports is one of the world’s fastest-growing sports. It is a billion-dollar industry with a combined projected global audience of 557 million by 2021.”

Simulated and Hands-On Learning

In the meantime, the center continues to focus on providing a high level of learning for students in its career programs. SCTC offers mechanical, technical and medical training and delivers instruction in mechatronics, cosmetology, health science and automotive, among many other career and technical education programs of study.



While students participating in Advanced Career's Integrated Production Technologies (now known as Manufacturing and Automation) and Aerospace Engineering programs are currently engaged in online simulated learning, SCTC is still able to provide hands-on experiences for students in other programs. For example, in the school's Mechatronics program, “Teachers design supply kits for projects. Students can pick up the kits, so if they’re structuring a wing, they have the supplies at home,” Miller says. “Teachers built similar kits for students in the Culinary Arts and Cosmetology programs. The students are recording themselves [doing activities] the way they would do in the classroom. Parents are supportive,” she reports.



This video highlights SCTC's programs of study that prepare its students for careers and college.

Preparing Students for Careers and College

When she became principal of SCTC seven years ago, Miller faced challenges in debunking some of the myths that surround CTE and career and technology centers. One such myth is that career-tech students are being prepared for the workforce, not higher education. As Miller argues, SCTC students are being prepped for both careers *and* college, and the center also offers honors-level programs. “We have opportunities available for all students,” she explains.

Miller achieved her recruitment goal by increasing student enrollment by 25%; the center also increased the number of students receiving valuable industry credentials. Miller is proud that each SCTC pathway completer or concentrator earned at least one industry credential, with some students earning up to 10 certifications. Over 55% of SCTC's students go on to attend a two- or four-year college.

Contact: Shirrie Miller, shirrie.miller@sumterschools.net

Special Feature: Two School Districts' Diversity, Equity and Inclusion Journeys

By Paula Egelson and Rebecca Purser, SREB

States and districts grapple with how to achieve diversity, equity and inclusion for all K-12 students. How do we define these essential objectives in education?

- *Diversity* is the presence and acceptance of individuals from a broad spectrum of backgrounds and characteristics including race, gender, religion, sexual orientation and disabilities.
- *Equity* is offering individualized supports and ensuring each student receives what they need to succeed, such as by addressing barriers like poverty or limited transportation.
- *Inclusion* is about fostering a welcoming environment in which each individual feels a sense of belonging and is valued and treated fairly and respectfully.



Districts can achieve diversity, equity and inclusion through careful strategic planning, applying a poverty lens to district, school and classroom practices, seeking to educate the whole child, taking steps to ensure students' postsecondary success, or a combination of these approaches and others.

In this issue of the *Promising Practices Newsletter*, Rebecca Purser and I showcase two southeastern districts that are addressing diversity, equity and inclusion through thoughtful strategies.

Expanding Early Postsecondary Opportunities for Each Student

By Paula Egelson, SREB

Hamilton County Schools in Chattanooga, Tennessee, is a large district with 79 schools and over 44,500 students. This diverse district is comprised of urban, suburban and rural school communities. Its 19 high schools include comprehensive high schools, a STEM academy, an arts magnet school and career-focused schools-within-a-school. Hamilton County Schools' vision is that all graduates leave high school "future ready" and prepared for success.

Strategic Plan

Under the leadership of Superintendent Bryan Johnson, Hamilton County is in Year 3 of a Future Ready 2023 Strategic Plan that includes five components: increasing the third grade literacy rate, doubling the number of students that test proficient in Algebra I, increasing the number of students who have a composite score of 21 or better on the ACT, having 90% or more of students graduating high school on time, and ensuring at least 75% of seniors experience an advanced postsecondary course. The district is well on its way to achieving these goals based on rising test results, advanced course enrollments and graduation rates.

Postsecondary Opportunities at the High School Level

Though the districts' Future Ready strategic plan begins in the elementary grades, the state and the district emphasize *early postsecondary opportunities* for high school students, such as courses and exams that give students a chance to earn postsecondary credit in high school. Whether stand-alone or offered in conjunction with an exam for postsecondary credit, courses must be aligned to postsecondary standards.

In Hamilton County, all 19 high schools provide several types of early postsecondary opportunities including dual enrollment programs, International Baccalaureate or Advanced Placement courses, and opportunities to earn industry-recognized credentials. The district also offers



Left to right: Blake Freeman, Jamie Parris and Olivia Bagby of Hamilton County Schools

29 Future Ready Institutes, career-themed schools-within-a-school that provide small learning cohorts of students with engaging instruction, access to business and community partners, and early postsecondary opportunities.

Several years ago, Blake Freeman, Hamilton County's K-12 academic officer, told secondary principals to "pay close attention to equity data around access to advanced courses and create more equitable opportunities for students to have access and be successful in advanced courses."

The district now urges high schools to ensure students have equitable access to dual enrollment and AP courses by encouraging dual enrollment in every high school and offering AP opportunities in schools that historically lacked them.

"This was an opportunity to expand access to courses for our students who didn't necessarily see themselves as going to college or having a forward-facing future," says Jamie Parris, director of high school teaching and learning.

Olivia Bagby, district lead for Future Ready Institutes, adds: "We have changed our narrative around student expectations. It is no longer about could you test students for industry certifications or should you; it is what we are doing as a country, and it is what we are going to do."

The district also wanted to make sure teachers understood the opportunities associated with participation in early postsecondary opportunities. For AP courses, that meant providing more teachers with AP course training. For career and technical education courses featuring industry-recognized credentials, it meant changing teachers' mindsets. "It was no longer just offering industry certification to the highflyers in a class of 25. It was offering all 25 students an equitable opportunity to pass the test," states Bagby. The district made sure teachers understood what local dual credit was and how to register students for industry certification exams.

Collaboration: A Framework for High School Success

Hamilton County realized a key component to success involved getting all the high schools working collaboratively on early postsecondary opportunities instead of tackling the challenge separately. Teacher training opportunities were expanded across high schools. More educators were trained, creating more educators with whom to collaborate. "The very nature of collaborative work is not just at the teacher level but the administrative level as well," notes Parris. "It extends to our principals. It is in our principal meetings; it's in our networks," he adds.

Supports for Students

The district convened graduation teams to assist students in taking early postsecondary courses, graduating on time and mapping a personal path to postsecondary success. It also developed a high school graduation framework that shows how each student can transition from eighth grade into high school.



At left, Hixon High School CTE students practice teeth cleaning. At right, East Ridge High School students work on a construction project in a CTE class.

Although all high school students' progress is monitored, at-risk students' individualized success plans are even more closely examined. The district evaluates whether students need academic or social-emotional supports or the special attention of a social worker.

School counselors and a school's master schedule play an integral role in providing access to early postsecondary opportunities, too. "The counselor must understand what the master goals of the school are, so they don't just plug-and-play students into a schedule. Counselors must be strategic and granular about what kind of teacher a student needs," says Freeman.

The district is creating a framework for master scheduling with a timeline of what needs to take place when creating a master schedule and where quality checks need to occur in the planning process.

Contacts: Olivia Bagby, bagby_o@hcde.org; Blake Freeman, freeman_blake@hcde.org; and Jamie Parris, parris_jamie@hcde.org

Confronting Poverty and Transiency With Consistency and Community Support

By Rebecca Purser, SREB

Chickasaw City Schools is a small district of around 1,200 students located outside of Mobile, Alabama. Comprised of an elementary school serving kindergarten through fifth grade and a high school serving grades six through 12, the district is relatively young. Formerly part of Mobile City Schools, Chickasaw voted to form its own district in 2012.

New systems and leadership brought new opportunities to Chickasaw City Schools but also highlighted existing challenges. Like many districts, the district has high rates of poverty and student transiency and a large population of special education students. Teacher turnover is high and the district lacked stable leadership and direction.

When they started at the district office, Superintendent David Wofford and Chief Academic Officer Michelle Eller viewed these issues not as impediments but as unique challenges that they needed to educate and empower themselves and their school community to understand and continuously address in order to provide quality educational experiences for each student. “We have very little tolerance for excuses... we don’t operate like that,” says Wofford.



*David Wofford, Superintendent
Chickasaw City Schools*

Leveraging a Community Approach

One environmental factor in urgent need of consideration was the district’s high poverty rate. About 91% of Chickasaw Schools’ students qualify for free- or reduced-price lunch, and the city’s median household income remains below \$30,000 per year. District leaders knew that changing mindsets in impoverished communities can be difficult. To build capacity, empathy and understanding around how to best meet the needs of their students, the district involved all staff members as well as community members from the city, training agencies and local churches in simulated poverty workshops.



*Michelle Eller, Chief Academic Officer,
Chickasaw City Schools*

“We partnered with the South Area Regional Inservice Center and with the Superintendents Association, and we put on a districtwide poverty simulation. In this poverty simulation, we had every one of our employees involved...from bus drivers to cafeteria workers to teachers to administrators. And the simulation was just powerful, but it really opened our employees’ eyes to what our students and families are dealing with every single day,” says Eller.

Exercises like the simulated poverty workshop gave Chickasaw City Schools a foundational toolkit to reference in 2020 when COVID-19 hit. Like so many others across the country, the district was suddenly faced with the challenge of providing much more than just academic support for students. With a solid understanding of the challenges facing the children and families in their community, district leaders decided to focus their initial efforts on meeting students’ physical and health needs.

“We immediately met with all of the community leaders, so we were not in this alone. We met with the mayor’s office, the city council, the police department, area churches — and we formed a plan of action of how we were going to all take care of the city during that time,” says Eller.

Over the next 18 weeks, the district office and school staff coordinated with local organizations to provide over 200,000 meals for students on weekdays and weekends. Focusing first on students’ fundamental needs established a more equitable baseline for students and helped prevent high-poverty students from falling behind academically due to hunger.

Once students’ basic needs were met, the district office turned its attention to providing access to technology and sharing directions with families. It purchased and provided Wi-Fi hotspots and Chromebooks and used an SMS text platform called SchoolStatus to check in regularly with students in ways that met families’ diverse needs. “We were trying to keep the academic gaps from getting so exponential that we couldn’t bridge them anymore,” says Wofford. The district was determined to not let the physical impediments of the pandemic impede students’ learning opportunities.



Consistency Is Key

Early on, Wofford's team recognized the importance of consistency and transparency in leadership and a clear strategic vision for a community that has endured near constant change and transitions. "Making sure that you're communicating with your staff, making sure that you're communicating with your parents... that you're communicating with your community...and when that communication does come out that you are doing exactly what you said that you're going to do," explained Eller.

Keeping teachers plugged into what the strategic vision is for their school and the district and involving them in strategic planning and understanding and using data helped facilitate buy-in from other teaching staff and increased the inclusion of different perspectives, viewpoints and backgrounds in the districts' decision-making processes. "We told them what we were going to do and then we backed it up and then we did it," said Wofford. For this district, follow-through has proved immensely valuable in building the necessary trust between leadership, school staff, parents and students.

Ultimately, an emphasis on a clear, consistent strategic vision and the importance of forging relationships has helped Chickasaw City Schools build efficient and effective systems that can weather challenges, during and after the pandemic.

Contacts: David Wofford, dwofford@chickasawschools.com; Michele Eller, meller@chickasawschools.com

About Our All-Virtual 2021 Making Schools Work Conference



Check out a sneak peak of our animated virtual venue! <https://vimeo.com/525631014>

Student achievement begins with you. Join us at the **2021 Making Schools Work Conference**, which will now be held as an all-virtual event.

Virtual attendees will have complete access to 130+ live and on-demand sessions during the conference, including our opening and closing keynotes and general sessions as well as many of our most popular regular sessions.

Virtual attendees will continue to have on-demand access to all 130+ sessions and our virtual eBag for session handouts, presentation materials and special offers from conference partners for more than 30 days after the conference, increasing the value of this option.

During the live event, kick back, have fun and win conference swag and other cool prizes at our virtual reception and prize giveaway. Drop into our virtual lounge to chat with friends, join a professional learning community or network with conference partners. Our virtual experience also includes games, hands-on project-based learning, a virtual escape room, virtual industry tours and more special surprises!

Learn more and register now! sreb.org/register

Williamsburg High School Wins 2020 Pacesetter Award

By Diane James, SREB

Williamsburg High School in Williamsburg, Ohio, is the winner of a 2020 Gene Bottoms Pacesetter School Award from the Southern Regional Educational Board. The award will be presented on July 6, 2021, at SREB's all-virtual Making Schools Work Conference.

Pacesetter School Awards recognize schools that are implementing one of SREB's Making Schools Work school improvement frameworks and are achieving success in meeting bold goals related to increases in student graduation rates, readiness for college and careers, and credential attainment.

Williamsburg High School implements [High Schools That Work](#), SREB's school improvement design for high schools. WHS leaders and teachers recognized that students find relevance in school and perform better in classes when they see the connection between academic success and career success.



At left, Heather Powell, Principal Williamsburg High School. At right, Morgan Eilerman, Counselor, Williamsburg High School

Staff talk early and often to students about the importance of earning credits, staying on track for graduation, identifying their interests and exploring careers. Although these conversations make a difference, the school takes college and career prep a step further by zeroing in on students during the critical transition from the middle grades to high school.

In the fall, eighth graders take a day-long field trip to the local career center to explore 14 career options offered there. In the spring, Williamsburg High School assists eighth graders through the Individual Academic Career Planning Process. Students and parents visit the high school, learn about transitioning and the importance of earning credits that advance them toward their career goals, and begin forming relationships with high school teachers. Students leave the event with a schedule for ninth grade and a plan for the following years.

In the summer prior to ninth grade, all incoming ninth graders are invited to a kick-off event in which they play games, engage with junior and senior mentors, and talk about school. In the spring of their ninth-grade year, students attend an interactive career fair during a field trip to Junior Achievement Inspire. Afterwards, students discuss what they learned during the field trip and engage in lessons about planning for the futures.

Strategies like these are having an impact. Teachers and leaders report that students better understand why they need four years of English and how science prepares them for careers.



Partner Spotlight: Redwood Learn

Judith Stanford Miller of [Redwood Learn](#) is the proud sponsor of our Virtual Networking Reception at the [2021 Making Schools Work Conference](#). She will also offer special sessions focused on how teachers in any discipline can use a blended learning approach and multidisciplinary curricular resources, units, lesson plans and teaching materials to support students' mastery of essential literacy, critical thinking and problem-solving skills and encourage them to explore and understand their world, their communities and potential careers.

Spotlight Session: We Can Do It, Too! Engaging Students in History to Guide Them to the Future

Help students open a window to the past and imagine paths to the future by exploring the true stories of Rosie the Riveter, the Tuskegee Airmen and the Women Airforce Service Pilots. Learn how original, primary source content that aligns with standards can spark student engagement and increase achievement in English language arts, social studies and science.

Wednesday, July 7, 2021 | 10:30 a.m. - 11:30 a.m. Eastern | Judith Stanford Miller

Virtual Networking Reception



Join us on **Tuesday, July 6, from 4 to 5 p.m.** at our Virtual Networking Reception to meet Miller and celebrate the kickoff of our virtual conference and your accomplishments this year!

Grab a snack and enjoy networking, team games and a chance to win an array of cool prizes, including gift certificates, edtech and free conference registrations and hotel nights for the 2022 Making Schools Work Conference in Grapevine, Texas, plus an exciting curricular resource bundle from the [Redwood Learning Platform](#). Learn more about our prizes on [our special events webpage](#).



Redwood Learn Essay Contest: Win a World War II Home Front Resource Trunk!

Redwood Learn is sponsoring an essay contest for teachers or teacher teams interested in creating rich, multi-disciplinary blended learning opportunities in their classrooms!

One lucky winner or team will receive a **WWII Home Front Resource Trunk** filled with standards-aligned primary source content, authentic WWII-era artifacts, a maker space learning activity and lesson plans that can be applied in grades 5-12. Teachers can use the trunk to spark students' interest in history and support curricular objectives in the arts, social studies, science, English language arts and more.

To enter, submit an essay of 500 words or less to summerstaffdev@sreb.org describing how the Resource Trunk will enrich your current teaching practice or provide the foundation for your focus on WWII Home Front history. One entry may represent a team of teachers across multiple disciplines. The winner will be announced at the conference's Virtual Networking Reception on Tuesday, July 6 at 4 p.m. Eastern. The winner or winning team do not need to be present to win.

Entry Deadline: 11:59 p.m. Eastern, June 15, 2021

Trunk value: \$500. Handmade in the U.S., the Resource Trunk includes:

- **Book and Study Guide**, *Treasures in My Heart: A True WWII Love Story* by Paula F. Guidry — plus a related **Patch** (original or reproduction) from the 82nd Airborne
- **Book, Teacher Guide and Student Guide**, *Shores Beyond Shores: From Holocaust to Hope, My True Story* by Irene Hasenberg Butter with John Bidwell and Kris Holloway — plus a related **Poesie Book**, similar to the popular autograph notebooks from the 1930s used by Irene Butter
- **Original WWII-era (1941-1945) issue of LIFE Magazine**
- **Hands-on activity with sample and instructions:** A handkerchief-parachute with a candy bar helps tell the story of Uncle Wiggly Wings, aka the "Candy Bomber," Col. Gail Halvorsen, and the Berlin Airlift
- **WWII soldier artifacts**, such as first aid kits or sewing kits, compass, clicker, etc.
- Copy of a **Squibb ad for penicillin** from a June 1944 issue of *LIFE Magazine*
- A **1-year digital subscription to Redwood Learn's WWII Home Front website** (\$80 value) containing a full suite of multidisciplinary lesson plans for grades 5-12 that support the Resource Trunk as a robust blended learning solution.

Don't miss Miller's companion session, *Unlock Blended Learning Opportunities With Resource Trunks* on Friday, July 9, 9:15 a.m. Eastern, where participants can explore essential elements for successful blended learning.



Featured Speaker Spotlight: Rodney Flowers



Rodney Flowers, founder and president of Inspirational Endeavors, LLC is a featured speaker at the all-virtual 2021 Making Schools Work Conference. He is a three-time international Amazon bestselling author, keynote speaker, CEO, entrepreneur, transformational leader and resilience trainer. In this video, Flowers inspires educators to create your own vision for the future and change education forever.



Making Schools Work Conference

All-Virtual | July 6-9, 2021

Register Now: sreb.org/register

SREB

School
Improvement

21V03w
APRIL 2021