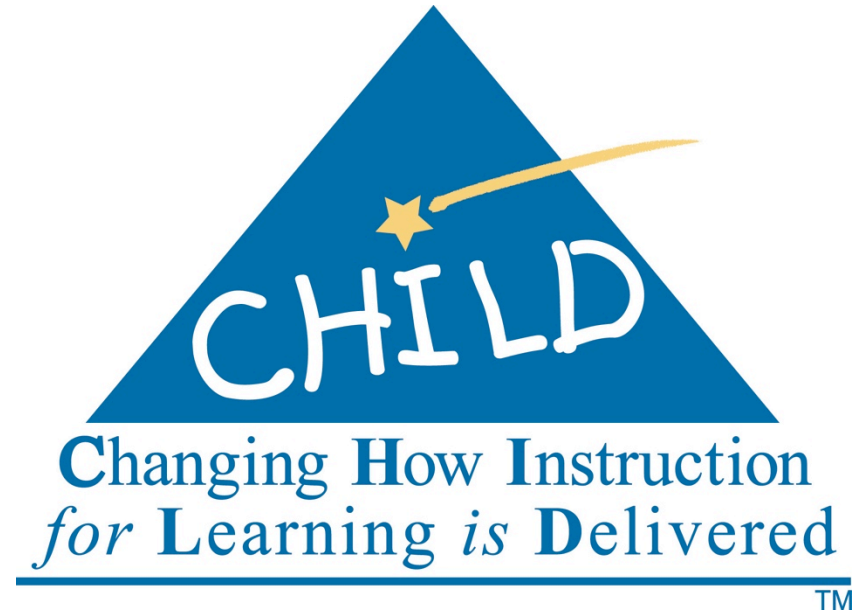


Project CHILD®



21st Century Innovative Model
Transforming Schools: Transforming Lives!

IEPTM
INNOVATIVE EDUCATIONAL PROGRAMSTM
"school makers"

Innovative Educational Programs



- Educational company with a history of innovation
- Professional development & research
- Serving over 350,000 students since 1990s
- Schools AZ, CT, FL, IN, NJ, UT, VA
- Documented results with all populations: Title One, urban, rural, ESOL, ESE, Gifted and Talented

www.ieponline.com

Presenters

Jim Simonc- IEP, President

Winifred Jenkins-Rice- IEP, Director of Project CHILD

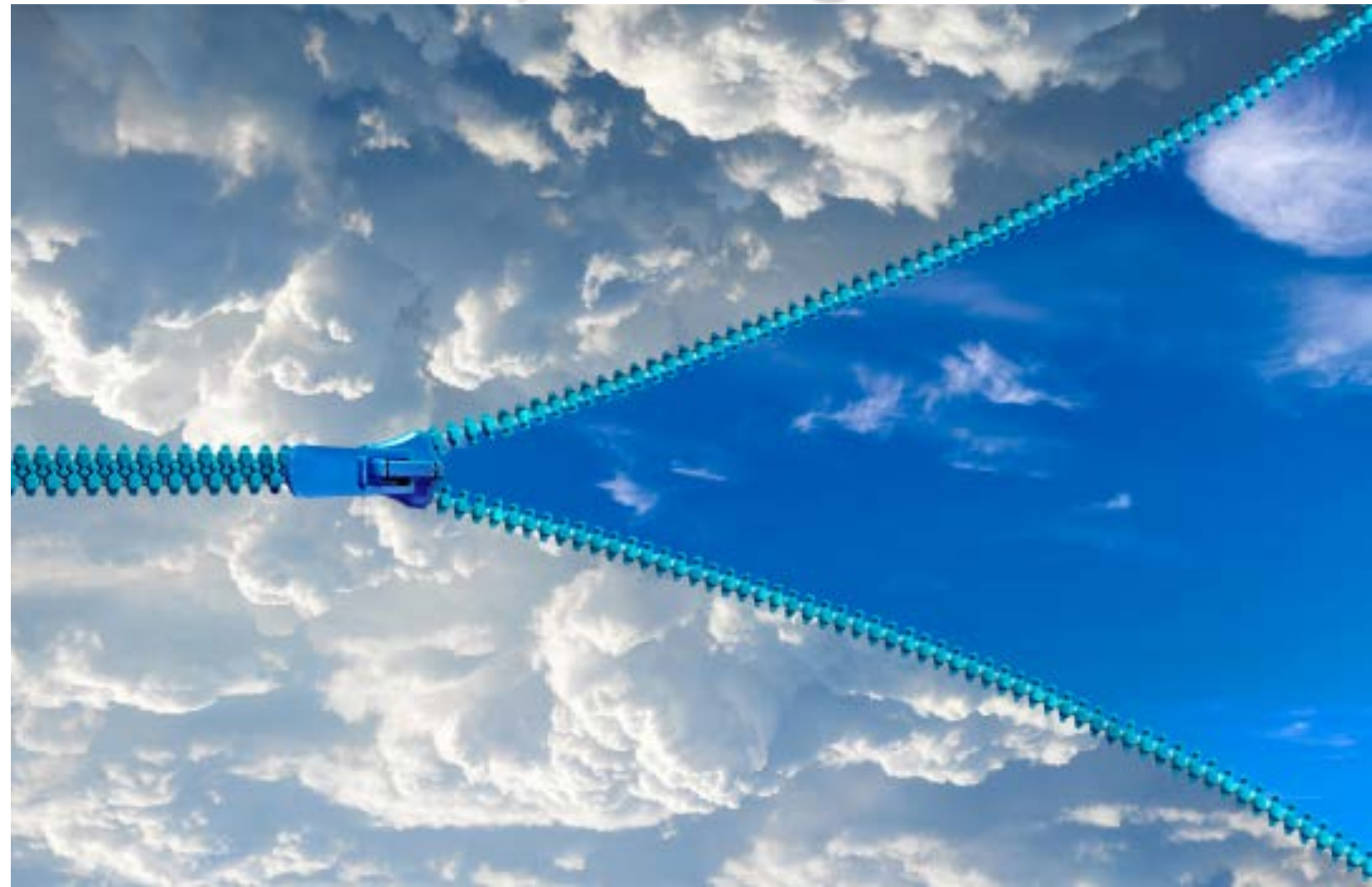
Emily Figura- IEP, CHILD Specialist, Walsh School, CT

Jane Perez- Principal, Chamberlain Elementary, New Britain, CT

Ellen Paolino- Principal, Walsh School, Waterbury, CT



Why Change?



“Education doesn’t need to be reformed –it needs to be **transformed.**”

The key to this is not to standardize education but.....to put students in an environment where they want to learn and where they can naturally discover their true passions.”

– Sir Ken Robinson



Over 1
MILLION
teachers
leave the
classroom
every year.

**50% of teachers leave the
profession within 5 years.**

**“The teacher is working harder
while the students are hardly
working.”**



CHILD Fosters Effective Teachers



94% Teacher Retention Rate- CHILD National Demo Sites 2015

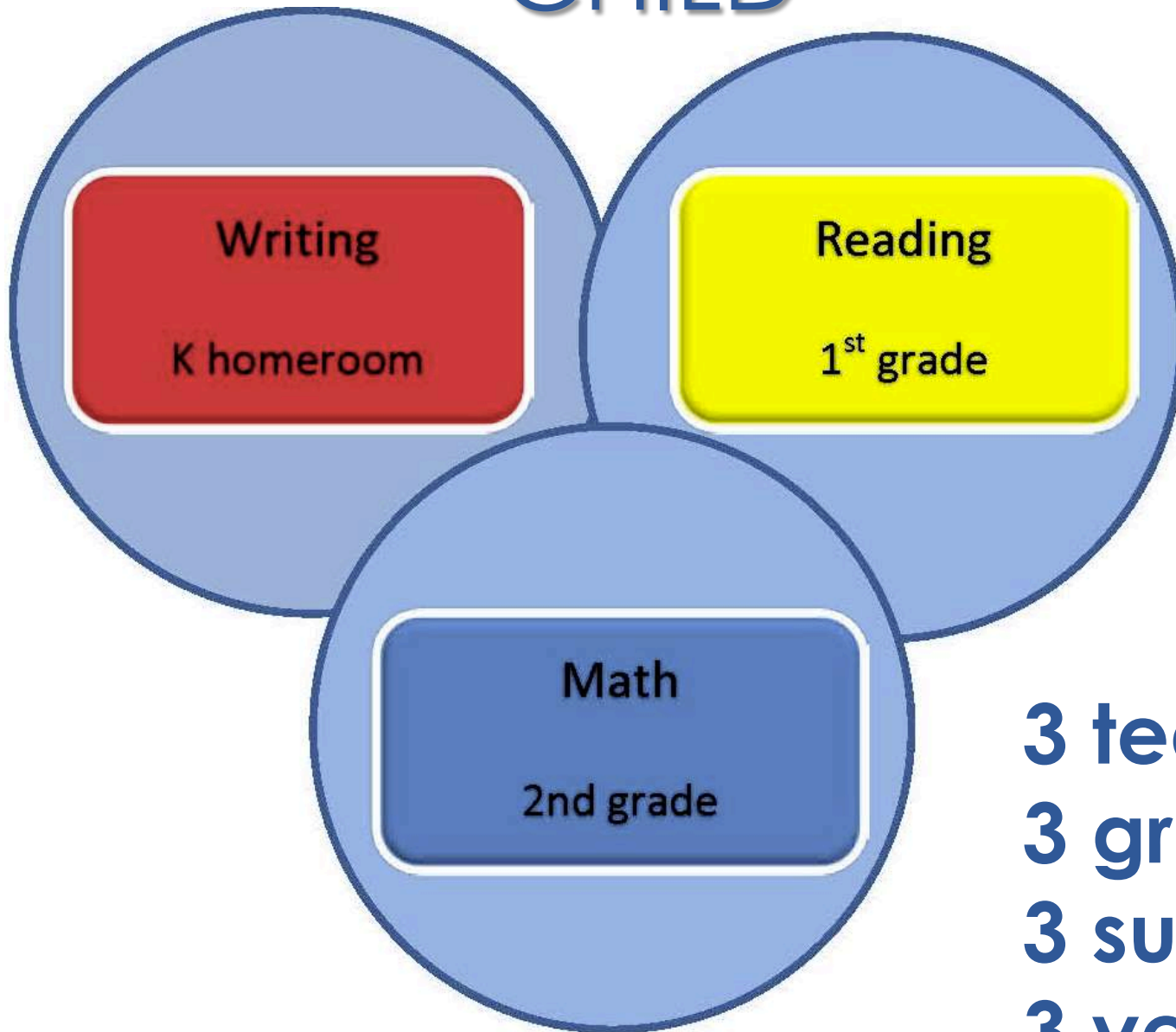
CHILD Structures

correlated with CCT Effective Teaching Domains

- **Domain 1: Classroom Environment, Student Engagement**
- **Domain 2: Planning for Active Learning**
- **Domain 3: Instruction for Active Learning**
- **Domain 4: Professional Responsibilities & Teacher Leadership**



CHILD



3 teachers
3 grades
3 subjects
3 years

CHILD Engages Students

- Forging Relationships
- Consistent Classroom Structures
- Multidimensional Learning
- Active Learning
- Embedded Assessments & Feedback
- Building Leaders



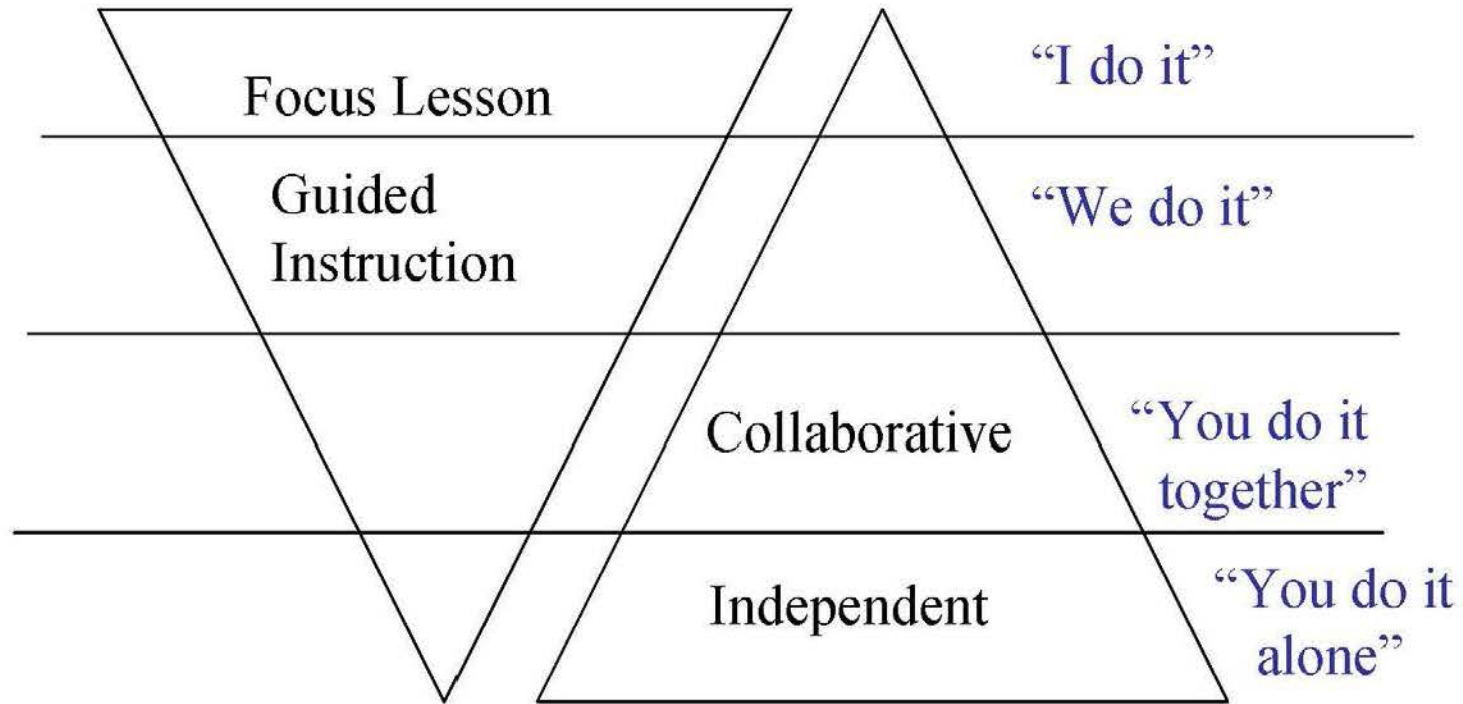
Transformed classrooms!





**“The greatest sign of success for a teacher is to be able to say.... The children are working as if I did not exist.”
Maria Montessori**

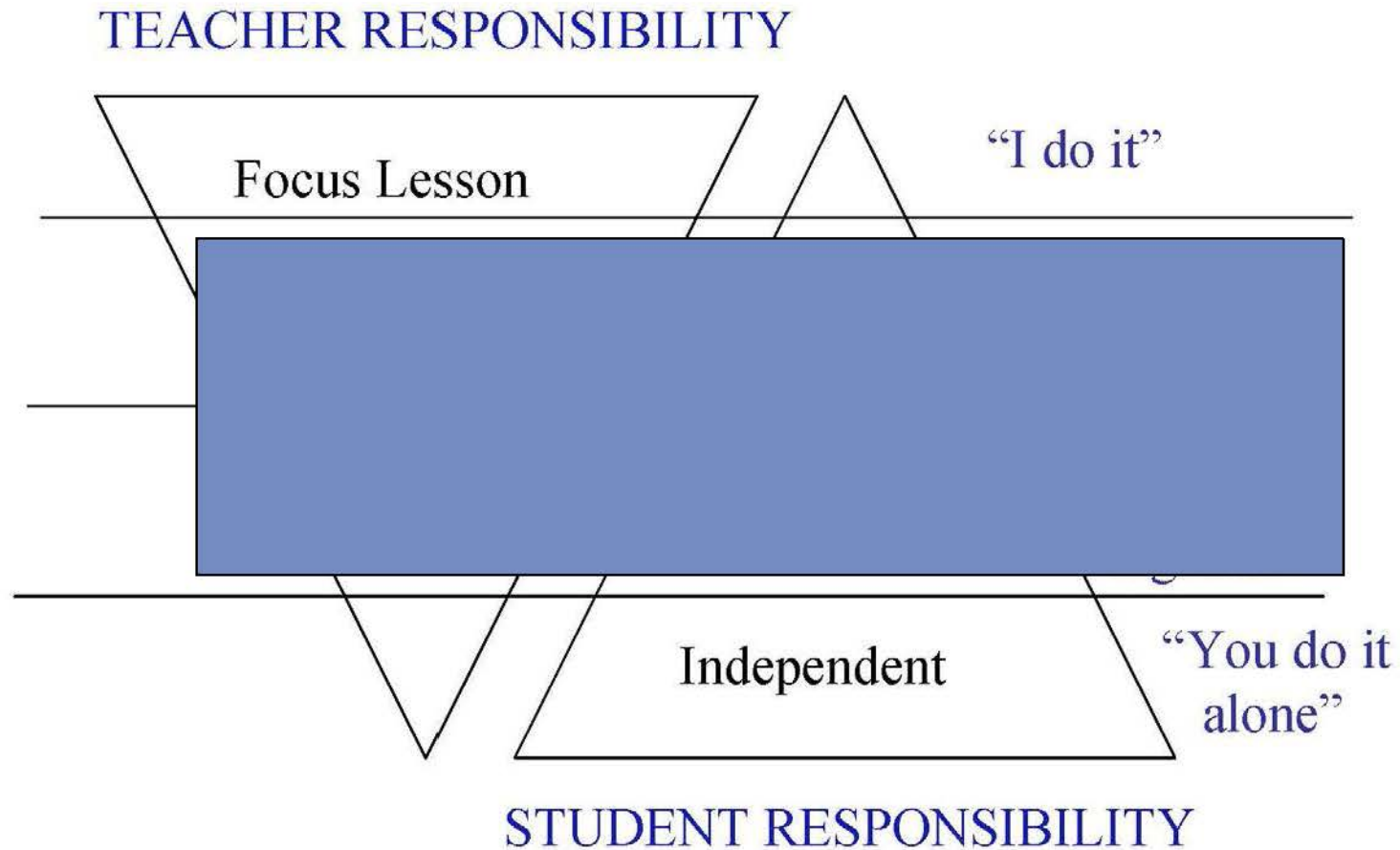
TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Frey & Fisher, 2008



A Structure for Instruction that Works

(c) Frey & Fisher, 2008

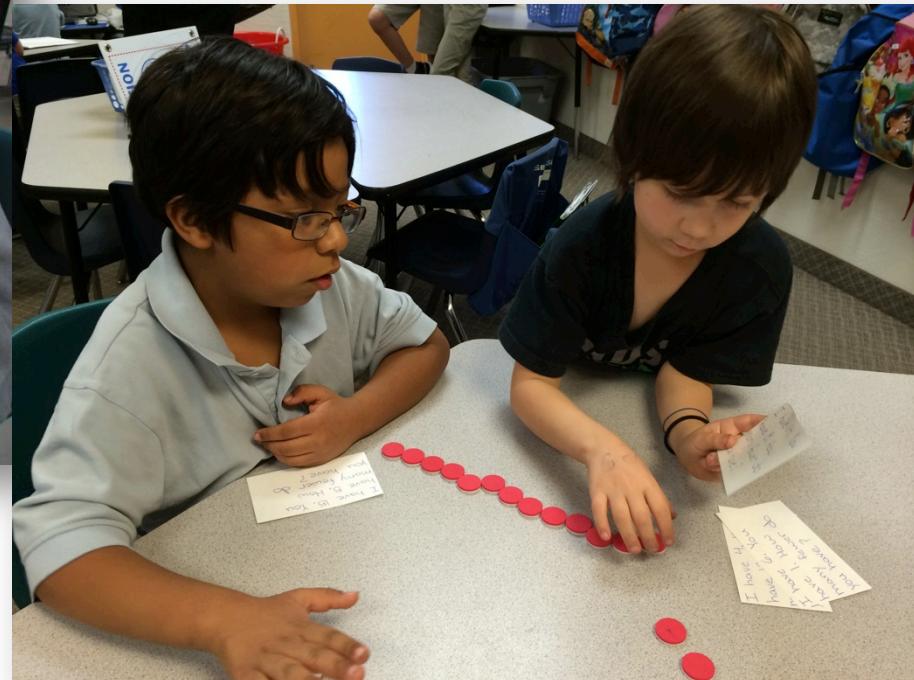
Time & Learning

- Increase engaged time
- Decrease wasted time



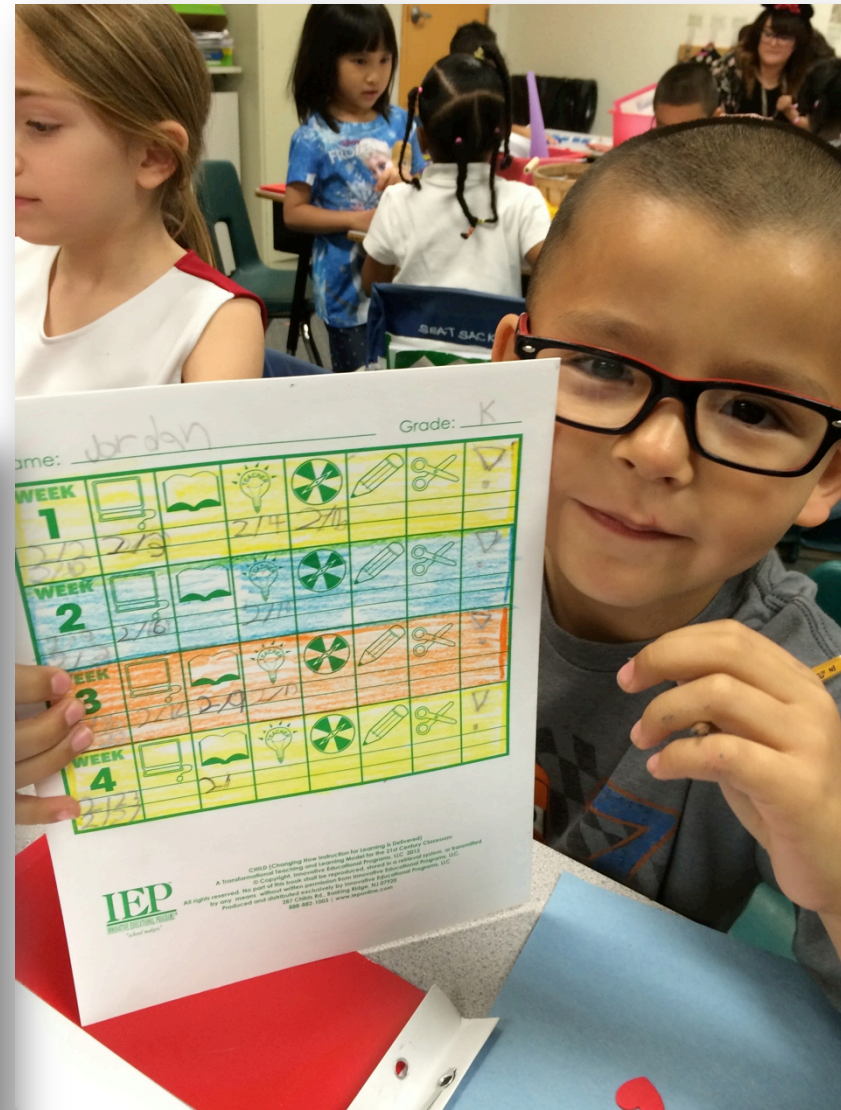
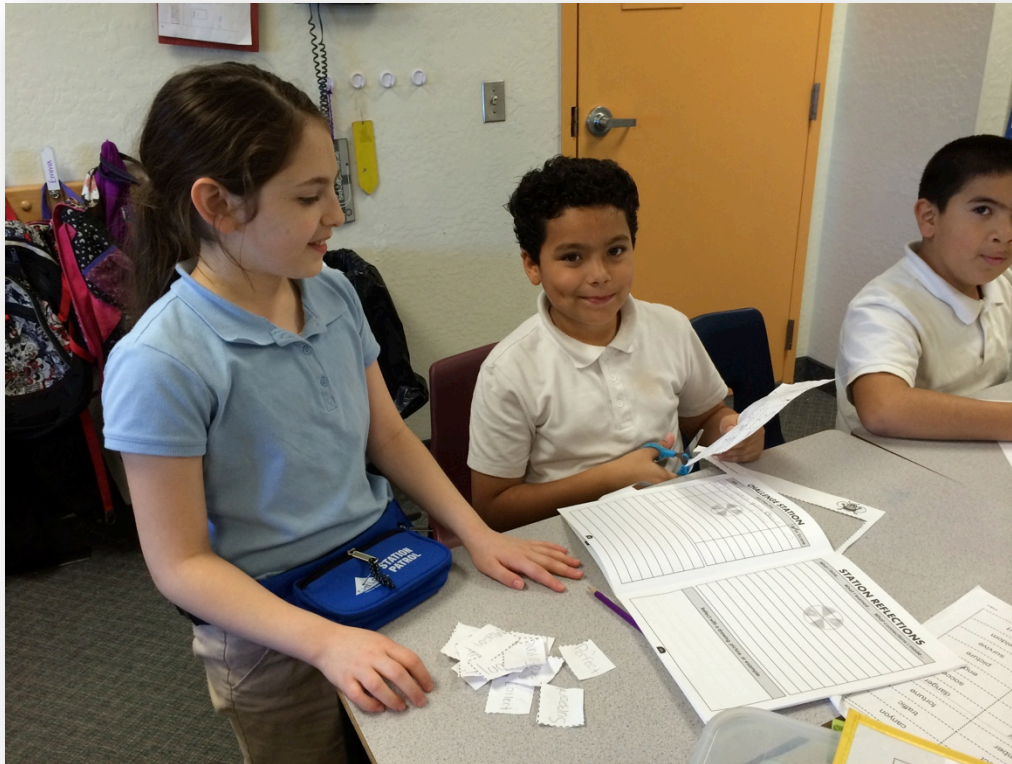
Differentiated, Rigorous Station Activities

- Multidimensional Activities
- Standards-Based
- Motivational



Student Empowerment

- Locus of Control
- Self-esteem & Respect
- Student Leadership Roles
- Inclusion of Special Needs & ELL Students



Technology Infusion

- Integrated into instruction
- Purposeful practice
- Frequent and equitable



“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.”

Heidi Hayes-Jacob

Classroom Management Tools= Structure and Procedures



- Proprietary management tools

Passport- Student Work Log

TEACHER STATION

Date	What To Do	
9/19/04	Steps in a process	✓
9/21/04	Steps in a process	✓
9/24/04	word work	✓
10/1/04	from a source	✓
10/14/04	from a source	✓
10/14/04	sequence	✓
10/14/04	sequence	✓

STATION REFLECTION

I made real words.
I Learned about Pelicans.
I Learned about how to make mash potatoes

CHALLENGE STATION

Date	What To Do	
9/19/04	categories	✓
9/21/04	categories	✓
10/1/04	make a resource	✓
10/14/04	make a resource	✓
10/14/04	make a resource	✓

STATION REFLECTION

I liked it because it was fun and cool.
I saw John and Dawn won and I almost won.
I learned about Bats

CHILD Passport Goals

Behavioral Goals:

1. I will wait in line quietly.
2. I will listen when someone is speaking.
3. I will follow classroom rules.
4. I will come prepared to class.
5. I will complete all homework.
6. I will put away all materials I use.
7. I will be kind to others.
8. I will show respect to all people.

Math Goals:

1. I will practice my math facts daily.
2. I will learn to use a ruler.
3. I will practice telling time.
4. I will solve problems neatly.
5. I will check my answers.
6. I will read math problems.

- Goal Setting
- Accountability
- Reflection

Chamberlain Elementary

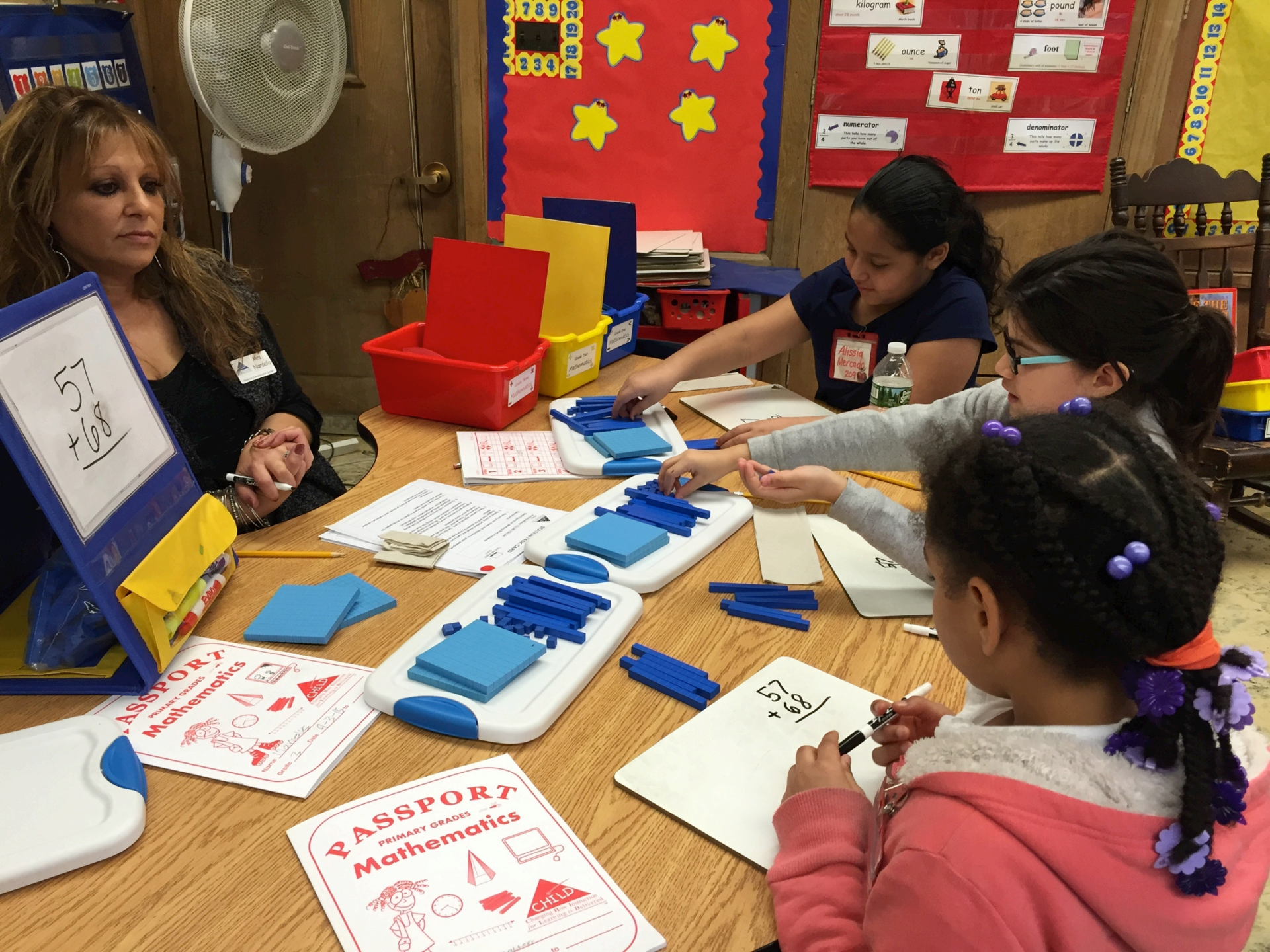
New Britain, CT

"We've transformed the culture with Project CHILD,"
Jane Perez, Principal



Project CHILD at Chamberlain Elementary

- Urban school, 83% minority, 89% free and reduced, 22% ELL.
- Implemented September 2008
- Safe Harbor in 3 years – 2011, named ConnCan Top Ten Most Improved Schools in CT
- Total CHILD school and National Demonstration Site 2010-11
- Currently in our 8th Year
 - 5 years as a primary K-3 school - 2008-2013
 - returned to elementary K-5 – 2013
- Clusters
 - 4 teams of Grades 1-3 clusters
 - 2 teams of Grades 4-5 clusters



$$\begin{array}{r} 57 \\ + 68 \\ \hline \end{array}$$

PASSPORT
PRIMARY GRADES
Mathematics

PASSPORT
PRIMARY GRADES
Mathematics

Alissia
Merced
2019

$$\begin{array}{r} 57 \\ + 68 \\ \hline \end{array}$$

- ✓ **Introduction:** * sound character / setting
- ✓ **Plot 1:** * Who, what, when, why
* First Action
- ✓ **Plot 2:** * introduce problem,
* most "big thought"
- **Plot 3:** * CLIMAX
* most exciting part
- **Conclusion:** * ending, resolve

- ☑ **Introduction:** * sound character / setting
- ☑ **Plot 1:** * Who, what, when, why
* First Action
- ☑ **Plot 2:** * introduce problem,
* most "big thought"
- ☐ **Plot 3:** * CLIMAX
* most exciting part
- ☐ **Conclusion:** * ending,
* problems resolved

The boy is holding two hand-drawn cards. The card in the foreground has a drawing of a sun, a butterfly, and a flower. The text on it reads: "I am so proud of my art." The card behind it has a drawing of a butterfly, a flower, and raindrops. The text on it reads: "The way I was class of 2000 and I helped to tell me to be me to be me." The cards are decorated with colorful drawings of flowers, butterflies, and raindrops.

A child's drawing on a piece of paper. At the top, the words "Night and day" are written in a simple, handwritten font. Below this, the words "The night" are written. The drawing is decorated with various elements: a crescent moon and stars in the upper left, a butterfly in the upper right, and a row of stylized flowers and leaves along the bottom. The drawing is held up by a hand, and a ruler is visible at the bottom edge of the paper.

The school is Lamber
Flowers, I have
fun at school. I love
writing, I love math, I
love reading, I love
school very much.
I have a lot
of friends at school
Alex Amaya and Milana
and I have more at ch

A child's drawing on a piece of paper. The drawing features a sun with a smiling face in the top left, a cloud with a raindrop falling from it, a butterfly in the top center, and a tulip flower in the bottom right. There are also several other flowers and a small bird-like figure on the left. The background of the paper has faint, illegible text, possibly from a book or worksheet.

**Grade 1
Focus Words**

door

mother

try

want

more

old

use

wash

**Grade 2
Focus Words**

being

I've

stood

ground

begins

ready

tall

very

laugh

flower

**Grade 3
Focus Words**

gliding

colony

region

wilderness

layer

climb

shell

Right There

The answer is in the text

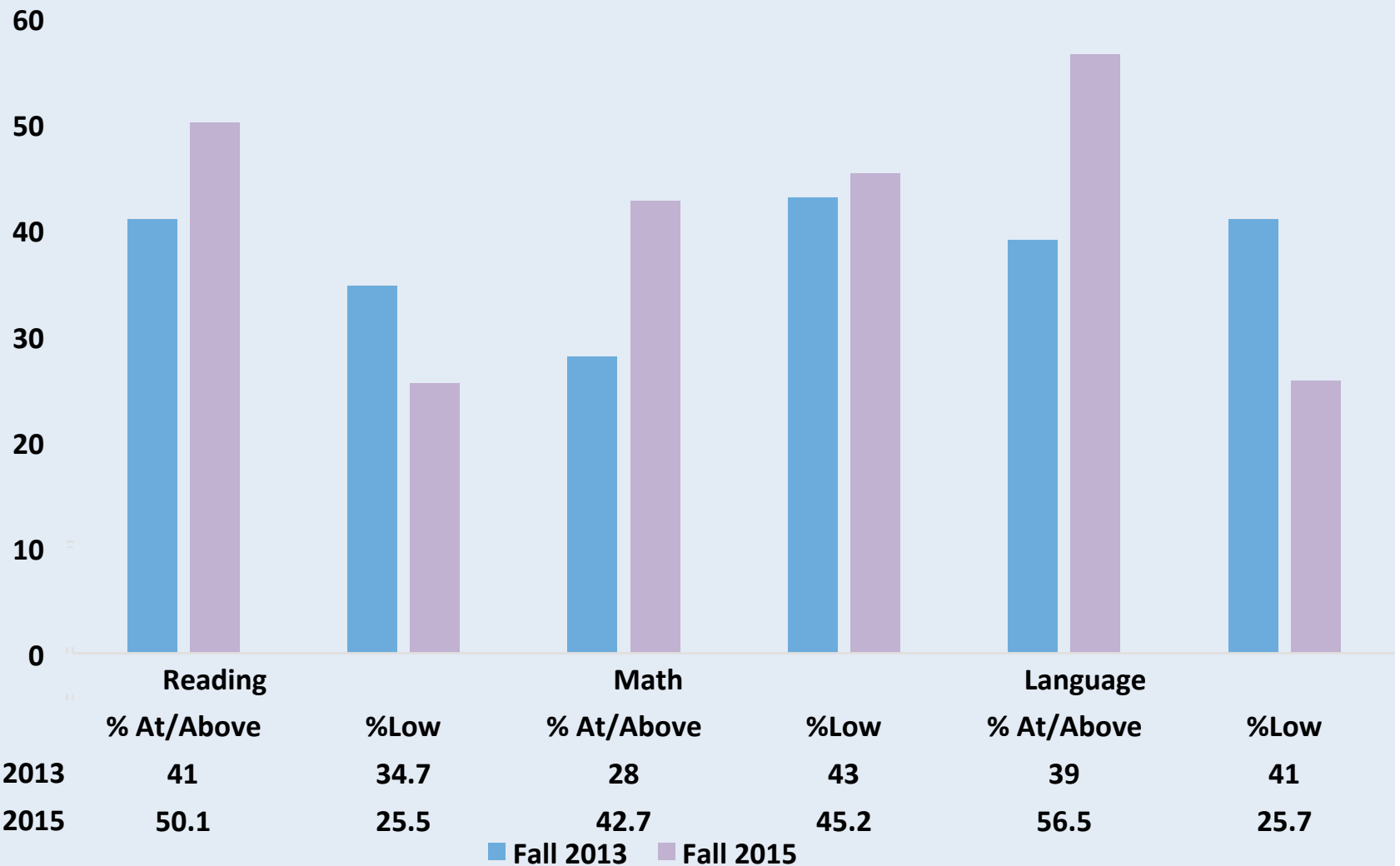
Think and Search

The answer is in the

Author and You



Chamberlain School
MEAN RIT Score Growth for Tier 1 + Tier 3
Since Initial Administration of NWEA Assessments
Tier 1 and Tier 3 Percentages
Fall 2013-Fall 2015



Chamberlain Elementary School

NWEA Mean RIT District Comparison

2014-2015 Winter 2015

In 2014, Chamberlain scored higher than the district in 10/16 opportunities.
Chamberlain scored higher than the district overall in all three content areas.

Chamberlain	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			School Average		
	Mean RIT	% Lo	Av and	Mean RIT	Lo	Av and	Mean RIT	Lo	Av and	Mean RIT	Lo	Av and	Mean RIT	Lo	Av and	Mean RIT	Lo	Av and	Mean RIT	Lo	Av and Above
Reading	149.4	22.0	53.0	165.3	27.0	45.0	182.2	24.0	60.0	187.6	32.0	49.0	195.7	36.0	42.0	201.6	35.0	42.0	180.3	29.3	48.5
District Mean	148.7			166.8			177.0			187.8			195.7			202.9			179.8		
Norm Mean	151.0			170.7			183.6			194.6			203.2			209.8			185.5		
Language							185.1	25.0	58.0	191.7	27.0	50.0	196.7	38.0	38.0	204.3	36.0	44.0	194.5	31.5	47.5
District Mean							179.4			190.6			197.2			204.1			192.8		
Norm Mean							185.3			196.5			204.4			211.0			199.3		
Math	148.7	28.0	59.0	165.6	34.0	50.0	180.5	29.0	49.0	189.8	45.0	31.0	198.4	47.0	29.0	206.4	49.0	34.0	181.6	38.6	42.0
District Mean	146.8			166.6			178.2			189.5			196.9			205.6			180.6		
Norm Mean	150.1			172.4			185.5			198.5			208.7			217.8			188.8		

CHAMBERLAIN ELEMENTARY SCHOOL

COHORT DATA: MEAN RIT SCORES

FALL 2013-FALL 2015

In 2014, Chamberlain scored higher than the district in 10/13 opportunities.

Reading Grade in 2013	District Fall 2013 Mean	Chamberlain Fall 2013 Mean	National Fall Mean	District Fall 2014 Mean	Chamberlain Fall 2014 Mean	National Fall Mean
K	137	138	143	154	154	160
1	154	158	160	165	171	176
2	163	162	176	179	181	190
3	179	182	190	188	190	200
4	189	192	200	196	194	207
5	196	200	207			

Language Grade in 2013	District Fall 2013 Mean	Chamberlain Fall 2013 Mean	National Fall Mean	District Fall 2014 Mean	Chamberlain Fall 2014 Mean	National Fall Mean
2	166	167	175	181	186	191
3	180	183	191	190	191	201
4	190	192	201	198	199	208
5	197	201	208			

Mathematics Grade in 2013	District Fall 2013 Mean	Chamberlain Fall 2013 Mean	National Fall Mean	District Fall 2014 Mean	Chamberlain Fall 2014 Mean	National Fall Mean
K	133	135	144	154	152	163
1	153	156	163	167	170	178
2	165	165	178	180	182	192
3	178	181	192	191	192	204
4	192	194	204	201	201	213
5	200	202	213			

Walsh School

Waterbury, CT

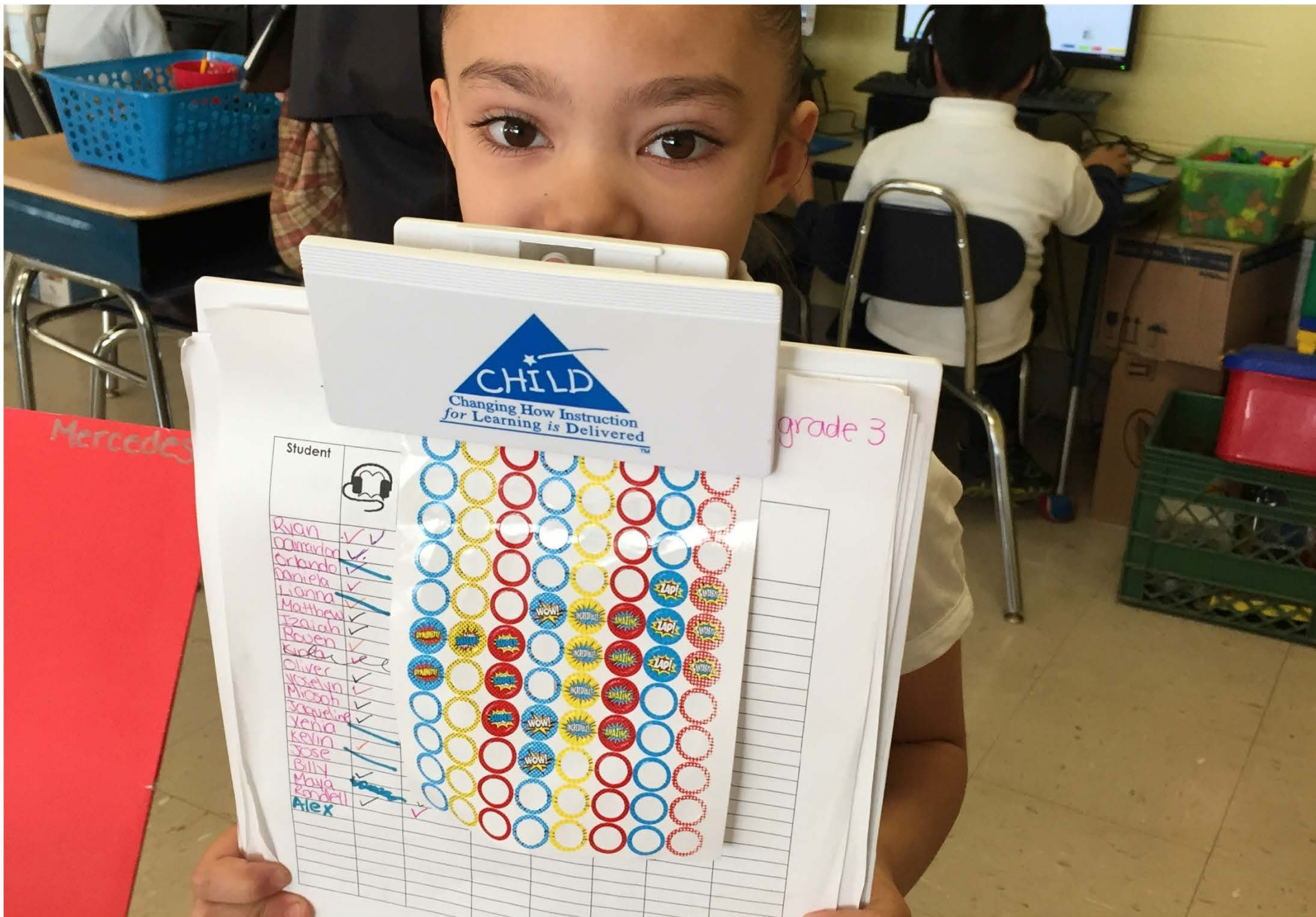
“Everyone who visits Walsh comments on the high levels of student engagement,” Ellen Paolino, Principal

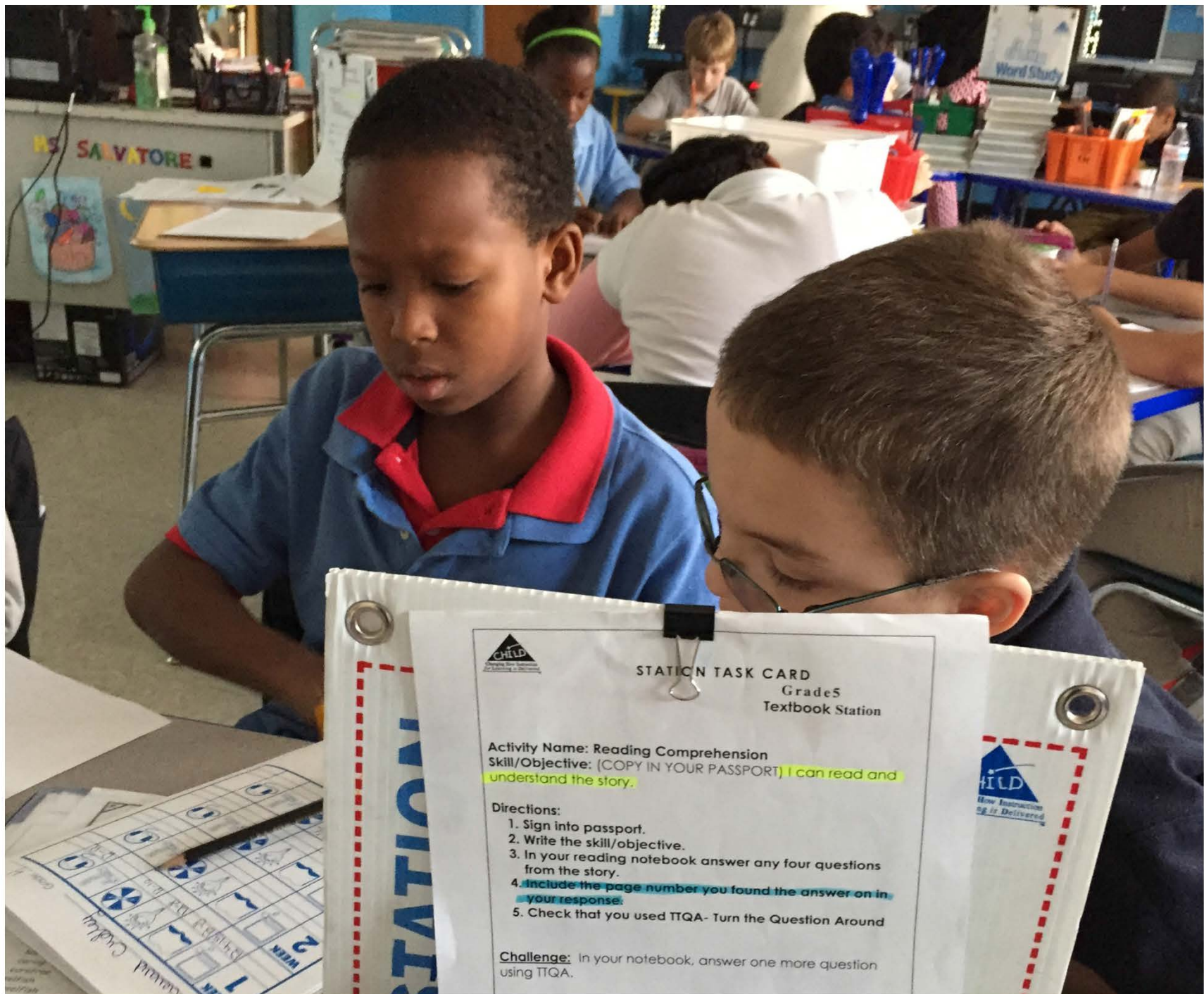


Project CHILD at Walsh School

- Urban school, 390 students, 95% minority, 95% free and reduced, 22% ELL,
- Turnaround School
- Implemented CHILD September 2014
- Full time on-site CHILD Specialist
- Total CHILD school
- Became Focus School 2015-16
- Clusters
 - 4 teams of Grades 1-3 clusters
 - 2 teams of Grades 4-5 clusters







STATION TASK CARD
Grade 5
Textbook Station

Activity Name: Reading Comprehension
Skill/Objective: (COPY IN YOUR PASSPORT) I can read and understand the story.

Directions:

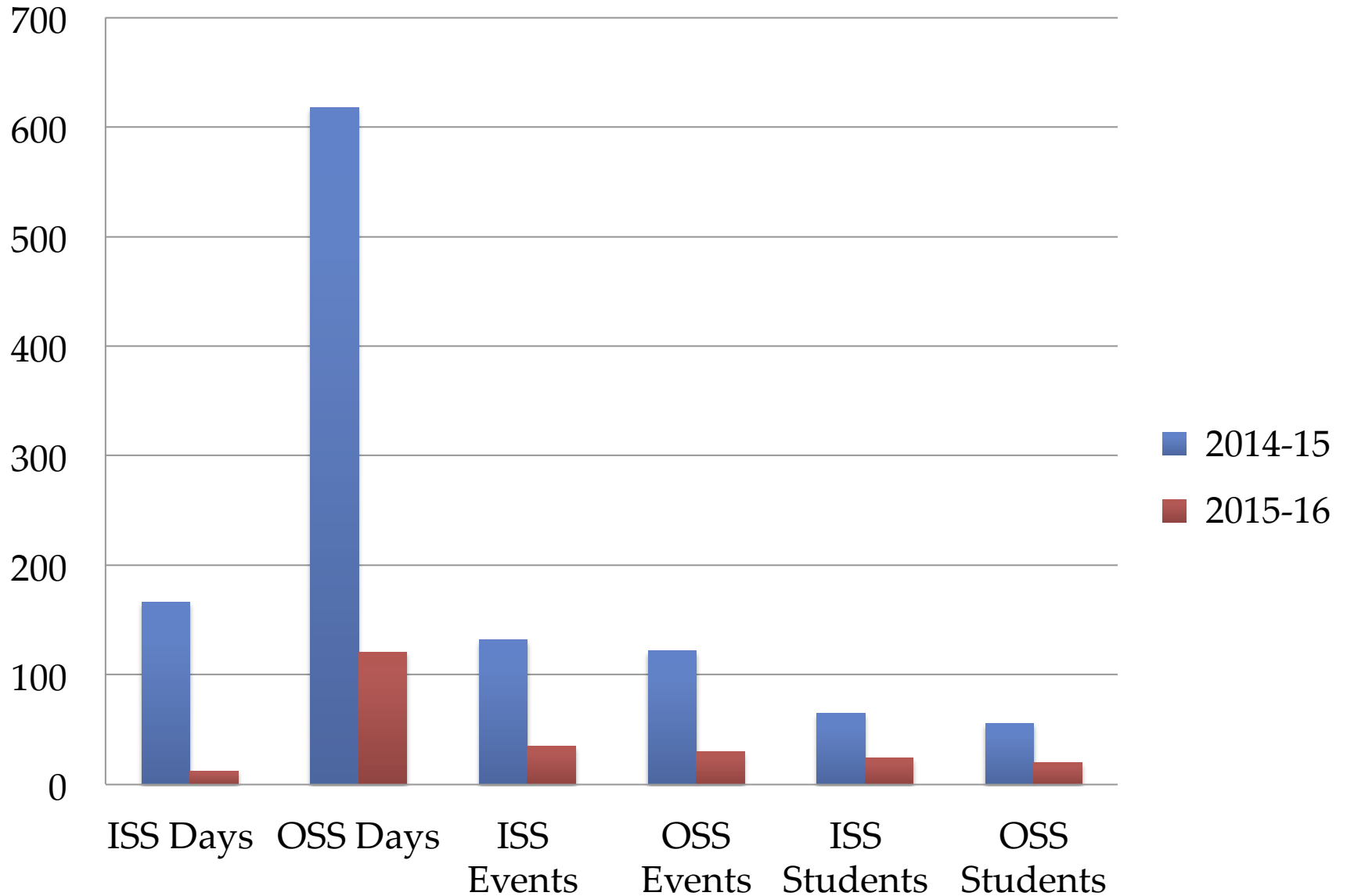
1. Sign into passport.
2. Write the skill/objective.
3. In your reading notebook answer any four questions from the story.
4. Include the page number you found the answer on in your response.
5. Check that you used TTQA- Turn the Question Around

Challenge: In your notebook, answer one more question using TTQA.

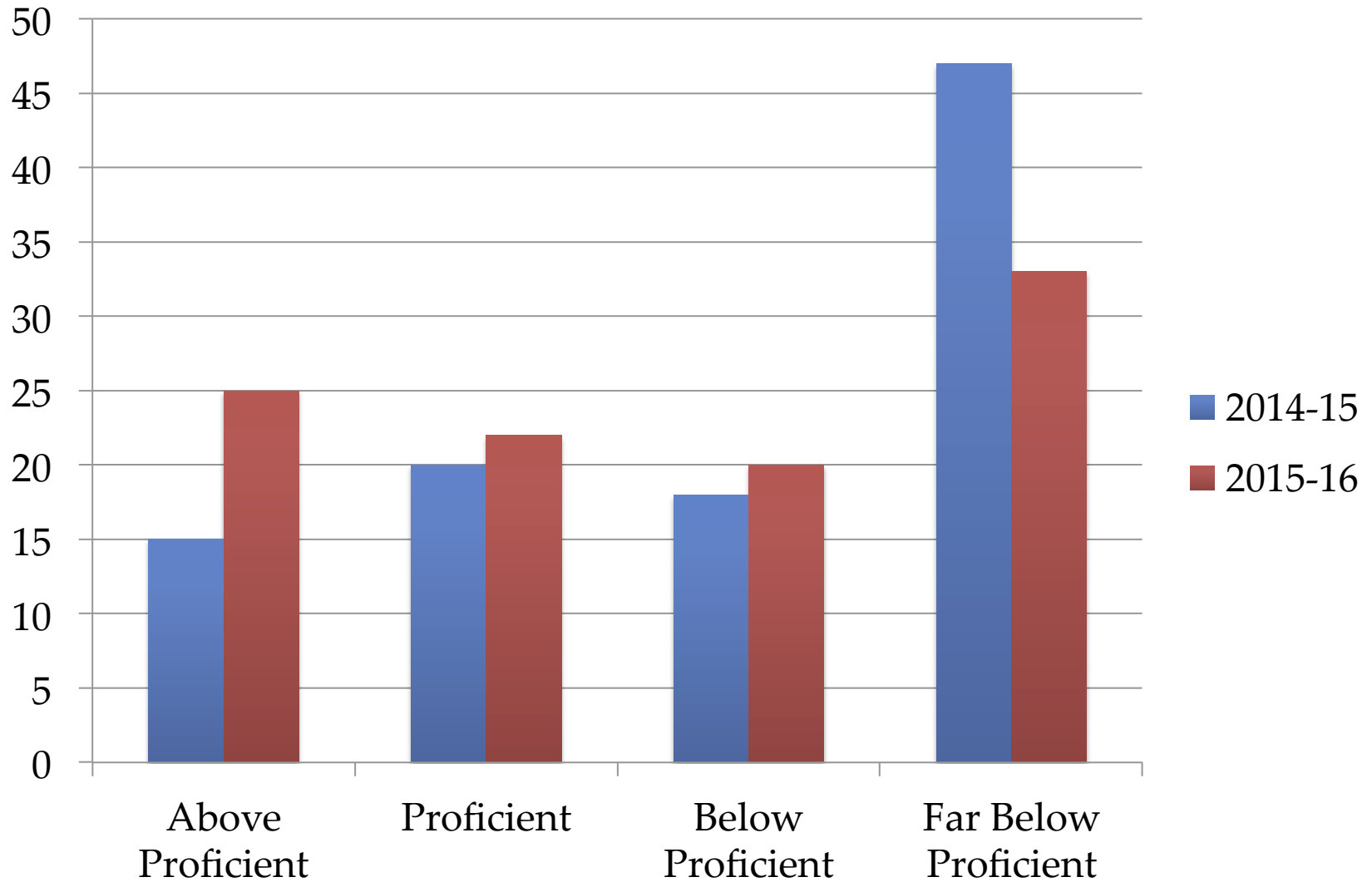




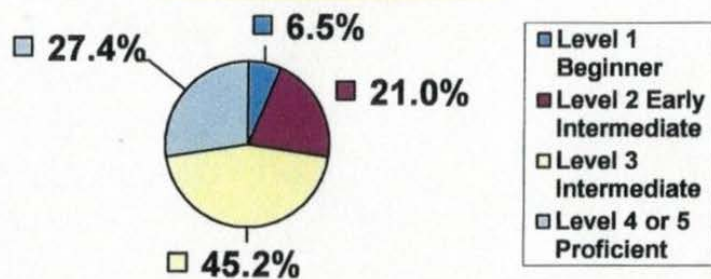
Discipline Data 2014-15 and 2015-16



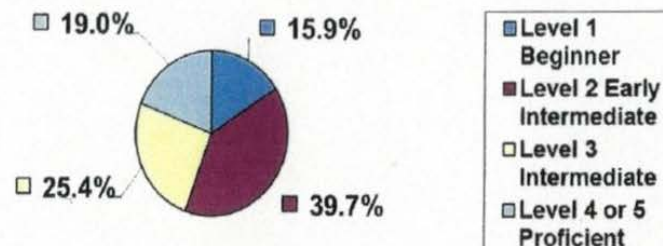
MCLASS Data 2014-15 and 2015-16



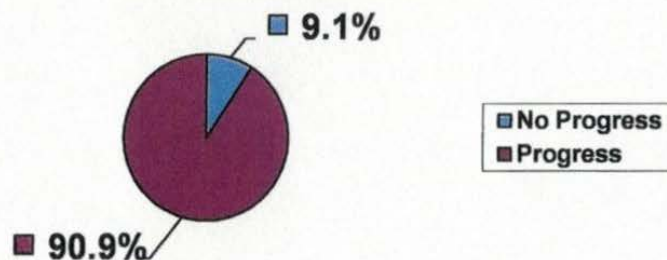
Walsh Elementary School
LAS Links Proficiency
2015-2016



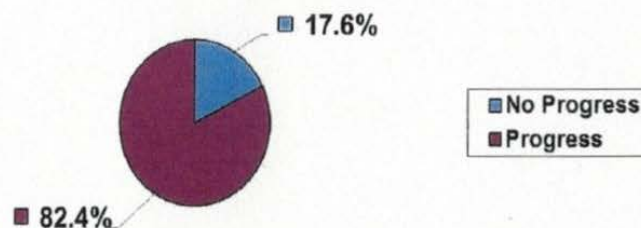
Walsh Elementary School
LAS Links Proficiency
2014-2015



Walsh Elementary School
Progress
2015-2016



Walsh Elementary School
Progress
2014-2015



State of Connecticut - Department of Education
LAS Links Targets

	2013-2014	2014-2015	2015-2016	2016-2017
% of students scoring Proficient or above: (Level 4 or 5)	30%	30%	30%	30%
% of students Making Progress (overall score higher than previous year)	80%	80%	80%	80%

Comprehensive Services

Professional Development

- On site support
- Job embedded
- Peer coaching
- Non evaluative
- Leadership Academy
- Mentoring

Proprietary Materials

- Classroom Management Tools
- Proprietary Resources
- Supplemental Materials
- On Line Standards-Based Resources

Innovative Educational Programs



287 Childs Road, Basking Ridge, NJ 07920

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