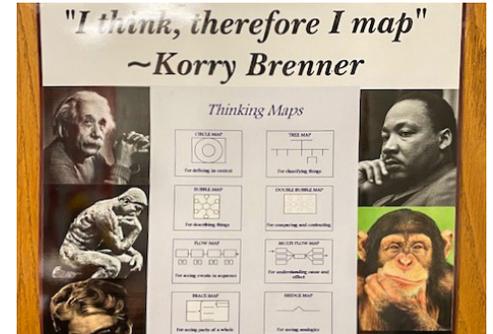




Shumway Leadership Academy, Chandler U.S.D., Arizona



How do you ensure that all students succeed? By equipping teachers with the right tools and strategies. Dr. Korry Brenner, the principal of Shumway Leadership Academy, has made investing in teachers a cornerstone of her student success strategy. Thinking Maps and *Write from the Beginning...and Beyond* training have increased the capacity of her staff to meet the diverse learning needs of their students.

SNAPSHOT

Shumway Leadership Academy

- 550 Students (PreK-6)
- 28 Teachers/40 Full-Time Staff
- Whole-School Title I
- 70% Free/Reduced Lunch
- 8% English Language Learners
- 18% Special Education

LEVELING THE PLAYING FIELD FOR STUDENTS IN NEED

Shumway is a PreK-6 school in an aging neighborhood of Chandler, Arizona. While the district as a whole is affluent, a majority of the students in Shumway's attendance zone are living in poverty, with many facing food and housing insecurity. Korry's goal is to level the playing field for all students—not just academically, but by meeting their basic needs. The school has established programs to provide students with uniforms and basic clothing items, food to take home for weekends, access to a certified nurse assistant, and referrals to community programs.

Korry explains, "Our students come to us with many needs, including academic and behavioral issues but also basic needs

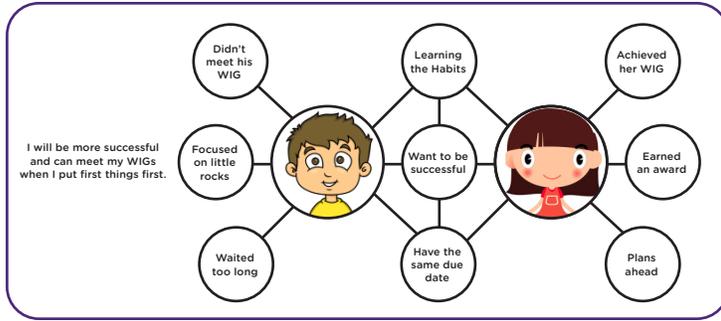
like food, clothing and healthcare. We have to help them meet all of these needs if they are going to be successful."

When Korry came to Shumway, she was already familiar with Thinking Maps from experience as both a classroom

"Some kids come to school already possessing the ability to create their own internal mind map for thinking and learning. For the majority that don't do that naturally, Thinking Maps gives them the tools for rigorous thinking."

- Dr. Korry Brenner, Principal

LEVELING THE PLAYING FIELD FOR STUDENTS IN NEED (CONTINUED)



Shumway Leadership Academy Double Bubble Map Example

teacher and principal at other schools. She wanted to bring Thinking Maps to Shumway to empower teachers and students with concrete, practical learning strategies that would allow all students to be successful. “The Maps are very flexible in their use, and easy to differentiate for any student need in the classroom,” she explains. “I knew that our students would benefit if all teachers were using the Maps.”

BUILDING TEACHER CAPACITY AND TRANSFORMING CLASSROOM CULTURE

Thinking Maps was the first initiative she brought to Shumway as their new principal in 2013. “I knew I needed a short-term win to gain credibility and build cohesiveness among the staff. We started our Thinking Maps journey all together as a team.”

Korry sees Thinking Maps training as an investment in her teachers and in her school community. At first, not all teachers were on board. Korry carefully nurtured and invested in the teachers who were most enthusiastic about using the Maps in the classroom. She also got back into the classroom herself to provide ongoing modeling and coaching. As teachers started to recognize how much Thinking Maps benefited their students, more of them started integrating the Maps throughout the curriculum. Now, she says, “I literally have teachers lining up and begging to go to the next Thinking Maps training.”

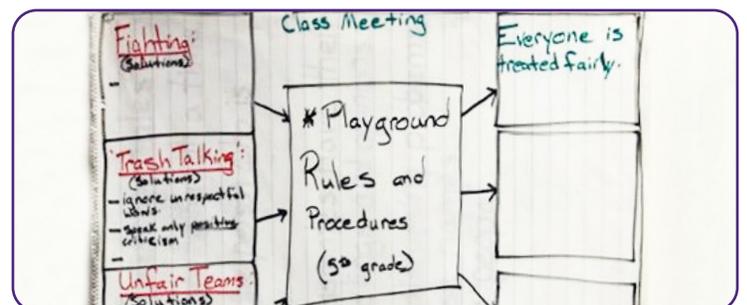
“The rigor and depth of thought you can accomplish by utilizing the Maps is amazing. Thinking Maps has been transformative for our school community.”

- Dr. Korry Brenner, Principal

Thinking Maps is now the “common language for learning” throughout the school. Because the Maps are used consistently across all grade levels and content areas, students have taken ownership of the strategies.

Korry says, “There has been a dramatic shift in instruction. Thinking Maps shifts responsibility and accountability for thinking and communicating learning from teachers to students. The Maps lend themselves naturally to scaffolding and the gradual release of responsibility, which helps our students be successful in making the shift.”

She says the biggest shift has been in writing instruction. Shumway began *Write from the Beginning...and Beyond* training in 2017. Teachers have since completed several of the WFBB modules. “For years, teacher colleges have neglected writing in the curriculum, and as a result, teachers don’t know how to teach it in a systematic way. *Write from the Beginning...and Beyond* gives us a framework that all teachers can use. They know how to teach writing effectively and what parts of writing development they own at their grade level. As their confidence has grown, writing is no longer the forgotten part of the curriculum. It is infused across all content areas every day.”



Shumway Leadership Academy Multi-Flow Map Example

AN INVESTMENT PAYS OFF WITH AWARD-WINNING RESULTS

Since implementing Thinking Maps, Shumway has seen student achievement soar. In 2017-2018, they were recognized by the State of Arizona with the Exemplary Title I Programs Award for Effective Teachers and Instruction. In 2018-2019, they were awarded the Exemplary Title I Programs Award for Effective Curriculum. Korry says Thinking Maps was a large factor in both awards.

The gains have been especially strong in writing. In 2017, only 28% of their third graders received scores of proficient in writing on the Arizona state achievement test (AzM2). By 2019, 56% of 3rd graders scored proficient in writing. "This is the first cohort to have had *Write from the Beginning...and Beyond* from Kindergarten on up, and it shows," Korry says.

English Language Learners (ELLs) have also benefited from Thinking Maps. The Maps are used for language development and to help students participate in grade-level activities with English-speaking peers. Korry believes that

"Thinking Maps has given us a common vision together to ensure that all students can learn at their own level and instructional practices that help us attain a common goal. It has brought us together as a cohesive staff."

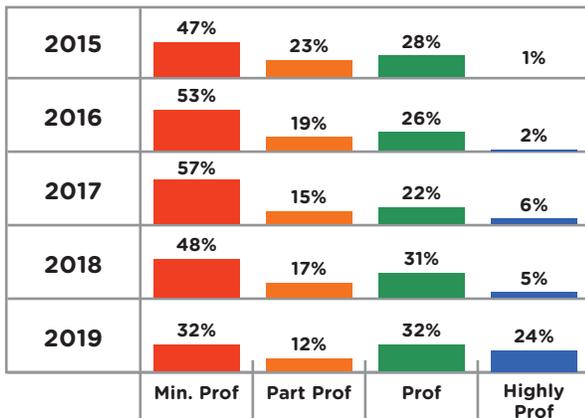
- Dr. Korry Brenner, Principal

Thinking Maps has helped their students exit specialized English instruction quickly; while 20% of K-2 students are classified as English Language Learners, only 8% of students are classified as ELL across the school as a whole.

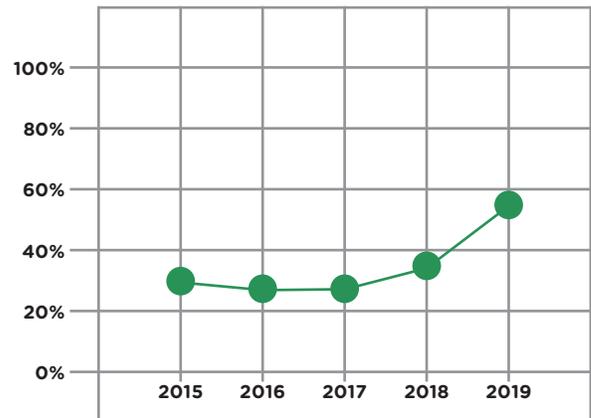
But the most amazing transformation has been the one Korry sees every day among her faculty. Thinking Maps has created a common culture that supports planning and collaboration both within and across grade levels. Korry says, "It's no longer about what 'I' do but about what 'WE' do together. It's been amazing."

SHUMWAY LEADERSHIP ACADEMY AZ Merit Trends and Formative Assessment Data

**SHUMWAY LEADERSHIP ACADEMY
ELA AZ Merit Percent by Performance**



**SHUMWAY LEADERSHIP ACADEMY
ELA AZ Merit Percent Proficient**



Test Subject: ELA

Grade Level: 03

Test Level: All

Program Participation: All Students

Source: Arizona Department of Education: Accountability and Research

SHUMWAY LEADERSHIP ACADEMY MULTI-FLOW MAP

Implementation of Thinking Maps and WFBB built teacher capacity and led to learning gains for students.

“As long as I am here, there are a few things that are not going away, and one of those is Thinking Maps. It is my hope that it will continue long after I am gone because teachers really see the results.”
- Dr. Korry Brenner, Principal, Shumway Leadership Academy

