

# Curriculum Updates

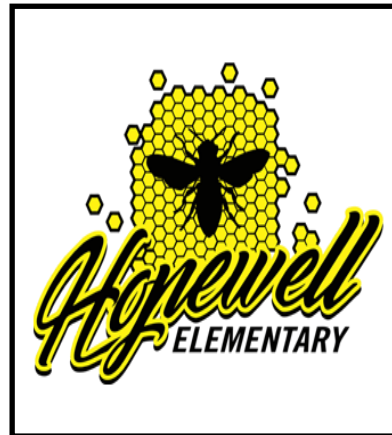
April 2023

**RCSS Teaching and Learning: A Tiered System of Support for all Students**

Proudly Featuring Instructional Highlights From:



Archdale Elementary School



Hopewell Elementary School



Wheatmore High School



Wheatmore Middle School

## **Curriculum and Instruction**

Cathy Waddell, Assistant Superintendent for Curriculum and Instruction

Dr. Lynette Graves, Director of K-5 Instruction & Title I

Dr. Larry Chappell, Director of Instructional Support & Title II

Tammie Abernethy, Director 6-8 Instruction/Continuous Improvement

Dr. David Cross, Director of Career and Technical Education

Sheena Creech, Director of Digital Teaching and Learning

Heather Cox, Director of Exceptional Children

Beth Davis, Director of Federal Programs

Meredith Weipert, Director of Testing and Accountability/Powerschool

Michael Sugg, Director of Information Systems

***Remember, Understand, Apply, Analyze, Evaluate, Create – Revised Bloom's Taxonomy***



# Archdale Elementary School

Principal: Kim Bowie

Assistant Principal: Dr. Lauren Ross

Lead Teacher: Lisa Garrison



The entire staff at Archdale Elementary School is committed to improving reading instruction for all students.

This includes certified and classified staff, reading specialists, tutors, the lead teacher and administration.

Our school has worked diligently to ensure Multi-Tiered System of Support (MTSS) is being implemented to fidelity. We have a strong MTSS team that collaborates with classroom teachers to plan research-based interventions for struggling students. The MTSS process provides our students with differentiated instruction to ensure student success and growth for all students below grade level, on grade level and above grade level.

Our teachers use the information gathered from the MTSS process to plan intervention groups for their students. Working with our reading specialists, tutors, and MTSS interventionists allows struggling students to be targeted for additional support. Data is collected on a daily basis to closely monitor student progress.

While we focus on a tiered support for students, classroom teachers use knowledge gained in LETRS training to support their core literacy instruction. We strengthen our day to day instruction to provide students with explicit instruction targeted towards the entire group. This instruction consists of additional Letterland lessons, Heggerty lessons, and applying phonics instruction that has a specific scope and sequence.

This process has required many people to collaborate to maintain groups and support for students that is continuously changing based on current data. The focus on data and matching instruction to specific needs of students has made a positive impact on our overall student learning in all grade levels.

## Why/How (The Impact on Learning and Teaching):

As a result of all of our data dives, we are providing additional support for classroom teachers to provide quality whole group and small group instruction for reading.

The entire staff has embraced the LETRS training and has begun to implement a structured reading block that is skill specific. Our progress monitoring is showing students are growing and meeting expectations.



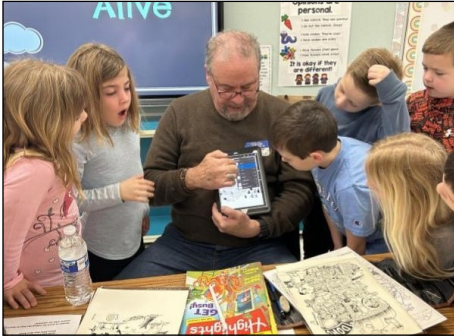


# Hopewell Elementary School

Principal: Carla Miller

Assistant Principal: Tony O'Neal

Lead Teacher: Greta Traxler



It has been four and a half years since the doors of Hopewell Elementary School have opened to over thirty visiting artists for Arts Alive, an all day celebration of the cultural and performing arts. We were excited beyond measure to host this event for our student body on Friday, March 10.

This year at our Arts Alive event, artists set up in one of our 35 classrooms, and students rotated throughout the day to visit a variety of presenters. Some artists demonstrated their work, while others chose a more interactive approach. We had an incredible assortment of visiting artists, including musicians, photographers, painters, illustrators, hair stylists, fiber artists, soap makers, fishing lure designers, disc golf disc designers, Jiu-Jit-Su, dancers, potters, instrument builders, wood turners and many more.

At midday, our artists were provided a relaxing lunch break. Our school PTSA, as well as staff members, provided all the makings for a wonderful lunch, giving the artists time to visit and interact with each other.

The day culminated with a dynamic performance for all in the gym. Adam Pitts, from Raleigh, is a one man band who sings and plays multiple instruments. He also uses a variety of loop stations to create parts of various songs. He was very excited to introduce students to this highly interactive form of music making. Students enjoyed singing along and learning about this exciting art form.



During this year's Arts Alive event, we had the unique opportunity to host the elementary teachers of The Virtual Academy at Randolph, so that the virtual learners within our county could attend as a 'virtual field trip.' It was exciting to provide a day of arts to those learning at home! We are extremely grateful for the community involvement and the work of Ms. Cori Cagle in collaborating to provide such phenomenal experiences for our students!



# Wheatmore High School

Principal: Eric Johnson

Assistant Principals: Larry Hill, Amanda Tuggle

Lead Teacher: Kelly Ivey



Our Social Studies department has worked hard this year to provide students with unique opportunities to research, collaborate and illustrate their knowledge.

Teachers have designed projects that go beyond the classroom walls. Students have been working together and designing presentations in a variety of formats. Showcasing their work on stage or in interactive groups has taken their learning to the next level.

Students in Mrs. Childers' AP American history went *Speed Dating!* The catch was they had to date as an important historical figure. The stage was set in the media center, where students introduced themselves and spoke a little about their role in history. Harriet Tubman joined Cady Stanton, Frederick Douglas and many others in a rotation of "dates" to see who would make the best match. Students had to complete independent research and apply what they learned to represent their figure in costume and in conversation. (pictured above)

On March 8, Honors American History students had the opportunity to participate in a formal debate on the ethics and realities of nuclear war. The students worked hard to research and prepare with their teams in the weeks prior. Debaters had to have knowledge of history as well as sharpen their verbal skills to compete successfully. Parents, faculty and other students were invited to come see the debate. Debaters and spectators had a great experience. (pictured below)

Thinking, problem solving, and collaborating as a team are recognized at Wheatmore as essential skills for our students as they go beyond high school. Whether the students are heading to college or the workforce, our faculty Professional Learning Communities agree that these experiences are needed in every area of the curricula.

Social Studies has risen to the challenge and has planned more exciting opportunities for our students in the weeks to come.







# Wheatmore Middle School

Principal: Dr. Bruce Carroll

Assistant Principal: Melanie Cronin

Lead Teacher: Jessica Hanes



This year at Wheatmore Middle School, teachers and students have been exploring new and engaging resources to further facilitate learning in all classrooms. Through the use of CommonLit and EDUProtocols, teachers have discovered engaging resources that help drive students' understanding of their instructional standards. Two of our teachers will share below how these two resources have impacted their instruction and their students' learning!

## EDUProtocols in 7th Grade Science

**Adrian Mills**

Implementing EduProtocols has been the best decision of my teaching career. I started out teaching the students the Protocols and used low cognitive loads so that they were able to focus on understanding and operation of the Protocols. Once we had enough reps, I transitioned to content where the students are now focused on the "What" and not the "I don't know how to." The first Protocol I implemented was Fast and Curious, which is 10 minutes on the vocabulary words we are using that week. Each day, the students start the lesson with quizzes on the vocab words using Gimkit. At the end of the time we look at class accuracy, growth, and the number of reps completed, and review the questions and answers. On Friday, we have Final Friday, where the students' results are used for grading. I have been able to change the mindset of students to focus on growth and the value that more reps gives them.

## CommonLit in 8th Grade ELA

**Aimee Burleson**

In 8th grade ELA, students have used CommonLit and CommonLit360. Through the engaging units, students have improved their reading, writing, and vocabulary skills. CommonLit also makes it easy for me to quickly collect data so I can identify where my students require additional support. Once I have identified these gaps, I can use CommonLit target lessons that are designed to address the specific standards being taught, to help bridge any gaps and promote student success.

