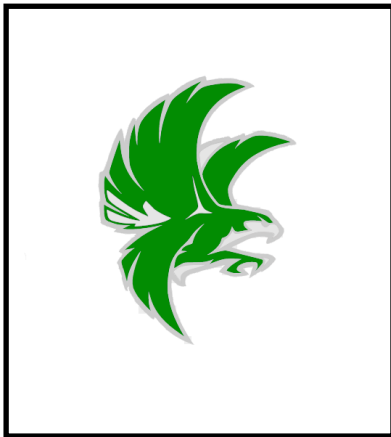


Curriculum Updates

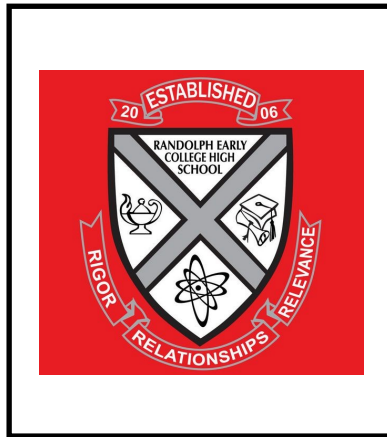
March 2023

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

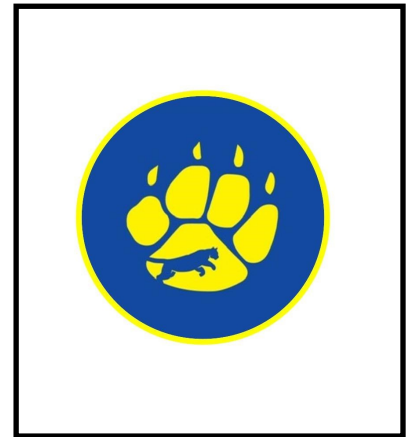
Proudly Featuring Instructional Highlights From:



Farmer Elementary School



Randolph Early College High School



Tabernacle Elementary School



Uwharrie Ridge Six Twelve



The Virtual Academy at Randolph

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



Farmer Elementary School

Principal: Judi Cagle

Assistant Principals: Lauren Ross

Lead Teacher: Jamie Staley



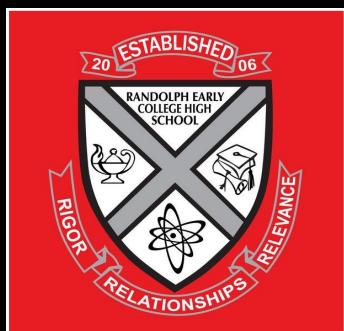
At the beginning of the 2022-2023 school year, Farmer classroom teachers decided on three essential standards on which to focus instruction to strengthen our core for overall student success. Data showed that reading foundational skills were a huge area of need, all the way through fifth grade. Whether these gaps were caused from instruction being interrupted by COVID, or from other issues, we knew they needed to be addressed, so that systematic reading instruction could continue. In the photo on the left, second/third grade teacher Crystal Simpson teaches a Letterland lesson with her class.

Within Collaborative Team Time, classroom teachers decided to focus on RF.3, RF.4, and RF.5 to address foundational concerns across all grade levels in phonological awareness, phonics and word recognition, and fluency. Teachers dove in headfirst creating common formative assessments based on these standards, which enabled them to know what they wanted their students to be able to do. Decodable readers have been used in small group reading to help students reinforce and apply these skills. Teachers then analyzed the data from the CFAs to determine what students had learned and what skills needed to be reviewed. From this data, groups were made for Falcon Time, which would allow teachers to address specific skill weaknesses and give opportunities for enrichment where needed. Teachers' willingness to look at core instruction at all angles and then act upon what they learn shows the growth of teacher efficacy at Farmer.

All teachers within the building, including specials teachers, are working to support classroom instruction within all areas. Support teachers work with students in small groups and one-on-one to help re-teach or reinforce skills. All teachers within Farmer Elementary School are invested in student learning and success.

Weekly progress monitoring data within mCLASS and data from teacher created common formative assessments are showing progress for all students in foundational phonics retention. Students are beginning to fill the gaps of missing phonics instruction to help them excel in grade level curriculum. Teachers are excited to see the students applying the skills they have learned in their reading of grade level text. In the photo to the right, teacher Kendra Jordan works with her second graders on phonics skills, reinforcing what they have learned using Letterland.





Randolph Early College High School

Principal: Shea Grosch

Lead Teacher: Angela Mroczkowski

Student Name: _____

SOARING to the ACT

Are you ready to SOAR?

As you prepare for the ACT, we want to focus on your growth as you SOAR to higher test scores. We will celebrate every student who demonstrates growth from Test A to Test B in each subject and composite.

In addition, you will be recognized on the SOARING to the ACT wall.
End of test prep raffle: For each subject and composite, if you grow 1-3 points, you will receive 1 raffle ticket, 4-7 points growth will receive 2 tickets, and 8+ points of growth will receive 3 tickets. At the end of all tests, we will have a raffle for a \$100 Visa gift card.

	Science	Math	Reading	English	Composite
Test 17A Score					
Test 17B Score					
Score Difference					

During the 2021-2022 school year, the minimum ACT score required to be considered for admission at a UNC institution was raised from 17 to 19. Knowing that ACT scores at or above the threshold are associated with an increased probability of acceptance to a UNC school, our school made ACT prep a top priority in our junior seminar classes. In an effort to help RECHS juniors prepare for the ACT, upperclassmen teachers collaborated to develop a plan to best implement Mastery Prep's Study Hall, SnapCourses, and curriculum.

First, staff administered an ACT practice test through Mastery Prep in order to generate TruScore performance data and to establish baseline subject-area and composite scores for each junior. Next, TruScore data was utilized to identify strengths and weaknesses in each subject; this information was used to develop personalized ACT study plans for students and to drive whole-group instruction. TruScore data was further utilized by students to set goals of improving individual subject-area scores as well as improving their overall ACT composite score by three points.

After taking the practice test and analyzing TruScore data, juniors completed Mastery Prep's SnapCourses in order to learn the structure of the ACT, time management strategies, and subject-specific tips and strategies. Each SnapCourse consisted of short, engaging video lessons, "snaps," which were followed by authentic ACT practice problems. While juniors completed SnapCourses independently, we simultaneously addressed the subject they were working on through personalized and whole-group instruction in seminar.

In their first seminar class of the week, students completed Mastery Prep Study Hall lessons which were recommended based on their practice test TruScore data. In their second seminar class of the week, Mastery Prep curriculum was made responsive to individual and whole group learning needs as lessons were taught to target specific skills which were identified based on the TruScore data. Additionally, all juniors recently participated in an ACT Boot Camp, which was facilitated by Mastery Prep.

After completing the SnapCourse, Study Hall, and targeted lessons for each ACT subject, students took another ACT practice test.

We compared their first practice test score to their second score. Students who made a gain were recognized on our "SOARING to the ACT" wall and earned raffle tickets for each point gained. At the conclusion of our ACT prep, a \$100 Visa gift card will be raffled.



The success of this plan was possible only because the teachers involved were willing to step outside of their comfort zone to collaborate and provide instruction on subjects they did not teach.



Tabernacle Elementary School

Principal: Beth Davis

Assistant Principal: Brittany Teague

Lead Teacher: Paige Motley



Here at Tabernacle we focus on collaboration, not just amongst our staff and students, but we reach out to other schools as well. This year our fifth graders have been able to meet some awesome students from Uwharrie Ridge Six-Twelve, who come once a month and work on science standards and experiments with them.

This year Tabernacle's fifth grade is teamed with Uwharrie Ridge Six-Twelve's Agriculture class to expand what we are learning in the classroom through hands-on activities, led by juniors and seniors at UR 6-12. So far this year, students have made terrariums and built raised flower beds. After planning for the needed material and the location of the flower bed, students then actually built the bed and filled it with soil. Students also built catapults that went along with our force and motion unit. For the remainder of the year, fifth grade will travel to UR 6-12 to plant the plants that will go into the flower beds. They will also take a tour of UR 6-12 and discover the different electives the school has to offer.

The Uwharrie Ridge Six-Twelve band visited our fifth grade students to perform a Christmas concert to introduce the band elective and the different instruments. In February, fifth grade students participated in an "Instrument Petting Zoo," where students rotated through the different instruments. Students were able to hold and play different instruments. High school students were available at each table for any questions students may have had.





Uwharrie Ridge Six-Twelve

Principal: Brian Hill

Assistant Principals: Ashley Bullington

Lead Teacher: Angela Combs

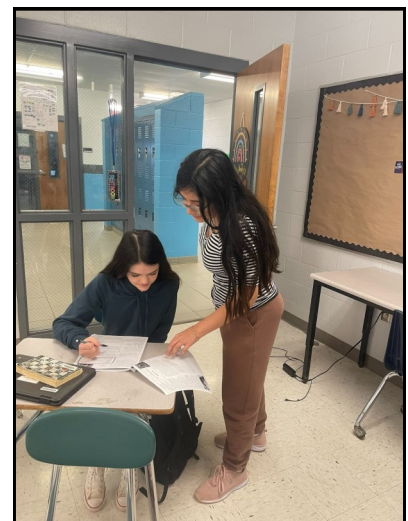
Collaboration and Community...These two terms have been on the forefront of learning this year at Uwharrie Ridge Six-Twelve. Staff, as well as students, are engaging in collaborative planning, problem-solving, and community engagement within and outside of the school building.



Students from Sarah Moore's Horticulture and Animal Science classes have partnered with Tabernacle and Farmer Elementary Schools to take learning outside the classroom. Uwharrie Ridge students taught fifth graders interdisciplinary lessons which revolved around the importance of agriculture in our communities. Ms. Moore's students then worked with the fifth graders at these feeder schools to build raised plant beds which will be planted with plants and vegetables when the time is right.

Students from Angel Freeland's band classes have also built strong connections with our elementary feeder schools. Throughout the year, students from Uwharrie Ridge's middle and high school band classes have visited Farmer and Tabernacle to give concerts, explain the importance of music education, and connect with younger students. Both of these programs at Uwharrie Ridge Six-Twelve have collaborated within their classes and taken learning to younger students, building a strong sense of community.

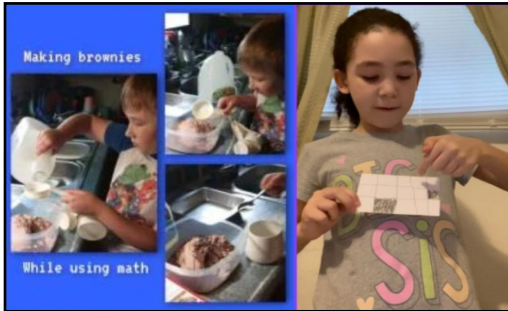
Community and Collaboration are not just terms that reach outside the walls of Uwharrie Ridge Six-Twelve. Our high school Education Career Cluster has partnered with middle school teachers to offer peer tutoring and mentorships. In the photo on the right, freshman Karen Velez works with students in Ms. Hobbs eighth grade English Language Arts class. This allows Karen to explore the career field of education, while building community with our middle school students.





The Virtual Academy at Randolph

Principal: Justine Carter



Being 100% virtual, our staff constantly seeks ways to reach and teach the whole child, while continuing to focus on core academics. We always look to capitalize on our students' unique ability to take their learning environment "virtually" anywhere, which led to our big initiative this year, #MER-ving.

MER-ving encourages our students to find creative ways to use math, exercise, and reading in their daily activities.

M=Math - Students look for ways to apply math in their everyday lives. Many students submitted photos and videos of themselves using math to count change at the grocery store or using their knowledge of fractions while baking sweet treats during lunch. Our younger students would use their counting skills to count the grocery items while checking out at the grocery store.

E=Exercise - It is important for our virtual students to get up and get moving. Some creative ways our students have incorporated exercise into their daily learning environment include: Fun Friday dancing, jumping on the trampoline during brain breaks, and mowing the lawn during lunch.

R=Reading - Literacy continues to be a huge focus at the state, district, and school level. We encourage our students to read everywhere they go. One student demonstrated her literacy skills at a restaurant by reading the menu and communicating the order for the whole family. Another family chose to demonstrate their literacy skills by reading all the information stations on a family field trip to Fort Macon.

The MER-ving initiative encourages our students to extend their learning beyond the virtual classroom. As students and staff continued to share their MER-ving experiences, our leadership team began to discuss innovative ways to find and share resources geared towards supporting the whole child. Thus, the Virtual Calming Room was created. Our Virtual Calming Room continues to support math, exercise, and reading, while also opening virtual doors for our students to access games, puzzles, yoga, calming strategies, animal cams, exercise videos, and more! #GetMER-ving

