



Curriculum Updates

November 2023

**RCSS Teaching and Learning: A Tiered System of Support for all Students
Proudly Featuring Instructional Highlights From:**



Grays Chapel
Elementary School



Northeastern Randolph
Middle School



Providence Grove
High School



Liberty Elementary
School

Curriculum and Instruction

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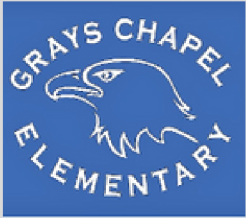
Dana Albright Johnson-Director of 9-12 Instruction

Meredith Weipert, Director of Testing and Accountability/Powerschool

Michael Sugg, Director of Information Systems

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

Grays Chapel Elementary School



Principal: Lori Johnson

Assistant Principal: Brandi Edmundson

Lead Teacher: Ashley Cox

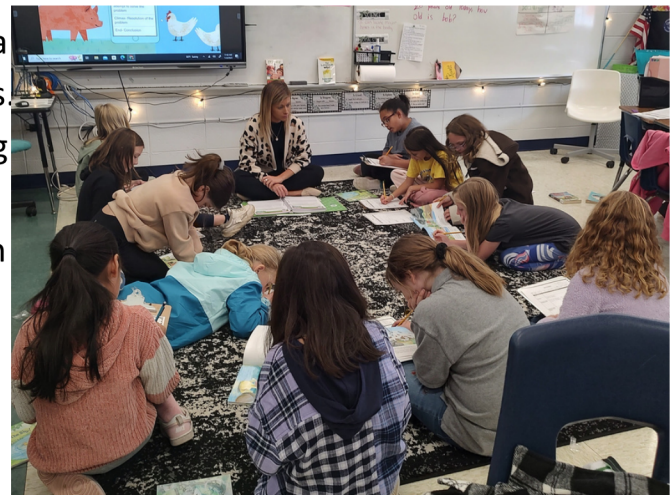


Instructional Assistant, Mrs. Nixon, works with a small, skill-based group.

During the 2022-2023 school year, K-5 teachers, EC teachers, the ESL teacher, and the reading specialist participated in LETRS Volume 1 professional development, and they are continuing their training this school year with Volume 2. As a result of the Science of Reading training, K-5 small group reading instruction is focused on addressing students' foundational reading skill deficits. Based on the beginning of the year mClass assessments and other reading assessment data, students are grouped within the grade level to better address their reading needs.

To correlate with information learned in LETRS, Grays Chapel is using UFLI (University of Florida Literacy Institute) Foundations, an evidence-based program, to provide reading interventions and address phonological and decoding deficits. UFLI aligns with the LETRS lesson plan by following a scope and sequence that still allows individual students' needs to be addressed. The program features ample opportunities for students to practice, along with built-in gradual release, and addresses areas of foundational reading skills outlined in the NCSCOS that are needed for students to become proficient readers. Each lesson has decodable passages that students should be able to read successfully after learning the skill addressed in the lesson. During K-5 small group instruction, the teacher or instructional assistant can monitor students' acquisition of a pre-taught skill and adjust additional instruction as needed.

Throughout the year, K-5 teachers will collect anecdotal data and progress monitor students on a particular skill in mClass. This data will drive reading instruction and the fluid grouping of students to address skill deficits. In the middle of the year and at the end of the year, students will take a benchmark in mClass to assess their growth in Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Words Read Correctly (WRC), and Oral Reading Fluency (ORF). By addressing reading foundational skills in K-5, the goal is for students to become proficient readers as soon as possible.





Liberty Elementary School

Principal: Corey Culp

Assistant Principal: Brandi Edmundson

Lead Teacher: Gwen Hall



Liberty Elementary is fortunate to have a strong community surrounding and backing the school. We are attempting to “tap” into this resource and bridge the gap by having grade-level sponsors, a strong and diverse PTO/SIT parent representation, and most recently our Liberty Walking Tours. Students walked on over to Liberty Public Library and the Liberty Heritage Museum for in-depth looks at the history of their community and resources available to them outside of school. With the community’s backing, we are helping make Liberty a great place to learn!

We believe the master schedule has the potential to be a potent resource that has an exponential effect on student learning over time. By tailoring the master schedule to work in conjunction with our TA and reading specialist schedules, we have been able to leverage our human resources by pushing into classrooms during literacy small group and math times (as well as provide duty-free lunch or recess for each teacher each day). In K-3 (and targeted 4-5 classrooms), you will find anywhere between 2-3 adults in a classroom during literacy small group times. This has allowed our certified personnel to target students below grade level while our TAs are usually offering enrichment activities for students at or above grade level as defined by mClass assessments and progress monitoring. Very few students are usually not meeting with an adult, and the ones who aren’t are engaging in an Science of Reading (SOR)-approved resource. This has been a shift this year and a learning curve, but we are gaining momentum and seeing some strong results. We can’t wait until MOY assessments! There is a feeling among us that students are at a point in their literacy now that they normally don’t get to until the second semester, and that feeling of effectiveness is motivating! Teachers have been working on creating and tailoring instruction to skill-based groups across the grade levels as well, and we are hopeful we will see positive results from this approach. We also recently hosted a TA Lunch & Learn where our lead teacher gave a brief synopsis and training for our TAs based on what we have been learning in LETRS so that we are all on the same page. We hope to keep pushing the needle forward and working smarter!

We started this year with our inaugural Kindergarten Signing Day for the class of 2036! This is a mimic of Signing Day for high school students declaring their college intentions. Kindergarteners and their parents received a certificate, “signed” with their handprint, and took an official photo with their parent(s), teacher, mascot, and principal. Students agreed to come to school with a good night’s sleep, a smile on their face, and a great attitude (among other agreements)! The template can be found here: bit.ly/ksigningdaylib



Northeastern Randolph Middle School



Principal: Anthony Grosch
Assistant Principal: Carlina Revels
Lead Teacher: Robin Hevner



During Collaborative Team Time teachers are using the roll out of the NCDPI's new Literacy Instruction Standards to evaluate our literacy practices in light of the LIS "power practices." We found a lot to celebrate as we took an inventory of our academic vocabulary practices.

In 8th grade science Mrs. Sanders and Mrs. Westmoreland use vocabulary menus to give students choice in how they practice new vocabulary. Each student has a pre- assessment for the vocabulary in each unit to determine the words he/she will practice independently using tasks selected from menu boards. Students have multiple opportunities to use the vocabulary as they have conversations, write timed brain spills, generate levels of questions (Costa's), and practice with released EOG questions. In 6th and 7th grade ELA classes Mrs. Way and Ms. Hinson have student-created word walls that are full of Tier 2 vocabulary that students pull from their independent reading selections. Mr. Brown has a student-created word wall that includes nonlinguistic representations and morphology. Almost every core and elective teacher across the school has up-to-date word walls with Tier 2 and Tier 3 vocabulary. Students regularly use those vocabulary words in tasks and in games.

The NERMS Agriculture Program is gaining momentum as we prepare for the cold seasons. All grade levels have been working on getting our greenhouse and garden beds ready. Each student has planted his/her very own marigold starter to monitor its growth over the course of the next few months indoors. With winter approaching, we are going to construct an aquaponic system that will be housed inside the classroom to allow students to see the growth of crops using different mediums other than soil.



Providence Grove High School



Principal: Dennis Hamilton

Assistant Principals: Alicia Timmons,

Lee Miller, Emma Phillips

Lead Teacher: Lindsay Hylton



(Left) Students in Mr. Deaton's Masonry class engage in hands-on, skill-focused learning in preparation for post-secondary opportunities and job training.

(Below) Students and staff participated in "Dynamic Duos" spirit day during homecoming week.

At Providence Grove High School, our focus is to support our Collaborative Teams in order to strengthen our core instruction to meet the needs of each learner in the classroom. Collaborative Teams meet weekly to discuss instructional strategies, analyze data, and develop plans to increase students' academic achievement.

Another focus for the year is to build a positive culture and community so that all of our students, staff, and families feel a sense of belonging and pride at Providence Grove. We are working to ensure that each person has a safe and supportive environment that encourages success inside and outside of the classroom. At Providence Grove, "Every day is PATRIOT DAY!"

Providence Grove High School boasts an array of teachers who are experts in their content areas. Throughout the core and Career-Technical Education classes, our teachers are skilled and experienced to offer real-life training and application for our students.

