



Curriculum Updates

March 2024

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



The Virtual Academy
at Randolph



Uwharrie Ridge
Six-Twelve

Curriculum and Instruction

Dana Albright Johnson, Director of 9-12 Instruction

Ashley Barr, Director of K-5 Instruction & Title I

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

Heather Cox, Director of Exceptional Children

Sheena Creech, Director of Digital Teaching & Learning

Dr. David Cross, Director of Career and Technical Education

Beth Davis, Director of Federal Programs

Tammie Legere, Director of 6-8 Instruction/Continuous Improvement

Michael Sugg, Director of Information Systems

Meredith Weipert, Director of Testing and Accountability/Powerschool

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



Farmer Elementary School

Principal: Judi Cagle

Assistant Principal: Brian Barfield

Lead Teacher: Jamie Staley



Kindergarten student, Kinslee Kiser, is using the roller coaster technique taught by Miss Kristen Sutphin to address unknown words within a text. They use this technique in Heggerty, Letterland, and at the small group table. Using the same techniques across all areas help students succeed in decoding.

Here at Farmer Elementary School, our teachers have been hard at work using what they are learning about Comprehension Strategy Instruction and Knowledge Building with both the new Literacy Instructional Standards (LIS) and LETRS Volume 2 training. They have been putting what they have learned into practice with the use of interactive read-alouds concentrating on specific vocabulary instruction. They are also working on understanding schema, which is their student's background knowledge. They are learning about how every student comes with a different level of background knowledge for a given concept or skill. They are also learning and working on providing more opportunities to model how to visualize and make inferences within a text.

Teachers have been revisiting the topic of backwards planning when looking at priority standards. This past year they worked on picking three priority standards for ELA and three priority standards for Mathematics. This year, they are working on addressing the essential questions and preplanning for units of study coming up involving these priority standards. They address possible misconceptions beforehand and plan out their days of instruction based on their Common Formative Assessments at the end to promote Core success in Mathematics.

To support learning within the classroom, Media Specialist Natalie Wilburn has students use the stories that they have read aloud in the Media Center to recreate different settings and characters. Recently, she was trained with Lego Education to help support the use of the Makerspace within the library.

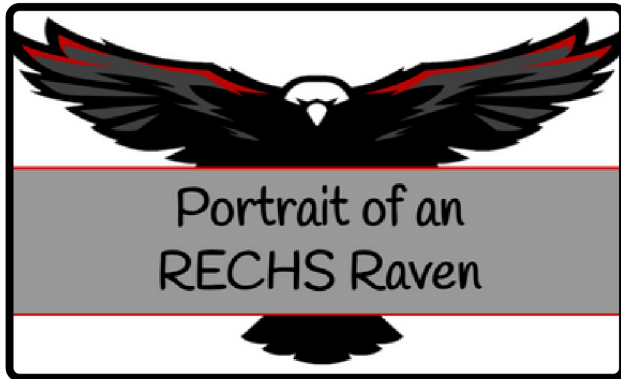
Creating with Legos is helping students to visualize their thinking within the text!





Randolph Early College High School

Principal: Shea Grosch
Lead Teacher: Angela Mroczkowski

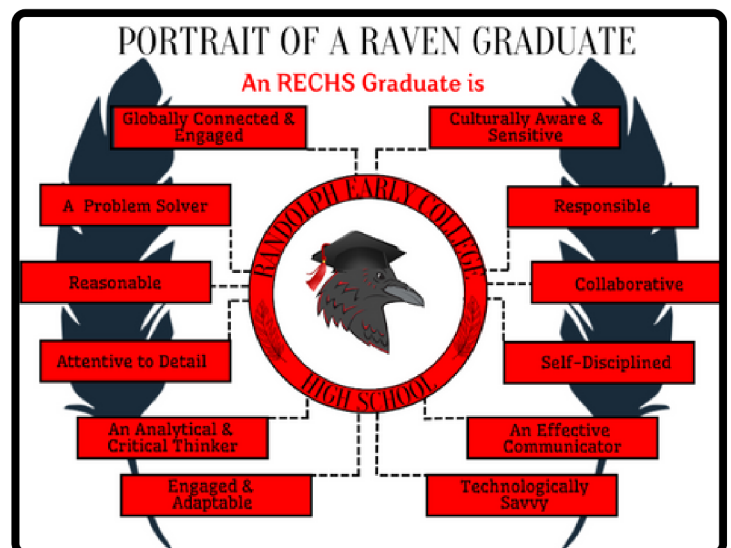


Raising Expectations and Creating Higher Standards (RECHS) is an acronym that describes the culture and mindset at Randolph Early College High School.

The faculty and staff diligently collaborate to uphold the Mission of Randolph Early College High School, which is to be a student-centered school that meets the academic, emotional, and social needs of all learners while preparing them to be productive citizens who enter college or the workforce with 21st-century skills. One way the RECHS staff is currently supporting this mission is through the collaborative creation and adoption of a Portrait of a Raven Graduate. This idea was modeled after the NC Portrait of a Graduate.

The Portrait of a Raven Graduate is our vision of the durable skills that all students are expected to master as they progress toward graduation and, eventually, the workforce. This year, teachers and students at RECHS are focusing on the skill of Collaboration. In the future, we intend to focus on a new durable skill each quarter. As the chosen skill is introduced vertically, the expectations will increase in rigor to correlate with the academic, emotional, and social development of our students.

The addition of a Grade-Level CTT has proven highly beneficial in that it provides teachers the opportunity to reflect on the DuFour questions, define proficiency, create common assessments, create rubrics for each durable skill, and communicate this information to the students through lessons that are incorporated in their content.



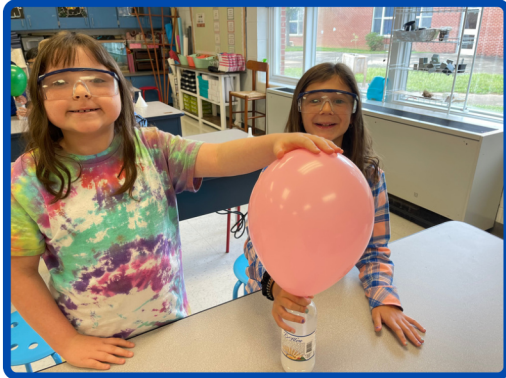


Tabernacle Elementary School

Principal: Beth R. Davis

Assistant Principal: Chris Rushton

Lead Teacher: Paige Motley



Mrs. George, our STEM and MakerSpace teacher, goes above and beyond to help make sure students have fun while learning! She not only teaches STEM and MakerSpace, but she also teaches Computer Lab, runs STEM Club and LEGO Club after school, and she manages Safety Patrol.

Our 2nd and 3rd graders have the opportunity to participate once a month in our STEM Club after school. So far this year they have completed activities like making slime while learning about chemical reactions and building K'Nex cars while learning about force and motion. Students got to race the cars they made. They have created and written with invisible ink too. The STEM Club helps students learn more about science and math. During these activities, students spark their creativity, social skills, communication, friendship, initiative, develop 21st-century skills, and discover real-world applications. Mrs. George helps to extend what students are learning in the classroom.

Our 4th and 5th graders have the opportunity to participate once a month in our LEGO Club after school. One of the more impactful activities they have done this year is to create a habitat out of LEGOs. They drew a card and created the habitat that was listed on the card. The students loved this activity. While students are in the LEGO Club, they can learn about teamwork, developing fine motor skills, perseverance, problem-solving, thinking outside the box, and self-confidence. LEGO Club is a great time for students to be creative and learn the resilience required to push past setbacks if a project is not going as planned. To showcase the students' work, the projects are displayed in a case near the media center so everyone in the school can see the finished products.

LEGO Club:

"I like that we can show our creativeness."

-Emma Sweatt, 4th Grade

"It takes strategy, like when we did the marble run."

- Clayton Shiflet, 4th Grade

STEM Club:

"I love STEM Club and Mrs. George. The experiments are fascinating and cool!" -Stella Turner, 2nd Grade

STEM & MakerSpace:

"I like how it is creative and you get to be your self and create stuff." -Emalie Saine, - 3rd Grade





The Virtual Academy at Randolph

Principal: Justine Tuluri
Lead Teacher: Rebecca Riggs



4th grader Shaeli Cuevas engages in a data “show and tell” conversation with her grandmother during Data Discover Day. Together, Shaeli and her grandmother will celebrate some glows and grows as well as set some goals for the 3rd quarter.

As Voyagers, it is important that we continuously assess where we are in order to determine where we want to go. Meaningful data discussions with our students has been a game-changer! We have seen our overall assessment data improve, we are building stronger relationships with our students through the 1:1 conferences, and helping students and families work together in setting achievable goals so that all students experience success.

At the end of every quarter, students and families gather at Journey Church to celebrate Data Discovery Day. Students are able to sit with their parents/learning coaches to review their individual data trackers and celebrate their progress. Students are able to clearly articulate what their data means, they are able to take ownership of their own learning, and, most importantly, they are able to craft goals to help them navigate where they want to be!

Our belief statement at The Virtual Academy @ Randolph is that ALL STUDENTS CAN LEARN! When we focus on the data to drive the instruction all students are able to navigate their way to the finish line successfully!

5th grader Jasper Bartholow prepares her egg to survive the 8ft drop from the ladder. Students applied their knowledge of force, motion, and gravity in order to protect their eggs using a myriad of craft supplies. Jasper took some extra time to make sure her egg was protected but stylish (hence the use of added colorful feathers!!)



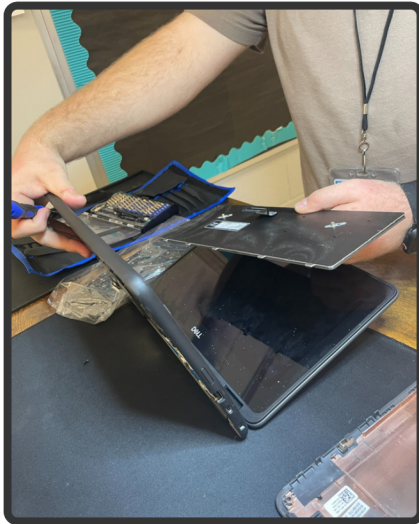
Uwharrie Ridge Six Twelve



Principal: Brian Hill

Assistant Principals: Ashley Bullington

Lead Teacher: Angela Combs



Hey, my name is Gabe and I am part of the RCSS TechMate program at Uwharrie Ridge 6-12. The TechMate program is a program that allows students to get experience with technology such as Chromebooks, Cleartouch Panels, and Networks. We were the first school to get this program. This program also allows us to work over the summer and gain work experience. A typical day for me includes diagnosing a chromebook, fixing that chromebook, and returning it to the student. Any student that has interest in technology or working with their hands could definitely benefit from this program as they could gain experience from it. I am proud to be a part of this first of its kind program through Randolph County School System. ~Written by Gabe George, Grade 12, Randolph County Tech Mate.

Project-based learning is at the forefront of classes at Uwharrie Ridge Six-Twelve. Ms. Kratz's Digital Art Class has been exclusively using Kodak Pixpro cameras to learn about the different operating modes on the camera. They have also been discussing the history of photography going back as far as Daguerreotype photos as well as the camera obscura to the present day of digital photography. Students are also learning about composition and using the golden mean based on the Fibonacci spiral. The goal of experimenting with changing the aperture, shutter speed and ISO while creating the most interesting and creative photos digitally possible.

In 6th grade Science, students are also experiencing project-based learning. Students are creating dioramas of biomes from the research they have conducted. Student Biome projects will be presented to classes in order to extend learning beyond their own research.

Uwharrie Ridge Six-Twelve offers a unique learning opportunity for students. With the middle and high school students housed in the same building, opportunities arise for cross-grade span collaboration and peer mentoring. At Uwharrie Ridge Six-Twelve, we strive to make learning relevant through community engagement opportunities and career integration.

