

"Education is not the learning of facts, but the training of the mind to think."

-Albert Einstein

Curriculum Updates



December 2018
Edition



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In the January Issue:

Curriculum Highlights
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Randolph High School
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School
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Remember, Understand, Apply, Analyze, Evaluate, Create – Revised Bloom's Taxonomy

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Teaching and Learning

Across the Randolph County



Randleman High School



Randleman Middle School



Level Cross Elementary School



New Market Elementary School

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

Goal 2019

By the end of the 2018-2019 school year, at least 75% of the students taking End-of-Grade (EOG) tests and End-of-Course (EOC) tests in the Randolph County School System will perform at or above "Level 3" and all subgroups of students will perform at the "Expected Growth" Level or higher.

Curriculum & Instruction

Cat Berry
Assistant Superintendent
for Curriculum and Instruction

Dr. Lynette Graves
Director of K-5 Instruction

Dr. Larry Chappell
Director of 6-8 Instruction

Kim Johnson
Director of 9-12 Instruction

Nancy Cross
Director of CTE &
Innovative School Design

Nan York
Executive Director of
Media & Technology

Brooke Johnston
Director of Exceptional
Children

Beth Davis
Director of Testing &
Accountability/PowerSchool

Randleman High School

Principal: Dennis Hamilton

Assistant Principals: Emily Stevenson and Shane Timmons

Lead Teacher: Courtney D. Walker



Anna Kelly, Media Specialist
Annie Hughes, Math III and AP Calculus Teacher
Hollyn Davis, English III Teacher
Sarah Davis, English IV Teacher
Amber Mowery, English I Teacher
Rachel Hinshaw, English II and English III Teacher
Jake Routh, American History I Teacher
Daniel Mitchell, American History I and AP US History Teacher

Our philosophy at Randleman High School is that no matter where we start as learners, we all are capable of growing. We believe that mindset matters, so we are focused on developing a growth mindset in our students and staff. Our staff participates in go-and-see colleague observations and debriefings so that we can see best teaching practices in action and learn ways to improve our methods and make suggestions to our colleagues to help them grow as educators. This practice has helped our teachers to see themselves as learners who are continually searching out and reflecting on ways to work together, to make learning more active, and to foster collaboration among students.

This focus on developing our growth mindsets has resulted in us planning our lessons differently. We now focus on planning meaningful tasks instead of isolated lessons, scaffolding the skills and information needed, incorporating discussion and collaboration, having frequent checks for understanding and formative assessments to guide our instruction, and working to engage and invest the students in learning as a process. Annie Hughes, one of our math teachers, uses scribing during collaborative work to make notations about mastery, to record the academic language used, and to note comments students are making. These teacher notes serve as excellent feedback to pinpoint where her students are with their learning. English teachers Hollyn Davis and Sarah Davis, along with our media specialist, Anna Kelly, recently worked together to design an independent reading project. To capture the students' interest early, they held book tastings so that students would develop a different mindset toward independent reading. Students were able to preview and discuss a variety of genres and high interest titles, resulting in many students expanding their reading choices. Amber Mowery and Rachel Hinshaw, who teach English I and II respectively, have incorporated learning stations into their classrooms, having students read common books, discuss them, and create products to demonstrate their mastery of various reading and writing skills. These station activities provide scaffolding and have enriched the products the students are producing. After observing a seminar in a colleague's classroom, Jake Routh, an American History I teacher, expanded his teacher toolbox to include seminars as part of his document-based writing process and to make the discussion in his room more student-centered. Daniel Mitchell, an American History I and AP US History teacher, has developed a method for helping students analyze primary source documents and improve their responses to document-based questions, after recognizing that students needed help learning to read and write like historians. Growth mindset has helped our students and our teachers to have positive attitudes about trying something new, to reflect more on their learning, and to recognize that successes and challenges are both vital to the learning process.

Randleman High School's go-and-see process and our focus on growth mindset are key to us being recognized as a Piedmont Triad Education Consortium Signature School. Our focus has been on using language and practices that encourage everyone to grow and on emphasizing that we are all learners with the potential to improve.



Randleman Middle School

Principal: Tracy Dawes

Assistant Principals: Todd Beane and Melanie Richey

Lead Teacher: Dawn Jenkins

Media Specialist: Kalie Berry-Wilson



Kalie Berry-Wilson, media specialist, provides opportunities for students and staff to learn and grow while expressing themselves creatively. The welcoming and accessible learning environment promotes the idea that learning happens everywhere. In addition to facilitating exciting learning experiences in the media center, Ms. Berry-Wilson also models lessons and co-teaches with classroom teachers upon request.

The media center is home to the Randleman Middle School (RMS) makerspace. Makerspaces afford students opportunities to build, create, and explore while interacting with peers. The popularity of the makerspace is evidenced by students waiting in line beginning at 7 a.m. to experience all the resources prior to the instructional day. Students are provided engaging learning experiences such as gaming opportunities, engineering, creative outlets, and electronics. Most recently, 6th grade students as part of their assigned “Literacy Menu Item” utilized the makerspace to practice their engineering skills to design an airplane that would not crash. This was a problem-solving activity based on the book Hero, in which a plane crashes. Much like “Novel Engineering,” the activity allowed students to identify problems within the book, brainstorm, and design solutions.

In the past year, the media center at Randleman Middle School has continued growing the instructional services that make the RMS media center the hub of the school. Flexible seating allows for adjustable learning spaces that engage and empower both teachers and students. The seventh grade Language Arts classes have taken advantage of this by using the space for Socratic Seminars accommodating small and large groups. Another classroom teacher allowed students to circulate through game stations during International Game Day. During this academic activity the teacher also held individual student conferences.

RMS staff utilizes the media center for high-quality professional development in the area of digital learning competencies. Staff participates in interactive sessions on how to utilize instructional tools like breakout rooms, collaboration stations, web tools, and research-based websites. After professional development on digital citizenship, science teachers in the 5th and 7th grades collaboratively taught with the media specialist. They incorporated Google Suite while learning to create and secure a positive digital footprint. Expanding further, students researched, evaluated, and cited sources to create a Google Slide on weather, which also incorporated digital citizenship into the science curriculum.

The media center at Randleman Middle School supports the vision of the school by providing an effective 21st century media center where students, staff, and the entire school community engage in active learning experiences. The flexible space accommodates multiple learning styles and promotes collaboration and teamwork reflective of 21st century skills.



Level Cross Elementary School

Principal: Cindy Walker

Assistant Principal: Angela Harris

Lead Teacher: Shelly Harris



Teachers plan together

At Level Cross Elementary School, our Reading Specialists, Debbie Beeson, Katie Luther, and Kerri Sparks, are revising their reading group intervention time to include the “RISE” program created and developed by Jan Richardson and Ellen Lewis.

RISE (Reading Intervention to help Students Excel) is being used this year as our reading intervention program for 1st-3rd grades. This intervention program follows Jan Richardson's reading program, but is tailored to fill in the gaps quickly for our students. It provides intensive, short term, targeted instruction that accelerates struggling readers in 6-8 weeks. It is intended to target striving readers, English language learners, and students who are not yet reading on grade level. The one hour of packed instruction includes read-aloud, decoding, word work, reading comprehension, phonics, and writing. The ultimate goal is for students gain the confidence, proficiency, and skills necessary to excel as readers and exit long term intervention.

Our goal for this program is to improve literacy intervention instruction by providing teachers with the tools for teaching comprehension that strengthen each reader’s ability to understand the meaning of what they read. We hope teachers become skilled at learning how to analyze assessments to drive their instruction and how to practice effective prompts that improve strategic processing when reading. We also hope teachers learn how to explore engaging, hands-on word study activities that improve sight word knowledge and phonics skills, and understand how to support struggling writers through guided writing.



Word Work

New Market Elementary School

Principal: Kimberly Bowie

Assistant Principal: Justin Pugh

Lead Teacher: Wende Henderson



Cindy Beasley, a teacher assistant at New Market, works with a small group in 4th grade during their guided reading time every day. Teacher assistants have been trained in Leveled Literacy Intervention (LLI) this year and push into grades 3-5 each day to provide guided reading.

At New Market Elementary our focus for this year is Guided Reading, Technology, and Tier 1 Interventions.

Guided Reading:

Every classroom K - 5 has a support person during their scheduled guided reading block. This allows classrooms to have multiple small groups and provide individualized instruction for all students. Teacher assistants who help with guided reading in 3rd through 5th grade have been trained in Leveled Literacy Intervention (LLI).

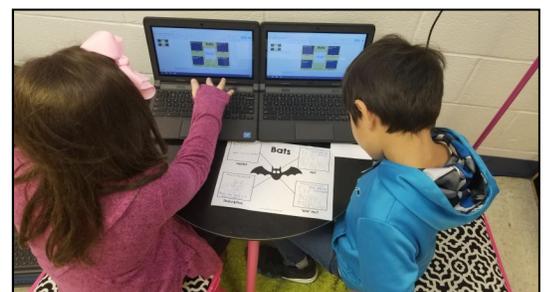
Technology:

As a school, we are trying to increase the amount of technology available to students each day. We have purchased new Chromebook carts to allow for more accessibility to teachers and students. To support our Guided Reading program, Chromebook carts are reserved during guided reading blocks so that students have the opportunity to complete tasks using Education Galaxy, Google Classroom, and creating videos of their learning on Seesaw.

Tier 1 Intervention:

Classroom teachers are diving into data on a daily basis. We are using this data to discuss specific student needs and to identify specific interventions that will help students grow. Classroom teachers are providing explicit instruction during guided reading, math stations, and remediation time.

First grade students in Betsy Altman's technology class are working collaboratively to do an inquiry based project on bats. Mrs. Altman continually supports the curriculum using technology in her computer class.



Randleman Elementary School

Principal: Penny Baber

Assistant Principal: Maria Broos

Lead Teacher: Karen McCain



The staff and students at Randleman Elementary School are working collaboratively in all instructional areas to develop student leaders in the classroom and across the school. There is a school wide focus on building academic and civic leadership through high expectations and problem-solving strategies.

Randleman Elementary School was the first elementary school in the school system to open a chapter of the National Jr. Beta Club. There are currently 39 active members who have accumulated over 55 hours of community service this year. Fourth grade members of the club recently held a roundtable discussion with the 2018 Principal for a Day, Mrs. Nancy Henderson, from the Randleman Board of Aldermen. During this time, students shared facts about the school, as well as information about what they are learning and school procedures. Mrs. Henderson particularly enjoyed hearing about what students love about Randleman Elementary School. In addition, members of the National Jr. Beta Club counted all of the items donated for back-to-school supplies and placed them in book bags. These students also worked the stations at the Back-to-School bash at the Randleman Farmers' Market. National Jr. Beta Club members have distributed Kindness Bucks to students throughout the school in an effort to increase awareness of being kind to others. Currently, students in the club are creating projects from robotics, the arts, and science. The National Jr. Beta Club is led by the school social worker, Pachovia Lovett.

In an effort to learn about citizenship, second grade students recently studied about the United States Constitution. Mrs. Cheri Cole, Mrs. Dena Erickson, Mrs. Sue Crawford, Mrs. Crystal Malhotra, Ms. Ashley Rodden, and Mrs. Katie McMichael's classes had lessons and discussions about the United States Constitution and its historical significance to our nation. Each classroom then created its own "Classroom Constitution" (classroom rules).



Ms. Baber accepted an award on behalf of Randleman Elementary School for being a Model School using Positive Behavior Intervention Support (PBIS) at a Recognition Ceremony on November 13, 2018. This is the third time the school has received this award since implementing PBIS. PBIS focuses on academic expectations and citizenship. Randleman Elementary School uses PBIS to encourage good behavior. Students are explicitly taught about appropriate behaviors just as they are taught about other subjects in school. PBIS uses positive interventions, and there is a matrix of expected behaviors displayed in every area of the school. Positive Office Referrals are read to the student body every Friday afternoon to recognize academic achievement and citizenship. In addition, Class Dojo is used school wide as a tool for communication with parents.