

Piedmont Triad Education Consortium

2016~2017
Signature Schools





Eastlawn Elementary School

502 N. Graham-Hopedale Road, Burlington, NC 27217

Daniel McInnis, Principal

The mission of Eastlawn Elementary is to be a place where *“Teacher Leaders Grow Student Leaders.”* In a building full of teacher leaders who go above and beyond, this mission is becoming a reality for our students and families.

Eastlawn Elementary School set high academic growth targets for the 2015-16 school year, and met these targets with a focus on collaboration, data teaming, progress monitoring, and standards alignment. Eastlawn saw a 16% increase in kindergarten through second grade mClass TRC proficiency. Each grade level performed above the district average and above the NCDPI Region 5 average. This growth can be attributed to fidelity in progress monitoring, and then using the progress monitoring data to tailor literacy instruction to match the student’s identified needs. Eastlawn saw a 15% increase in EOG proficiency. This increase resulted from a year-long focus on tracking students’ lexiles and quantiles, progress monitoring every nine weeks, and working as data teams to plan common instructional strategies that matched the varying levels of the students. The data was tracked using an electronic data wall so that we could monitor and adjust instruction as needed by regrouping for small group literacy and small group math. Eastlawn Elementary *Exceeded Expected Growth* with a growth composite of 3.12.

Eastlawn Elementary has established a culture of collaboration as evidenced by the NC Teacher Working Conditions Survey Q 6.1a. Ninety-one percent of respondents agreed that teachers are recognized as educational experts. Collaboration is the norm. Data teams meet weekly and involve not only grade level teachers, but EC staff, ESL staff, intervention teachers, the academic coach, and administration. Staff members are united around increasing student achievement. Eastlawn also collaborates with leaders outside of the school: The NCDPI K-3 Literacy Division and the ABSS Curriculum and Instruction Division assisted with creating common instructional strategies for lexile and quantile data.

Eastlawn Elementary realizes that positive relationships with parents/guardians are vital to any school’s success. Teams of teachers meet students and families in the community each week for homework help sessions. Parents/guardians participate in Lunch and Learns with their child on a regular basis. The success that our students and staff celebrate is a result of support from parents/guardians, colleagues, community members, and district and state leaders.

Alamance-Burlington Schools



Woodlawn Middle School

3970 Mebane Rogers Road, Mebane, NC 27302
Brian Williams, Principal

During the 2015-16 school year, Woodlawn Middle School created an intentional focus on the use of student performance data as a means of continuous progress monitoring and goal setting to track increases in student performance. Our ongoing attention to the performance of our students enabled both staff and students to continually identify instructional focus areas, strengthening student mastery and understanding of curriculum standards. Critical to the success of our students was the implementation of our flexible daily intervention periods, which helped to strengthen student understanding without sacrificing core instruction. Through the collaborative efforts of student and staff working to drive improvement, students not only became more aware of the role they played in their success, they were also tasked with establishing individual SMART goals for success. The SMART goals were a result of staff/student conferences held with each child.

Woodlawn's 2016 Teacher Working Conditions survey demonstrated a significant increase in teacher satisfaction as related to the use of instructional time. We made every attempt to eliminate unnecessary meetings and classroom interruptions, focusing that time instead on collaborative planning with colleagues and specialists. The shift in the focus of our time and efforts resulted in gains from 15% to 50% on survey items.

Our 2015 eighth grade science results indicated a gender gap. Using EVAAS data, a group of females on the performance "bubble" were identified and enrolled in a daily intervention designed to enhance and reinforce their core instruction. Our female subgroup achieved a 14% higher CCR rate than the male subgroup, and 18% greater than their own 2014-15 performance.

Alamance-Burlington Schools



North Asheboro Middle School

1861 North Asheboro School Road, Asheboro, NC 27204
Candace Call, Principal

North Asheboro Middle School is providing creative spaces for students to strive for excellence in and outside of the classroom. The school staff and students have capitalized on this effort by reinforcing instructional best practices that produce outstanding student achievement results. For the third year in a row, North Asheboro Middle School has exceeded expected growth and has been recognized in the top 20% of the state for their performance. In addition, North Asheboro Middle has had the highest overall composite score for secondary schools in Asheboro City Schools. Science scores exceeded 80% for the first time with an 81.5% proficiency score. Math I scores were the highest in the district with a 97.6% proficiency level. In all academic areas, the school saw positive growth and higher proficiency percentage scores than the previous year. The school has also worked collaboratively with families to create deeper levels of student engagement. They have increased their daily attendance rate to 98.37%, while also decreasing office referrals for the fifth year in a row. They were named an “Exemplary Positive Behavior Intervention Support School” with a perfect set score of 100.

In addition to successful athletics and cultural arts programs, North Asheboro Middle offers more than 10 after-school clubs for students to participate, serve, and support one another along with their community. The high quality team of administrators and teachers is dedicated to professional development and collaboration based on positive changes needed for higher student outcomes. Principal Candace Call encourages regular feedback from staff and students to guide student-centered decisions. The leadership team at North Asheboro Middle School actively coordinates opportunities to cultivate communication and synergy between school staff and community partners. One such initiative is the launching of NAMS 2.0 to enhance personalized student interventions and strategic practices to provide enrichment and catch-up growth for all students. North Asheboro Middle School models a commitment to innovation, community partnerships, and a celebration of a diverse school population.

Asheboro City Schools

South Elementary School



We are the Eagles Soaring!

South Elementary School

8925 NC Highway 86 South, Mebane, NC 27302

Tara Holmes, Principal

South Elementary School's mission is for every student to achieve great life-long experiences in a safe and caring environment; to become responsible independent learners and nurturing citizens. Our students, faculty, staff and school community strive to be soaring Eagles.

At South Elementary, we realize that our students are much more than a test score. We capitalize on opportunities to provide our students with hands-on, real-life experiences which will further their development in becoming responsible independent learners (i.e., partner with 4-H to complete science activities, visit local nursing homes, and coordinate food and sock drives for our local parish). Our students have opportunities to participate in student clubs at least once a month. These clubs focus on enhancing student learning, providing opportunities for social interaction, assisting students in the growth of their leadership skills, and promoting community awareness and responsibility through school and community projects. Throughout the school year, planned activities engage our parents and community, and showcase student progress and achievement (e.g., fall festival; literacy, math, science, and technology nights).

During the 2015-16 school year, South's students achieved great academic success. The NC End-of-Grade scores showed a 31.9 percentage point increase in grade 3 math proficiency, a 31.3 percentage point increase in grade 4 math proficiency, a 4.1 percentage point increase in grade 3 reading proficiency, and a 22.8 percentage point increase in grade 4 reading proficiency. Our overall 2015-16 grade level performance composite proficiency increased by 6.2 percentage points.

These are a few of reasons that South Elementary is an amazing place to learn and to work.

Caswell County Schools



JS Waters School

55 J.S. Waters School Road, Goldston, NC 27252
Beverly Browne, Principal

Have you ever heard the old saying that great things come in little packages? This next Signature School Award winner is a small school that packs a big punch. J. S. Waters School is a kindergarten through eighth grade school serving 289 students in the central rural region of Chatham County. J. S. Waters was constructed on, and still occupies, the site of the former Goldston School, which was built in 1939. Don't let the small size of this school fool you. Make no mistake, J. S. Waters is a school on the move.

Over the last few years, the school has embraced the MTSS model and is making significant progress. In just one year the school increased the MTSS identification hit rate from 33% to 75%, ensuring that students are receiving excellent core instruction and targeted interventions as needed. The school's PBIS Program utilizes Class Dojo and has resulted in significant reductions in student behavior referrals. The school is above district and state averages for reading, math, science, and overall performance composites on the End-of-Grade Assessment. Three-year EVAAS averages for reading and science are meeting or exceeding in every grade. Math is meeting or exceeding in every grade except one. In addition, the school is focusing on early literacy and has embraced a balanced literacy approach using Recipe for Reading. TRC and mCLASS levels grew nearly 20% in 2016.

The increased achievement is not by accident. The instructional coach and principal work with each PLC team to plan high quality instruction and lessons. Teachers receive weekly lesson plan feedback and feedback during instructional walkthroughs. Teachers at J. S. Waters are working harder than ever before, but they seem to love every minute of it. The school has many staff members who are teacher leaders in the district serving on curriculum writing teams, providing staff development to other teachers across the district, and serving on the district's equity team. The school's Teacher Working Conditions Survey results are above the state and district averages in virtually every area. In addition, the school went up in almost every area. Specifically, the area of school leadership was 90% or 100% in every standard. The school is truly a community school that engages community members in the educational process. The student council, Beta Club, and PTA are active and conduct a variety of community service projects each year. J. S. Waters was recently named a Jr. Beta Club School of Distinction for its efforts with the Ronald McDonald House. J. S. Waters prides itself on being the "little school that can"!

Chatham County Schools



Silver Valley Elementary School

11161 E Old Hwy 64, Lexington, NC 27292

Christy Slate, Principal

Silver Valley Elementary is celebrating great accomplishments this year! Silver Valley has implemented innovative practices, which have led to documented increases in measurable student outcomes. Based on its many successes and achievements this past year, the school overcame its “Low Performing School” designation. Data for the 2015-16 school year indicate the overall student proficiency on End-of-Grade tests increased 10 percentage points to 56.4%. All grade levels increased proficiency in reading and math, with the fifth grade seeing double-digit gains in reading, math, and science. Fifth grade grew over 21 points in reading, 13 points in math, and over 30 points in science. Proficiency is the focus, while growing students is the primary goal. The EVAAS school-wide composite increased from 1.34 to 1.94. The school is committed to establishing clear non-negotiables for instruction that include relevant and thorough lesson planning, data-driven meeting structures, and PLC structures.

Silver Valley is a small school with enrollment hovering around 250 students. Over 70% of students qualify for free and reduced lunch. A focus on parent and community involvement ensures that the education of students continues after school hours. Silver Valley hosted themed parent nights, which resulted in a significant increase in attendance. These nights have been built around positive interaction with parents, and staff members have provided parents with strategies and manipulatives for use at home with their children. Additionally, they hosted the first ever “Bring Your Parent to School” day. Over 100 families were represented as parents, family, and community members sat alongside their children to experience what happens in a regular day at school.

The leadership and staff at Silver Valley Elementary School utilized resources to strategically provide interventions for students who need extra assistance. The staff is committed to continuous improvement and to leveraging the support of parents and the school community to accomplish the school’s goals while maintaining a focus on improving the overall quality of teaching throughout all grade levels in the school. The continued success of Silver Valley Elementary can be attributed to the strong relationships among students, staff, parents, and community. Having the courage to try new things to captivate students’ attention, Silver Valley Elementary without a doubt will continue to shine!

Davidson County Schools



East Davidson High School

1408 Lake Road, Thomasville, NC 27360

P. Kemp Smith, Principal

East Davidson High School realized tremendous success in the 2015-16 school year through strategic leadership and a focus on teaching and learning. Widespread use of technology in classrooms, infused rigor and intentional planning through professional development, differentiated teacher-led professional development, and participation in instructional rounds are cited as strategies that led to their outstanding academic gains.

With an overall increase in proficiency of 5.4 points in all three EOC courses, East Davidson is especially proud of the significant gains in English 2, which increased proficiency by 15.9 points and biology which increased proficiency 11.1 percentage points. In addition to the increased overall proficiency, East Davidson also met expected growth for the first time in more than five years as measured by EVAAS data, gaining a total of 5.95 points. Overall, 94.6% of all classes taught “met/exceeded” growth. Using data to support the professional and personal development of teachers as well as students has been a significant focus for East Davidson.

Results from the 2016 NC Teacher Working Conditions Survey support this strategic focus. Over 93% of the teachers feel encouraged to participate in school leadership roles. Teachers willfully bring capacity to building-level leadership by participating in teacher-led professional development for the staff on workdays. The efficacy of this mindset shift has been supported by an atmosphere of change in the school with 92.4% of the staff believing that East Davidson is a great place to work and learn in an atmosphere of trust and mutual respect.

In efforts to improve the overall quality of teaching, East Davidson was one of two schools leading the way in piloting Davidson County Schools’ first-ever Instructional Rounds Process in 2015-2016. During the Instructional Rounds Process, East Davidson was observed to have made tremendous gains in rigor and engagement in classrooms.

Parents are engaged and supportive of East Davidson as a key stakeholder group. When surveyed about their school in a Parent/Community Stakeholder Survey, parents overwhelmingly praised the communication between school and home citing the supportive staff and faculty that goes above and beyond for students.

Davidson County Schools



Davie County
EARLY COLLEGE HIGH SCHOOL

Davie County Early College High School

1211 Salisbury Road, Mocksville, NC 27028

Denise Absher, Principal

Davie County Early College High School is an innovative school that prides itself on powerful teaching and learning, while targeting students who might be more academically at-risk due to financial need, ethnicity, or first generation-status. Last year, the Early College improved College and Career Ready proficiencies in math, English, and biology, exceeded growth, and achieved a 100 percent graduation rate!

Teachers utilize common instructional strategies, protocols, and language; prioritize student-centered classrooms; and develop students' soft skills and ownership of their learning. While personalized support is not unusual in this small school, Tuesday/Thursday after-school tutoring became a more formalized offering a few years ago, with late buses provided. In the last year, ensuring rigor and high expectations for all students has been a school-wide goal. This goal has included attention to mastery-based learning, quality work, and continual improvement. Students have developed a "growth mindset" as teachers have focused on providing feedback that moves learning forward (rather than feedback that interrupts learning with a grade on a paper).

Another important aspect of Davie Early College is the culture. "Family Time" is provided for students to build supportive/mentoring relationships across grade levels, and "Town Hall" meetings allow students to bring concerns and share knowledge with one another, as well as foster school unity and pride. Most recently, the Early College has made significant improvement in the culture of the "Learning Lab" to provide a more supportive setting conducive to studying and learning. All students are assigned Learning Lab time to complete academic work, and student contracts are used for one-on-one support in time-management and organization.

In conclusion, the success and achievement of this school is a result of the dedication and leadership of the staff and their "whatever it takes" mentality. Davie County Schools is proud to recognize Davie County Early College High School as our Signature School!

Davie County Schools



Parkview Village Elementary Expressive Arts Magnet

325 Gordon Street, High Point, NC 27260
Wayne L. Mayo, Principal

Parkview has a well-defined and communicated vision for the school and its stakeholders, creating synergy for change. The school staff is passionate, dedicated and exhibits a commitment to the students that they serve. Teachers at Parkview collect and analyze a variety of data, that provides a framework for planning explicit instruction, setting specific goals for school improvement, and participating in Professional Learning Communities. There are structures in place at Parkview to facilitate professional collaboration and to promote the exchange of ideas, strategies, and resources. Behavioral and procedural expectations are evident, resulting in increased opportunities for learning and a positive school culture. Numerous community partnerships contribute to enriching the students' educational experiences and school successes. The following attributes are evident at Parkview:

- Exceeded Growth – Overall proficiency increased from 36.2% to 51.8% (Reading from 35% to 43%, Math from 37% to 53%, and Science from 37% to 67%).
- A focus on African-American Initiative led to growth in Reading from 31.8% to 40.2%, Math from 35% to 45.3%, and Science from 22% to 62%.
- Science growth is a result of incorporating systematic data analysis, quick writes, and differentiation.
- Growth in reading can be attributed to focused guided reading and reading programs that have students experience varied genre and text types to increase student learning in informational texts.
- Math growth can be attributed to the school-wide implementation of math talk and number talk with a focus on the mathematical practices and number sense.
- Focused Professional Learning Communities, Grade-Level Planning, and Differentiated PD encouraged professional collaboration.
- Through distributed leadership, teachers are provided opportunities to lead initiatives and committees that meet the school improvement plan goals and NCStar Indicators.
- TWC Survey indicated 87.9% of staff views school as a good place to work and learn.
- Prickly Paw Program, counseling and reflection activities, reduced suspensions.
- Quarterly parent curriculum events provided strategies to support children's success.
- Three hundred volunteers provided mentoring and lunch/reading buddies.
- Through Expressive Arts Magnet Program – dance, drama, music and art, core content is integrated.

Guilford County Schools



Kiser Middle School

716 Benjamin Parkway, Greensboro, NC 27408
Ged O'Donnell, Principal

In July 2015, Ged O'Donnell began his tenure as the principal of Kiser Middle School. The school successfully implemented the Kiser "Super Six" initiative which focuses on improving student achievement, community engagement, and school culture. The six sub-focus areas are as follows:

1. Recognizing and Ownership
2. Teaching and Learning
3. Shared Vision and Leadership
4. Creating Partnerships
5. People Not Programs
6. Culture and Ethos

The school employed several strategies to embed these focus areas into staff work processes. The administration and staff modeled the "Kiser Pride" and high expectations that were expected of all Kiser students daily. Kiser students truly believed that they attended the best school in Guilford County, and this self-fulfilling prophecy became the "point of the spear" that drove the school and community forward. The strategies that staff employed include data-driven instruction, a positive and structured learning environment, focused weekly professional learning community team meetings, and teacher-led professional development activities.

The result of this focus was that student proficiency scores increased in all subject areas and in all grade levels, office referrals decreased by 14 percent, and student enrollment increased by 10 percent in 2015-2016. In addition, the School Accountability Growth Index for 2015-16 was 11.66, and the school's Educator Effectiveness Growth Index was 17.76, placing Kiser Middle School among the most improved schools in Guilford County.

Guilford County Schools



South Lexington School

1000 Cotton Grove Road, Lexington, NC 27292
Jennifer Brown, Principal

South Lexington School houses all of Lexington City Schools pre-K and kindergarten students. Thirty-eight percent of the students who attend South Lexington are considered ESL, one-third of the students do not have English spoken in their home, and 100% of the children receive free breakfast and lunch.

The South Lexington staff works collaboratively to ensure that developmentally appropriate practices are in place for their students. This hardworking, dedicated, and extremely close-knit staff work to educate the whole child and address their students' needs from a social, emotional, physical, and academic standpoint. Teachers have embraced and implemented play-based learning in all areas of the school setting with tremendous results. Last year 100% of the kindergarteners showed growth in reading and math, while 89% of the students met or exceeded grade level reading proficiency as measured by mClass.

The wrap-around services provided by South Lexington create a full-service induction point for Lexington City Schools. South Lexington School understands that they are the first step in a child's educational experience. It is their mission to make each child's school experience positive and sow the seeds for life-long learning in all students.

Every Yellow Jacket's journey begins at South Lexington School!

Lexington City Schools



BH Tharrington Primary School

315 Culbert Street, Mount Airy, NC 27030

Olivia Byerly, Principal

B. H. Tharrington Primary School is a signature school because of their academic and innovative accomplishments over the 2015-16 school year. B. H. Tharrington is a kindergarten through second grade school with a rate of over 65% free and reduced lunch, but this does not stop the teachers from growing every child in the building. Students often come into the school unprepared, but over 72% of their students leave the school at or above grade level in DIBELS. On average, the students grow more than a year each year, which is what is needed to help close the achievement gap. The school is a direct feeder to Jones Intermediate School (grades 3-5) that has Exceeded Growth and is in the top 5% of the state for overall growth.

B. H. Tharrington School not only exceeds growth academically, they are innovative, preparing their students to be College and Career Ready. They implement a Science, Technology, Engineering, Arts and Mathematics initiative including a global emphasis. B. H. Tharrington prepares students to be problem-solvers and global thinkers. The school has a waiting list for its Language Immersion Classrooms in which Spanish is spoken during 80 to 90% of the day. This is a dual-immersion program with the goal of half of all students being native Spanish speakers and half native English speakers. They have received statewide and national recognition for this innovative program. The STEAM teacher, who works with every child in the building, collaborates with every teacher in the building to deliver STEAM Global units throughout the year. Grade levels study different continents and countries. Students are exposed to traditions, crafts, and educational opportunities in each region. So, Global STEAM reaches every child many times a week.

Leader in Me is a nationally-recognized approach to growing students as leaders, and B. H. Tharrington is a shining example of how every child can be a leader. The students set their own academic and personal goals and have student-led conferences with their parents to show progress toward their goals. We are excited to nominate B. H. Tharrington as a Signature School that clearly illustrates our motto of LEAD-INNOVATE-SERVE.

Mount Airy City Schools



Coleridge Elementary School

4528 NC Hwy 22 South, Ramseur, NC 27316

Mrs. Jo Glidewell, Principal

Over the past 12 months, Coleridge Elementary School has continued to show growth in academic achievement. The school exceeded growth in 2016 with an overall growth index of 5.95 points. The school's performance composite increased from 50.5% in 2014 to 62.0% in 2016. This academic growth can be attributed to the dedication of a committed staff, increased parental involvement, and attention to data collection and analysis.

At the beginning of the 2015-16 school year, the staff at Coleridge Elementary School made a commitment to connect with every child in the building, and it became the staff's mission to let students know they cared about individual student success. To demonstrate the desire to make a personal connection, school staff greeted students at the front door and in the hallways each morning. Celebration assemblies for attendance and academic achievement were held quarterly. As the staff moved forward with this commitment, the level of student pride increased, and students began to take ownership of their own success.

Going beyond the time students spent in classrooms, the staff planned parental engagement activities that supported increased parental involvement. Colorful flyers and invitations were sent to parents inviting them to join their children and the staff to celebrate student achievement and gain an understanding of the curriculum. Staff members decorated the halls with high-level student work and seasonal decorations to create a warm and inviting atmosphere. Parents were greeted as special guests when they entered the building.

One of the most significant practices was the collection and analysis of student data. Staff members disaggregated data and posted information on each student in the school's newly created data room. Pocket charts offered a visual display and tracking system. Data on individual students was analyzed and used to formulate intervention and remediation strategies. In addition, students at each grade level tracked their own achievement data. The systematic use of data to inform instruction continues to positively impact academic achievement at Coleridge Elementary School.

Randolph County Schools



Level Cross Elementary School

5417 Old Greensboro Road, Randleman, NC 27317

Mrs. Debbie Sheron, Principal

Level Cross Elementary School has demonstrated a commitment to high achievement for all students. Data for the 2015-16 school year indicate an overall student proficiency of 64.3 %, which reflects an increase of 10.5% from the previous school year. The school exceeded growth with a growth index of 3.22 points. The leadership and staff at the school are dedicated to continuous improvement and to leveraging the support of parents and the school community to maintain a focus on improving academic achievement in all grade levels. Students in all grades also track their own achievement data.

Level Cross Elementary School has a strong Positive Behavior Interventions and Support (PBIS) Program, as evidenced by the number of office referrals decreasing from 259 during the 2013-14 school year to 149 during the 2015-16 school year. In addition, the school received the Green Ribbon Award for PBIS in 2013-14 and the Model School Award for PBIS in 2014-15. Parent survey results indicate that the school's staff is caring and dedicated to making a difference for the students at the school. The school's mission statement, "Growing students each and every day," is evident in the relationships that have been built within the school community.

Professional Learning Communities (PLCs) are another strength at Level Cross Elementary School. PLC sessions are purposeful and focused on results, with teachers collaborating about data on a regular basis and developing Common Formative Assessments (CFAs) to inform instruction. Interventions are developed with a laser-like focus based upon what students have not yet learned and are provided directly to each child. The staff is willing to share ideas with each other, which results in positive collaboration throughout the school environment.

After school clubs are available to students to extend academic opportunities. Students may choose from Music/Drama, Cyberkids LEGO Robotics, and Science Technology Engineering Arts and Mathematics (STEAM) clubs to enrich their learning opportunities. During the 2016-17 school year, students who participate in the after-school clubs will have access to a 3-D printer for the first time, which highlights the commitment of Level Cross Elementary School to provide students with innovative experiences and growth opportunities.

Randolph County Schools



Rockingham County Middle School

182 High School Road, Reidsville, NC 27320

Moriah Dollarhite, Principal

During 2015-16, Rockingham County Middle School ELA and math teachers continued to incorporate strategies from McTighe and Wiggins *Understanding by Design* to review curriculum standards and unpack the essential skill and knowledge standards necessary to align curriculum and pacing to maximize instruction. ELA and math teachers also worked together to create four common assessments that were given during the school year. Teachers worked with administration to disaggregate the data from these assessments in order to provide remediation and enrichment opportunities that best met student needs. The benefits of this instructional shift were viewed in an increase in EOG scores and individual student growth, most dramatically seen in math with a SPG increase from 48 to 66 in the past two years. Our overall EVASS growth index was 9.98 during the 2014-15 school year. By continuing our instructional focus on standards and assessment data, our growth for the 2015-16 school year was 9.84. This increase in growth and student performance has allowed RCMS to exceed growth standards for the second year in a row and achieve a School Performance Score of 69.

Due to our focus on instruction and working together to unpack and align curriculum standards, RCMS is transitioning to a culture that is built upon data-driven decision making. By designing lessons based on readiness, our students experience a challenging and rigorous learning environment designed to support their specific ability levels. The instructional focus for RCMS is on differentiation, curriculum alignment, and data disaggregation. By maintaining this focus over the past two years, teachers have improved their overall teaching pedagogy and have met the performance expectations outlined in NCEES for proficient and accomplished with more consistency. RCMS students and parents are excited about our school and the instructional opportunities that our teachers are working hard to provide.

Rockingham County Schools



Western Rockingham Middle School

915 Ayersville Road, Madison, NC 27025

Stephanie Wray, Principal

During 2015-16, Western Rockingham Middle School focused on incorporating rigor in the classrooms and using data to drive instruction. Through collaboration with our district professional development team, all teachers participated in sessions throughout the year entitled, “Rigor in the Classroom.” Teachers had the opportunity to attend face-to-face or virtually. The lessons and projects produced help shift the mindset to asking ourselves, “If what we are teaching in the classroom is rigorous enough?” Teachers focused on using student data to help identify needs and areas for growth. A school-wide remediation time, “Wildcat Academy,” was built into the schedule. Students were homogeneously grouped based on areas of need, and teachers offered small group sessions to maximize student achievement. Our EOG scores and student growth are clear evidence that our focus on classroom instruction and the remediation of students based on data was beneficial. Our overall EVAAS growth index was 6.29, and we exceeded expected growth for the second year in a row. Gains were evident in math, reading, and, most notably, science, with a proficiency rating of 87.3. Our overall School Performance Score of 63 is encouraging, as we continue to focus on continuous school improvement and student achievement.

Our focus on quality instruction and using student data to guide our planning and assessment will only continue to grow. WRMS is committed to changing our mindset and helping us grow into a culture that is built upon data-driven decision making. By designing lessons based on student data and individual learning needs, our students experience a challenging and rigorous learning environment designed to support their specific ability level. The instructional focus for WRMS is evident in the collaboration and teamwork of our staff. WRMS students reap the benefits of our dedication to data and rigor. All students can grow and achieve success, and that is repeated daily in our school motto: “Willing, Ready, and Motivated for Success.”

Rockingham County Schools



North Stokes High School

1350 North Stokes School Road, Danbury, NC 27016

Mr. Nathan Rasey, Principal

North Stokes High School has implemented multiple strategies over the previous year to spark learning improvements and student outcomes. These strategies have led North Stokes to a graduation rate over 92%, over 90% of graduates participating in education after graduation, a school grade increase of five points, a growth index that exceeds expected growth as defined by the state, 100% of teachers meeting or exceeding expected growth as defined by the state, and massive improvements in the climate as evidenced by the 2016 Teacher Working Conditions Survey.

North Stokes had the opportunity to pilot the one-to-one initiative for the 2015-16 school year. They trained all staff members with personnel from The Friday Institute in the use of Chromebooks. The “roll-out” to students was well planned over two nights in which parent meetings were held to eliminate concerns over changing to a digitized learning environment. Over 98% of parents were in attendance.

The School Improvement Team identified that summary goal reports for each subject area indicated negative growth for the 2014-15 school year. The school focus shifted to staff development and careful monitoring of instruction through observations and walkthrough data. Professional development became a focus of staff meetings. For the 2015-16 school year, all but two subject areas showed positive growth. For 2015-16, North Stokes reduced the number of tardy slips from 661 to 594. Written warnings decreased from 126 to 102. Days spent in I.S.S. (In-school Suspension) went from 141 down to 96. This resulted in more instructional time for struggling students.

North Stokes High School looks to continue its strong growth by monitoring student outcomes on benchmark assessments, providing accurate performance feedback to teachers during observations and frequent walkthroughs, and supporting students with additional prescriptive interventions.



Rockford Elementary School

719 Rockford Road, Dobson, NC 27017

Ms. Molly Anderson, Principal

Rockford Elementary School is nestled in the foothills of the Blue Ridge Mountains and is in the heart of Surry County. It serves 364 students in grades pre-K through grade 5 with a Hispanic population of nearly 40% and approximately 75% of the students qualifying for free and reduced lunch. The students at this school receive outstanding instruction in the state curriculum from well-trained staff that implement research-based practices: Thinking Maps, Kagan Cooperative Learning structures, CRISS strategies, and the use of technology as an instructional tool for teaching and learning. All students begin second language instruction in third grade through a locally-developed online platform, and students focus on the arts with quality music and visual arts instruction.

Rockford Elementary School richly deserves the Piedmont Triad Consortium's Signature Award for their work to grow students academically.

- The school, as a whole, met exceeded growth status.
- EVAAS analysis indicates that students in all grades met or exceeded growth targets in reading, math, and science.
- EVAAS analysis additionally indicates that students in every classroom in grades K-5 in every subject met or exceeded growth targets – the school's high growth is a product of consistent high performance across every classroom.
- School-wide reading proficiency increased an average of 19%, mathematics proficiency increased an average of 26%, and science proficiency increased an average of 15% over the last two years.
- Attendance for the school year at Rockford was above 96% for the last three years – one of the highest rates in the district.
- Proficiency Achievement Gaps for EOG Performance by Hispanic, Economically Disadvantaged, and Limited English Proficiency students are over 50% lower than comparable gaps across the state.

The Rockford Gators have worked diligently over the last three years to create a school that works collaboratively toward a common goal focused on student success and growth. Consistently, with pride and passion for their students, the Rockford Gators have worked hard to target weak areas. Through targeted instruction and flexible grouping, teachers have focused on increasing reading achievement student-by-student, skill-by-skill. Additionally, to improve math achievement, the school worked very closely with Dr. Kerri Richardson from the University of North Carolina at Greensboro and the University's in-house math trainers to incorporate strategies that guide students into becoming mathematical thinkers. In addition, the school has established protocols where students set their own goals for their learning – creating a culture of “*I can*” throughout the school.

Not only does this school celebrate academic success, but this school celebrates community spirit and educating the whole child. This school received a generous donation of \$27, 231 from the community to support enhancements to their playground. Rockford also established the very first GROW Strong Running Club (Go Run Our World) in Surry County for elementary students. The students in this club learned firsthand about goal setting and how to develop their own “*I can*” mindset. The first-ever team consisted of 40 students who ran in their first 5K – *the local Mad Dash*.

Surry County Schools



Thomasville Middle School

400 Unity Street, Thomasville, NC 27360
Kevin Leake, Principal

Greetings from Bulldog Nation and Thomasville Middle School, where innovative practices produce measurable outcomes!

TMS attributes its success to systematic, positive changes that affect all stakeholders. The administrative team is constantly fostering school connectedness through decision making that involves all school colleagues. The School Improvement Team is just what the name implies! The group meets weekly to gather staff input and develop strategies and policies to improve teacher effectiveness and student learning. For example, they are leaders in scheduling, setting academic procedures and departmental planning as evidenced by 29.1% growth on overall school report card data. The leadership team has worked together to refocus professional development and implement a PD program that now offers individualized growth opportunities built around PDP goals. Our school has adopted and embraced PBIS. The staff is always on the lookout for positive student behaviors, and we love to exemplify the students who portray them. Our school experienced a 23% decrease in disciplinary infractions after implementing PBIS in March of 2016. Another innovative change has been the introduction of Report Card Conferencing. District, administrative, and teacher leaders meet with students individually to discuss their grades and assist with short- and long-term goal setting. Classrooms are also being affected in positive ways by the increased use of technology in our school. Staff, specifically our ELA and math teachers, consistently turn to School Net to obtain quality assessment items and worthwhile student data. Teachers are also diving into CANVAS as their preferred learning management system. Our school leads the district in the beneficial use of technology.

In addition to academics, the Bull Pups have many opportunities to grow and learn as citizens. Students are invited to participate in the Battle of the Books, Debate Team, Fitness Club, STEM Club, Student Government, Art Club, Band, Chorus, 21st Century Community Learning Center, and 13 sports teams.

PRIDE – UNITY – DIVERSITY – EXCELLENCE: We are Bulldog Nation!!!

Thomasville City Schools



Cash Elementary School

4700 Old Hollow Road, Kernersville, NC 27282
Alicia Morris Bailey, M. ED, Principal

Cash Elementary is a school where integrity and high expectations are at the center of its culture. Cash Elementary has had a direct focus on improving student learning through in-depth collaborative work on instruction. For example, classroom teachers, along with administration and the curriculum coordinator, participate weekly in Professional Learning Team meetings to focus on the needs of individual students.

Our staff is committed to meeting the needs of all students. Due to these efforts during the 2015-16 school year, Cash Elementary Exceeded Growth in the areas of reading, mathematics, and science. The school has made significant gains in reading going from 65.1% in 2014-15 to 72.0% in the 2015-16 school year. In mathematics, the school excelled from 55.8% in 2014-15 to 67.2% in 2015-16; and finally in the area of science, the school showed growth from 89.0% in 2014-15 to 90.3% in 2015-16.

During the last 12 months, Cash Elementary has implemented the use of Raz-Kids and Reading Theory during reading instruction with a focus on balanced literacy. The teachers worked during team planning to collaborate and create focused lesson plans to meet the needs of all students.

Cash Elementary has shown tremendous gains in all areas of academics and we look forward to seeing even more growth this year school. With dedicated staff, students, and parents, Cash Elementary is a great place to achieve academic success.

Winston-Salem/Forsyth County Schools



Meadowlark Middle School

301 Meadowlark Drive, Winston-Salem, NC 27106

Joey Hearl, Principal

At Meadowlark Middle School, our faculty and staff make great efforts to be highly accountable for student growth and achievement while also holding high standards for students to reach their full academic potential. We place strong emphasis on our Professional Learning Teams, and use our time to ensure students at our school are being appropriately challenged with rigorous and relevant assignments and assessments. Some of the innovative practices that help our school meet high expectations are our HIP Program (Homework Intervention Program) and our Focused Tutoring. We believe learning is more important than a grade; therefore, our students cannot make a zero. They are referred to HIP to complete all missing assignments. For our Focused Tutoring, we identify our most effective teachers and invite our at-risk students to attend tutoring sessions daily, starting in second semester.

For the first time in school history, Meadowlark Middle School exceeded growth. Both our reading and math overall proficiency scores rose. In 2014-15, our reading proficiency was 73.6%, and in 2015-16, we increased to 75.9% proficient. For our overall mathematics proficiency, MMS went from 62.1% in 2014-15 to 66.8% proficient in 2015-16. Also, in 2014-15 MMS had 11 “Blue” teachers and in 2015-16 had an increase to 21 “Blue” teachers. Meadowlark had 8 “Red” teachers in 2014-15 and decreased that number to 4 “Red” teachers in 2015-16.

Meadowlark Middle made great gains in 2015-16, and because we are a high performing school, we have always fallen short of *Exceeding Growth*. Achieving this goal has given us the opportunity to celebrate our success and continue to find ways to improve. The administration has been intentional in identifying staff development that meets the needs of our faculty, thus impacting student proficiency and high growth. We believe in the core values of WSFCS, and being student-centered is our number one priority. We are grateful for outstanding parent/community support and know all stakeholders hold student growth and achievement to an attainable high standard.

Winston-Salem/Forsyth County Schools



Forbush Middle School

1431 Falcon Road, East Bend, NC 27018

Kelly Kirklane, Principal

Beginning in August 2015, Forbush Middle School implemented several changes designed to increase the positivity of the student-teacher relationship and build higher levels of engagement in the classroom. The largest undertaking was Advisor/Advisee, a mentoring program designed to help students and teachers develop relationships beyond what typically occurs in schools. Implementing this program significantly impacted the school in terms of school climate and overall state testing data. Forbush Middle School also began a 1:1 initiative, putting a Chromebook in every student's hands. The digital conversion made the learning experience more engaging and interactive, addressing the technology and 21st century components of the North Carolina Standard Course of Study. A third initiative involved a Technology Design Collaborative in which five teacher leaders received professional development to build their teaching capacity for effectively incorporating technology tools in their lessons and assumed mentoring roles with the staff to expand the instructional strategies utilized in ALL classrooms.

Willing to try new things, Forbush Middle School adopted an inverted schedule: first and second periods and fifth and sixth periods are rotated every nine weeks. The staff firmly believes the schedule adjustment will positively impact learning in the two periods in which children often struggle, their first and last periods. In addition, in partnership with the school community, Forbush Middle School created an innovative Design Lab where students explore topics in an inquisitive manner and demonstrate their eagerness for learning through the completion of projects and problem-based tasks. Without a doubt, these changes are promoting and fostering active, thoughtful learning for the Forbush Middle School students and increasing teacher efficacy at the same time.

Yadkin County Schools