



MEMORANDUM

TO: Randolph County Board of Education  
Dr. Stephen Gainey, Superintendent

PRESENTED BY: Tim Moody, Public Information Officer

DATE: December 15, 2014

RE: Recognition of the 2014-2015 Signature Schools

Trindale Elementary School is the smallest elementary school in the Randolph County School System and has served its community for 50 years. The school demonstrates a commitment to high achievement for all students. Data for the 2013-14 school year indicate an overall student proficiency of 76.0%, which reflects an increase of 24.6% from the previous school year. The school met all Annual Measurable Objective (AMO) targets and exceeded expected growth for the 2013-14 school year. Scheduling within the school provides 90 minutes of math instruction daily and 120 minutes of literacy instruction each day. Programs such as Achieve 3000, Reading Eggs, and IXL have been used to support instruction. Teachers are provided with a master schedule at the beginning of the year to ensure the appropriate amount of time in all academic areas.

All certified staff members participate in collaborative planning every Tuesday afternoon, and the principal and the lead teacher meet with all grade levels in a PLC setting every Wednesday during the school day to review student data. These weekly times of collaboration provide teachers with the structure to remain current on pedagogy and curriculum issues. Teachers in all grade levels use weekly reading, math, and science assessments to monitor and guide instruction. Students receive remediation based up assessment results beginning in September and continuing throughout the school year. Teacher assistants are assigned to K-3 classrooms during literacy blocks to provide extra support for students. In addition, teachers complete and submit student data sheets throughout the school year that are discussed with the principal.

Student attendance rates at Trindale Elementary School are high, and awards assemblies are held quarterly to encourage high student performance. Principal Kim Leake attributes the success of Trindale Elementary School to the collaboration and planning that occur on a regular basis, resulting in the school functioning as a true team. She indicates that the staff is willing to share ideas with each other, which results in positive collaboration throughout the school environment.

Providence Grove High School has implemented several new strategies and programs over the last 12 months, which have led to a significant increase in EOC, ACT, and EVAAS growth. Providence Grove's EOC composite grew over 11 percentage points since 2012-2013, while the ACT composite grew from 17 to 18.8 last year. With an increase in all growth indicators, PGHS exceeded expected growth for the 2013-2014 year. Focusing on graduating students with AP Credit, College Credit, and/or Industry Credentials is reinforcing the commitment to focusing on graduates that are College and Career Ready. Providence Grove offers over 14 AP classes. One hundred seventy-one AP exams were given this past year. Over fifty-two percent of students taking AP exams received a 3 or higher on the exam. During the 2013-2014 school year, PGHS made a concentrated effort to prepare students for taking the ACT and the SAT. ACT prep in English 3 classes, as well as after school study sessions for the ACT, allowed the Junior Composite score to grow significantly.

Teacher leadership is a staple at PGHS, where all school-based staff development is teacher led. Two teachers, a Math I and an Exceptional Children's teacher, were selected by the district as trainers for the co-teaching model. Other faculty members serve as leaders in social studies and science at the district-level, providing professional development across the county. Teachers have presented at numerous Southern Regional Educational Board (SREB) - High Schools That Work regional conferences.

As an intervention to target struggling students, teachers have set aside time for tutoring and remediation each day for sessions called "Enrichment Block." The Enrichment block, occurring during the school day, enables students to receive tutoring in all classes. Each day an average of two hundred fifty students receive individualized coaching in classes where they need extra help. Content area PLCs are using data collected from the Enrichment Block and common assessment data to analyze student learning and implement appropriate interventions for students failing to be successful academically in the classroom. The actions of all stakeholders have allowed Providence Grove High School to put "Students First" in everything we do.