

PREPARING AND TEACHING THE WHOLE CHILD

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Utilization of Touchpoint Practices as a Framework for Accelerating Math, ELA and Science in Student Learning Recovery

The COVID-19 pandemic resulted in appreciable learning loss amongst students nationally. According to the recent student performance data from the North Carolina Department of Public Instruction (NC DPI), those living in marginalized communities showed a significant learning gap deficit in math, reading and science at the secondary level. To address the learning loss, our school implemented Touchpoint Theory and practices as a component of school-wide Collect Teacher Efficacy, and the results are promising. For instance, in Math I, Math II, Biology and English II, students collectively achieved 14 to 31 percent gains in proficiency levels on NC DPI end-of-course assessments over two years.

Presentation Target:

High School

Presenter(s):

1. Jerome Williams, Principal, Halifax County Schools (Halifax County Early College High School)
2. Sinclair Nicholson, Director of Title III/PRIDE Programs and Assistant to the President (Halifax Community Collège)