

Curriculum, Instruction, and Assessment

Budget Presentation
2024-2025

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Are decisions grounded in what scientific evidence informs us about what's best for students? Are decisions aligned to federal laws that mandate equitable access to core content?

Does data demonstrate practices and resources support ALL learners?

NSD K-12 Commitments

- High-Quality Instructional Materials: Investing in evidence-based curriculum materials, and resources that align with best practices in teaching and learning.
- Professional Development: Providing ongoing training and support for teachers and staff to implement evidence-based instructional strategies effectively. This might include workshops, coaching, and collaborative planning time.
- Technology Integration: Ensuring access to technology resources and tools that support evidence-based instructional practices, such as online learning platforms.

NSD K-12 Commitments

- **Assessment and Data Analysis:** Implementing regular assessments to measure student progress and using data analysis to inform instructional decisions and interventions.
- **Continuous Improvement Initiatives:** Implementing processes for ongoing reflection and improvement based on evidence and feedback from stakeholders, including students, parents, and staff.
- **Equity and Inclusion Initiatives:** Ensuring that resources and support are distributed equitably to all students, regardless of background or ability, and implementing inclusive practices that address the diverse needs of the student population.


NSD K-12 Commitments

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- ❑ Continued Focus on our Instructional Priorities
 - ❑ Aligning Practices to the Science of Reading & Leveraging Evidence-Based Resources
 - ❑ Foundational Literacy Skills
 - ❑ Systematic and Coherent Knowledge and Vocabulary Building
 - ❑ Fiction and Nonfiction
 - ❑ Cultivating Mathematicians
 - ❑ Focus
 - ❑ Coherence
 - ❑ Rigor
 - ❑ Writing Across the Disciplines
 - ❑ Cultivating Scientists and Engineers
 - ❑ Cross-cutting Concepts
 - ❑ Disciplinary Core Ideas
 - ❑ Science & Engineering Practices



How do we get there?

We must believe that ALL students are capable of accessing rigorous content and succeeding at high levels.



NSD K-12 Commitments

- Vetted, Aligned Curriculum
- Ongoing, Evidence-Based Professional Development
- Instructional Coaching Support
- Cultivating Instructional Leadership in Our Building-Level Leaders

Humanities

- K-5 Foundational literacy skills
- K-5 Knowledge and Vocabulary Building
- K-12 Targeted Intervention
- 6-8 CCSS resource and instructional alignment
- 6-12 Curriculum updates with a focus on civics and a coherent scope and sequence

Knowledge is Empowering Elementary Snapshot

“When we first looked at the CKLA curriculum, we were concerned that students would struggle to make learning connections to some of the domains. As we have progressed through each domain, we have observed our students demonstrating strong learning connections and enthusiasm towards the material being taught. This has allowed us to extend their learning by developing creative activities that support the curriculum, such as performances, visual arts, music, etc. Parents have given positive feedback expressing how their child often comes home and shares their learning experiences with them. As we progress, we will continue demonstrating a positive and collaborative best practice approach towards CKLA and all curriculum.”



Empowerment in Action

This video exemplifies the provision of rigorous content accessible to all students, irrespective of their background, proficiency in English, special education identification, perceived limitations, or any other factors that might hinder learning. Each student was afforded a speaking opportunity to demonstrate their learning.

The bottom line....
EVERY CHILD CAN SUCCEED!



Knowledge is Empowering Middle School Snapshot

ELA Launch Units Grades 6-8

For each grade level, Launch Units were crafted for the year to establish positive, dynamic learning environments that foster reading, writing, and building connections.

“The Launch unit worked well for me, and teaching and learning how to be an effective student was helpful.”

-7th Grade Teacher

6th Grade ELA: *The Lightning Thief*

“Students were very engaged in the book, and enjoyed connecting Percy back to the essential questions. This led to deeper conversations that even connected to the real world.”

-6th Grade Teacher

“My favorite part of reading *The Lightning Thief* in class was being able to talk with other people about the book.”

-6th Grade Student

Over 80% of students felt we should continue reading this book!

Knowledge is Empowering Middle School Snapshot

TLA Partnership

- PD Workshops
- In-class Coaching
- Facilitated Peer Inter-visitations
- Curriculum Council

Topic Covered

- Understanding by Design
- Gradual Release of Responsibility and Differentiation
- Student Engagement, Agency, and Choice
- Vocabulary and Language Development
- Academic Discourse
- Use of Protocols to Support Best Practices
- Embedding ELL Strategies

“As the saying goes, ‘sometimes you don't exactly know what you need until you get it.’ This most definitely rings true when it comes to working with TLA. It is an experience that completely impacts and transforms your teaching practices on a daily basis. It is an experience that has been so valuable and one that I truly appreciate it.”

-Nashua Middle School Teacher

Math

- K-5 Eureka Math Squared materials
- K-8 Continued PD partnership with Math Empowered
- 6-8 Eureka Math & Open Up Resources
- 9-12 Alignment to Mathematical Shifts
(focus, coherence, rigor)
- Ongoing support from coaches

Traditional or Teacher Led

A seamstress needs $1\frac{5}{8}$ yards of fabric to make a child's dress. She needs 3 times as much fabric to make a woman's dress. How many yards of fabric does she need for both dresses?

Teacher Does	Student Does
Shares and reads a problem with the class	Sit quietly and listen
Models each step on the board narrating what they are thinking and doing	Student listen and mimic (copy) what the teacher is doing on their paper

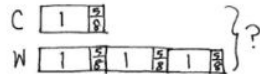
Peter Liljedaul, educational researcher and author of "Building Thinking Classrooms," observed teaching and learning in 40 classrooms in 40 different buildings and saw this model over and over again. And what he found was only 20% of students were thinking 20% of the time.

Student Led Thinking

EM² Grade 4, Module 4, Topic F, Lesson 33 Math Talk A:

What do you notice? What do you wonder?

A seamstress needs $1\frac{5}{8}$ yards of fabric to make a child's dress. She needs 3 times as much fabric to make a woman's dress. How many yards of fabric does she need for both dresses?



She needs $6\frac{11}{8}$ yds of fabric to make both dresses.

Solution 1

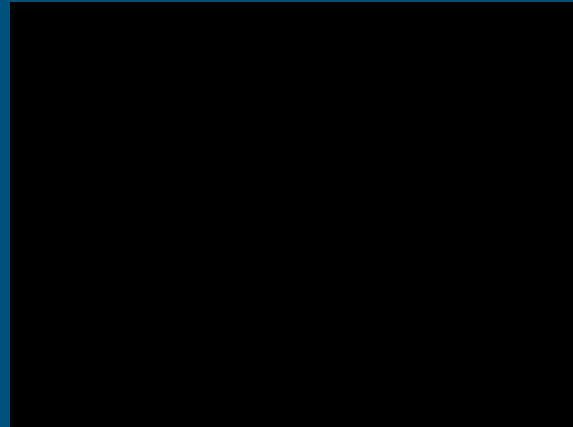
$$\begin{aligned} 3 \times 1\frac{5}{8} &= (3 \times 1) + (3 \times \frac{5}{8}) \\ &= 3 + \frac{15}{8} \\ &= 3 + 1\frac{7}{8} \\ &= 4\frac{7}{8} \end{aligned}$$

$$\begin{aligned} 4\frac{7}{8} + 1\frac{5}{8} &= 5\frac{7}{8} + \frac{5}{8} \\ &= 6\frac{11}{8} \end{aligned}$$

Solution 2

$$\begin{aligned} 4 \times 1\frac{5}{8} &= 4 \times (1 + \frac{5}{8}) \\ &= (4 \times 1) + (4 \times \frac{5}{8}) \\ &= 4 + \frac{20}{8} \\ &= 4 + 2\frac{4}{8} \\ &= 6\frac{11}{8} \end{aligned}$$

Teacher presents students with an image or task to notice and wonder about. Here is how that looks...



Science

- Pre-K-8 Full implementation and refinement of Amplify Science
- 9-12 Continued implementation of NGSS Standards
- Pre-K-8 Ongoing support from coaches

Science in Action

NGSS increases coherence in K-12 science education.

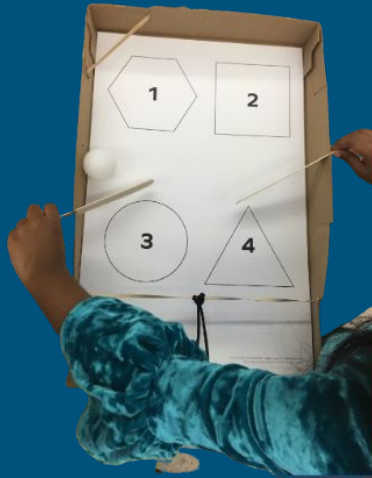
“First, it is built on the notion of learning as a developmental progression. It is designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.”

*-A Framework for K-12 Science
Education*

Progression of Forces and Motion

Kindergarten

Pushes and pulls can have different strengths and directions, can change the speed or direction of its motion, and can start or stop.



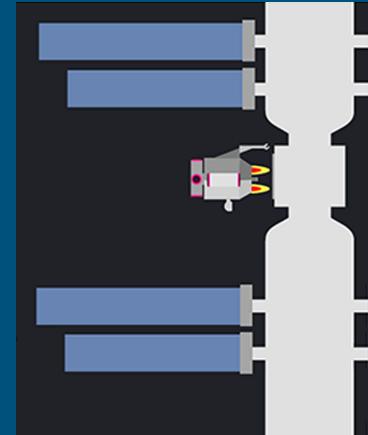
Grade 3

The effect of **unbalanced forces** on an object results in a change of motion. Patterns of motion can be used to predict future motion. Some forces act through contact, while some forces act even when the objects are not in contact. The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.



Middle School

The role of the mass of an object must be qualitatively accounted for in any change of motion due to the application of a force.



A Look Ahead

- 6-8 Social Studies Resource Updates
- 6-8 ELA Resource Updates
- K-12 Deeper Thinking & Learning Cohorts - How AI Intersects with Instructional Planning
- 9-12 Curriculum Updates
- Pre-K-12 Portrait of a Learner - Off the wall and into action

Title IIA Approx \$750K	Budgeted Amount	Title IVA Approx \$440K	Budgeted Amount
K-5 Amplify PD ELA	\$50,000	K-5 Elem ELA Coach Flex to IIA	\$100,000
6-12 MS TLA Partnership ELA	\$50,000	K-8 Science Coach Flex to IIA	\$140,000
K-5 Math Empowered	\$150,000	K-5 YMCA Superheroes Safe & Healthy Schools	\$100,000
6-8 Math Empowered	\$150,000	6-12 Technology Science/CTE	\$30,000
K-12 Reflective Educator	\$50,000	Non-Publics	\$70,000
K-12 Steering Committees	26,368.12		
Lincs Learning	\$86,800		
Non-Publics	\$100,000		