

How is NISD Preparing Future Ready Students?



Sunni Johnson, Ph.D.
Director of Curriculum



Melissa DeSimone, Ed.D.
Executive Director of Research,
Assessment, & Accountability



Jason Sanders, M.S.E.
Director of
Instructional Technology

Today's Objectives

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.



Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

1 Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2 Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

3 Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.



- What does learning look like in Northwest ISD?
- How are we preparing kids for their future?



Engaged in Learning

Leadership NISD

Our work in NISD

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.



Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

1 Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

2 Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

3 Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.



Strategic Goal 1:

Students will achieve success through **meaningful learning experiences**, innovative pathways, and personalized opportunities.

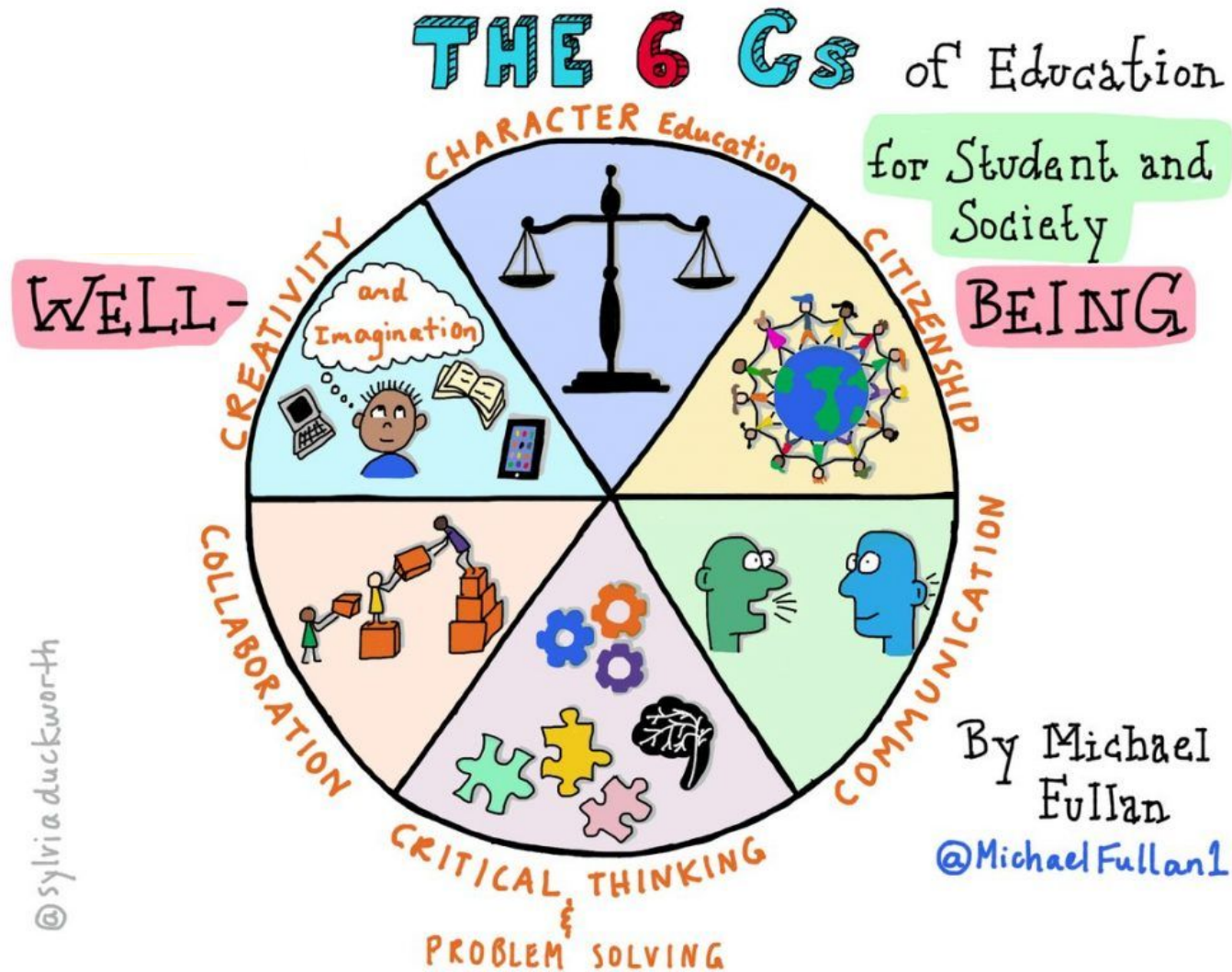
Strategic Goal 2:

Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Strategic Goal 3:

Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

What do kids need for their future?



READ

20 MINUTES A DAY



STUDENT A
reads at home

20
min/day

STUDENT B
reads at home

5
min/day

STUDENT C
reads at home

1
min/day

THEY WILL HEAR

1,800,000

282,000

8,000

WORDS PER YEAR

THEY WILL HAVE READ FOR

851

212

42

HOURS BY 6TH GRADE

AND ON STANDARDIZED TESTS,
THEY WILL LIKELY SCORE BETTER THAN

90%

50%

10%

OF THEIR PEERS

Source: <http://readdbq.org/2014/11/19/read-20-minutes-day/>



Importance of Reading



In my first year of college,
I will be expected to
complete...

5,000 PAGES OF READING

12 POSITION PAPERS

8 EXAMINATIONS

6 LAB REPORTS

90-100 POLISHED ESSAY PAGES

6 PRESENTATIONS

75 TEXT-BASED DISCUSSIONS

21 PROBLEM SETS

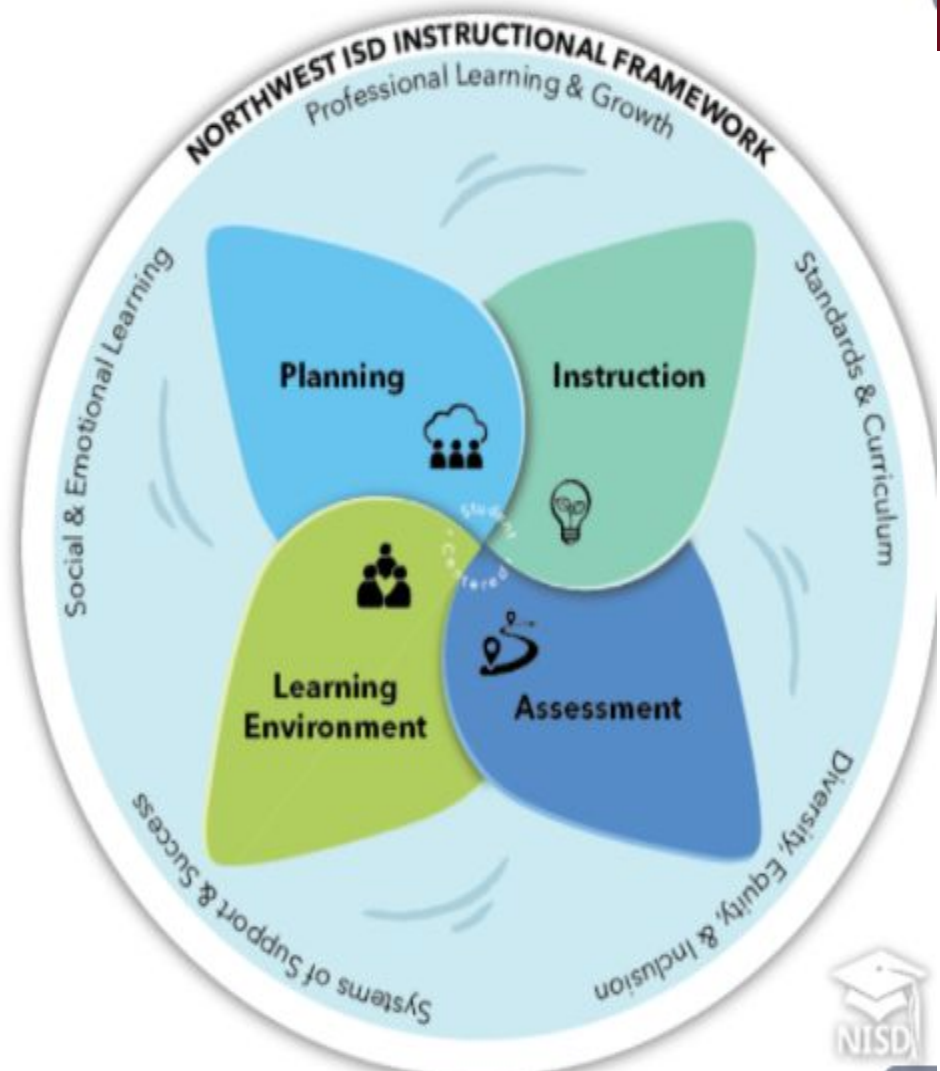
Instructional Framework

● Critical Components

- Planning
- Instruction
- Learning Environment
- Assessment

● Foundational Elements

- Systems of Support & Success
- Social & Emotional Learning
- Equity, Diversity, Inclusion
- Professional Learning & Growth
- Standards & Curriculum



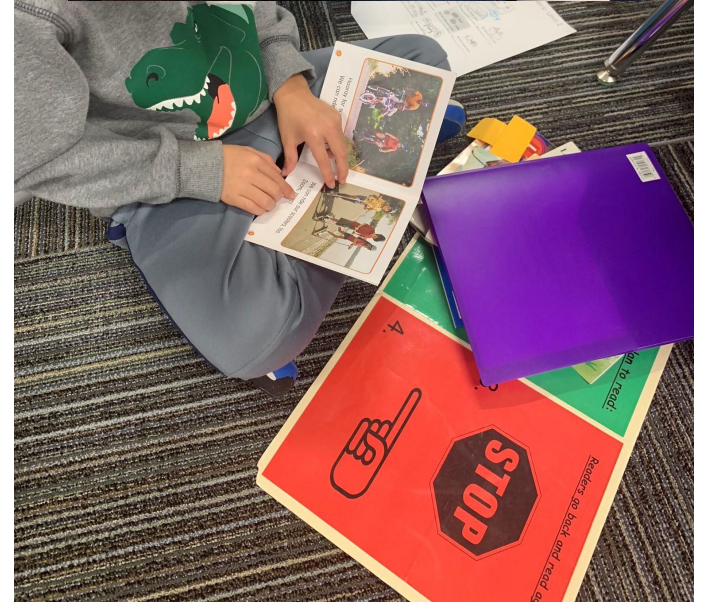
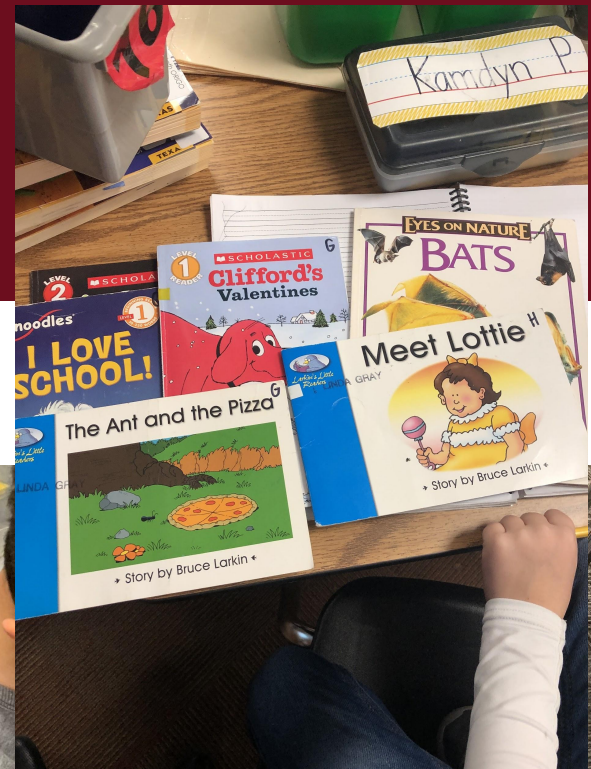
Curricular Focus

Learning to **Read** and **Write**
Reading and **Writing** to **Learn!**

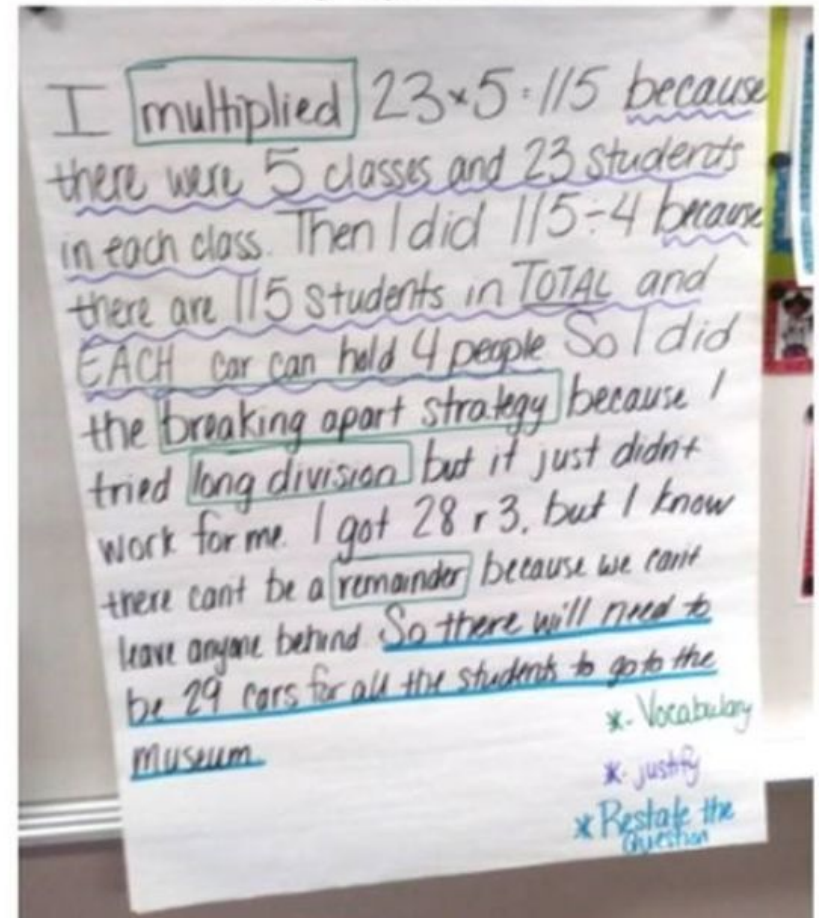
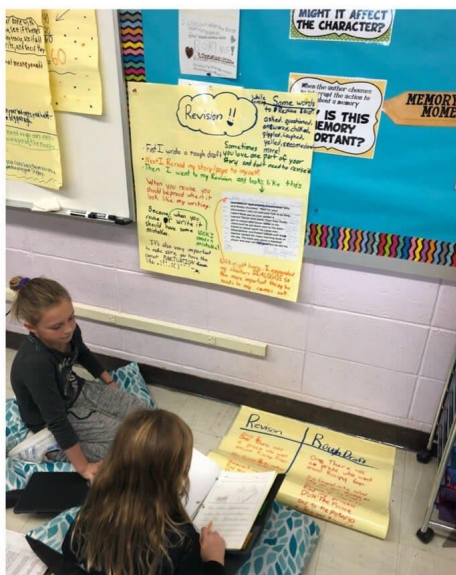
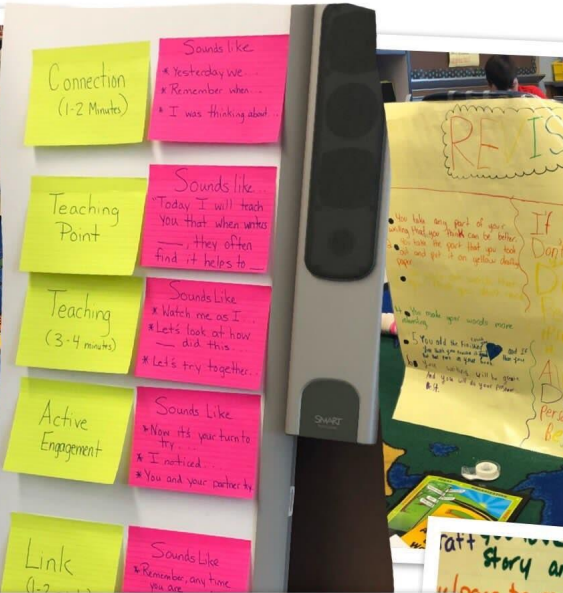
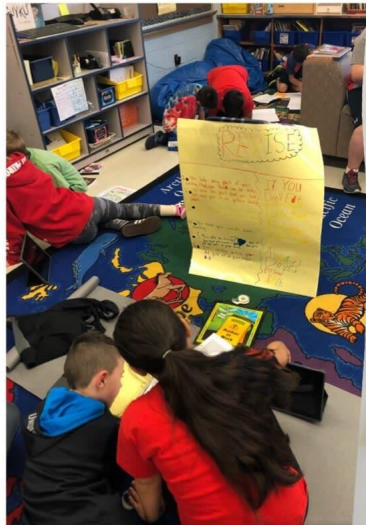
Our students must be able to use the content from what they read to develop meaning and make deep learning connections. They then use this learning to engage in rich and rigorous conversations through reading, writing, listening and speaking. They start this at the earliest grades in NISD!

Literacy Process









Evidence of clear expectations for writing a justification.



Narrative Writing Checklist (continued)

Grade 5

DEVELOPMENT

Did I do it like a fifth grader?	NOT YET	STARTING TO	YES
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>I stopped. I looked closer.</u> <u>I gasped. Never before had</u> <u>I seen so many ladybugs in</u> <u>one place!</u></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I varied my sentences to create the pace and tone of my narrative.

Think Critically

what do you notice?
what questions do you have?
what could it mean?
why does it matter?

A Psalm of Life: Poem by Henry W. Longfellow

What the Heart of the Young Man Said to the Psalmist

Tell me not, in mournful numbers,
"Life is but an empty dream!"
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal!
"Dust thou art, to dust thou returnest,"
Was not spoken of the soul?

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Finds us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

life's what you make it
You don't just live or die
We aren't sinners to be happy or sad
Life goes very fast
Life is so short
We have to live
Living

life has obstacles and challenges
goal in life is not to die
life has many emotions
what is art?
will end even if you are strong
many struggles in life
don't be

Dream Deferred Analytical BP

The author uses imagery to create meaning to the poem. Hughes uses "Or
fester like a sore" to help the reader better understand. This shows how a dream that is kept in the mind can become toxic after a while. This also shows that when dreams are set aside, they become useless & old. Hughes also uses "Or Crust and Sugar over - like a Syrupy Sweet?" as a use of imagery. When a dream crusts and suppler the dream takes on a new form, it's not the same dream. When a dream is Syrupy Sweet the dream is slower to achieve. As a whole Hughes uses imagery to provide a meaning on what happens when a dream is forgotten. It becomes toxic, useless, unrecognized.

Avoid repetition when introducing the quote

- Strong connection b/w dreams and the syrupy Sweet, but the second piece of commentary isn't connected.
- Strong concluding sentence that connects the 2 examples!

Think Critically



Han Chinese

Handwritten notes:
 Early in Chinese history, most citizens were peasants. China's early history was dominated by a series of powerful dynasties and empires. Han was the first of these, lasting from 206 BC to 220 AD. It was a time of great peace and prosperity in the early period.

Head/Institutional Leader
 Han was ruled by a series of emperors. The first emperor, Liu Bang, was a commoner who rose to power. He established the Han dynasty and introduced many reforms. His reign was a time of great peace and prosperity.

Heart/Religious Beliefs
 Confucianism was promoted by Han emperors. It was a system of thought that emphasized the importance of the family and the state. It was based on the idea of a 'Heavenly Principle' which was the source of all power and authority.

Hands/Architecture and Technological Advances
 Art: Han art is known for its realism and detail. It was a time of great artistic achievement. Architecture: Han architecture was characterized by its grandeur and scale. It was a time of great technological advancement. The Han dynasty was a time of great peace and prosperity.

Formation of Solar System

A It began as an enormous cloud.

B The nebula started to rotate and then collapse. In the center of the cloud.

C When the nebula cooled it made the rocks small.

D When it repeated it it formed an asteroid, foot bodies.

E All of these acids combined and made up our inner planets named Mercury, Venus, Earth, and Mars. The other farther away are Jupiter, Saturn, Uranus, and Neptune.

Illustrated Flowchart

The Green War (WWI): Jul 1914 - Nov 1918
The Zimmerman Telegram: Mar 1917

TO: MEXICO
FROM: GERMANY
 WE'LL GIVE YOU WHAT YOU WANT BACK IF YOU JOIN US.

IT'S WORLD WAR I AFTER THE SHIP, LUSITANIA SANK IN A WAR ZONE. GERMANY SENT MEXICO A TELEGRAM ASKING IF MEXICO HELPED GERMANY DEFEAT THE U.S. IN WAR. GERMANY PROMISED THEN WOULD GIVE MEXICO LOS TERRITORY (STATES). THESE STATES INCLUDE ARIZONA, NEW MEXICO, AND TEXAS. THIS MADE THE U.S. VERY FURIOUS WHICH CAUSED THEM TO ENTER WAR.

TEXAS PATIOGRAPH
 THE DUST BOWL EFFECTED TEXAS ECONOMICALLY BECAUSE THE STORM MADE PEOPLE HOMELESS, JOBLESS, AND MORTUARY. THE DUST BOWL EFFECTED TEXAS POLITICALLY BECAUSE SINCE THE DUST BOWL KILLED MANY PEOPLE AND PEOPLE LOST THEIR BELONGINGS TEXANS HAD NO CHOICE BUT TO LEAVE TEXAS. THE DUST BOWL EFFECTED TEXAS SOCIALLY BECAUSE TEXANS TO GO TO THE RELIEF CENTERS FOR RELIEF AFTER THE STORM. ALSO WITH STRUGGLING FAMILIES THE GREAT DEPRESSION WORSEDED.

THE GREAT DEPRESSION
THE DUST BOWL

ON APRIL 14TH, 1935 ONE OF THE BIGGEST DUST STORMS IN HISTORY RIPPED THROUGH PARTS OF KANSAS, OKLAHOMA, TEXAS, NEW MEXICO, AND COLORADO. THE STORM KILLED THOUSANDS AND MADE PEOPLE HOMELESS WHICH FORCED THEM TO GO ELSEWHERE. THE MAJOR CAUSE OF THIS DESTRUCTIVE STORM WAS OVER PRODUCTION OF CROPS, POOR FARMING TECHNIQUES, AND OVER-USED LAND.

WORLD WAR II: SEPT 1939 - SEPT 1945
PEARL HARBOR: DECEMBER, 1941

ON DECEMBER 7TH, 1941 JAPAN SET OFF AN EXTREMELY POWERFUL SURPRISE ATTACK AT PEARL HARBOR (A MILITARY BASE) IN HAWAII. JAPANESE WAR PLANE DROPPED BOMBS AND TORPEDOS AT U.S. SHIPS SINKING THEM. THE REASON JAPAN CARRIED THIS ATTACK WAS BECAUSE THE U.S STOPPED PROVIDING THEM WITH OIL WITH JAPAN BECAUSE IT SIDED WITH THE ALLIED POWERS (JAPAN WITH AXIS) AND IF THE U.S PROVIDED OIL TO JAPAN (JAPAN WITH AXIS) IT WOULD BE A PROBLEM FOR THE ALLIED POWERS.

Collaborate

Unit 3 - period 4

File Edit View Insert Tools Help

Comment only

Present Comments Share

1 Unit 3

2

3

4

5

6

7

8

9

10



Name: Inge Auerbacher

Date of Birth: December 31, 1934

Place of Birth: Kippenheim, Germany

Inge was the only child of Berthold and Regina Auerbacher, religious Jews living in Kippenheim, a village in southwestern Germany near the Black Forest. Her father was a textile merchant. The family lived in a large house with 17 rooms and had servants to help with the housework.

1933-39: On November 10, 1938, [Kristallnacht, The Night of Broken Glass] hoodlums threw rocks and broke all the windows of our home. That same day police arrested my father and grandfather. My mother, my grandmother and I managed to hide in a shed until it was quiet. When we came out, the town's Jewish men had been taken to the Dachau concentration camp. My father and grandfather were allowed to return home a few weeks later, but that May my grandfather died of a heart attack.

1940-45: When I was 7, I was deported with my parents to the Theresienstadt ghetto in Czechoslovakia. When we arrived, everything was taken from us, except for the clothes we wore and my doll, Marlene. Conditions in the camp were harsh. Potatoes were as valuable as diamonds. I was hungry, scared and sick most of the time. For my eighth birthday, my parents gave me a tiny potato cake with a hint of sugar; for my ninth birthday, an outfit sewn from rags for my doll; and for my tenth birthday, a poem written by my mother.

Emma Bat
12:31 PM Nov 30
This little girl has her father and Grandfather taken away from her because they were Jewish and they were taken to concentration camps. This was caused by Hitler's orders or whatever he had because these people were Jewish. This is very upsetting. It is hard to imagine my father and grandfather taken away from me and then one of them dying. We are so lucky when it comes to holidays because we get so much and they get so little. I'd like to know more about this girl and how long she survived this terrible time.

Lauren Durbin
12:35 PM Nov 30
What is happening here is that this girl's father and grandfather were taken away. They came back, and then her and her family were forced into concentration camps, where they had their belongings taken away. What caused it is that Hitler doesn't like Jews, so he made concentration camps. This makes me feel sad because this girl is only 7 when her life turned upside down. What I want to know more of is why did her father and grandfather be taken away then returned, and then she were forced into concentration camps.

Aidan Sehnore
12:40 PM Nov 30
It looks like one of the hiding Jews but that was before she was taken to a concentration camp.

Madeline Benoit
12:40 PM Nov 30
This little girl was a Jew who lived in the time of Hitler. Before Hitler, she lived a happy life but Hitler caused her to become poor and have to live in

Collaborate

5th Period

File Edit View Insert Slide Format Arrange Tools Table Help All changes saved in Drive

Background... Layout... Theme... Transition...

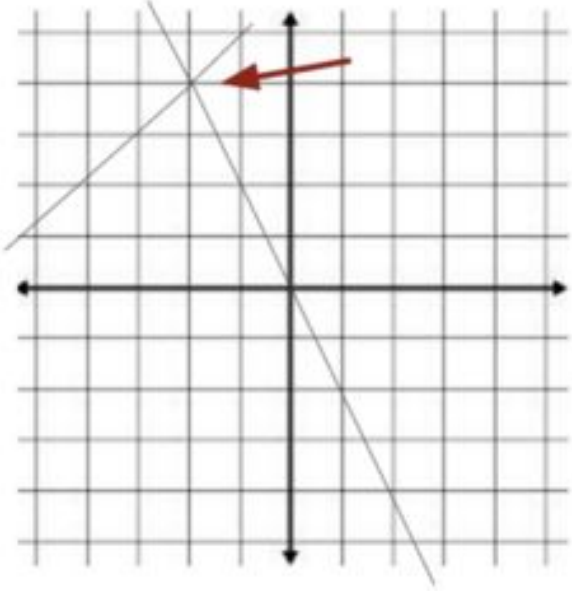
Write a system of equations that has a solution of $(-2, 4)$. Prove your answer multiple ways.

WRITE HERE:

I came up with $y = -2x$ and $y = x + 6$ because I plotted the point on the graph and found 2 line that go through each other at $(-2, 4)$. Then I found out those lines equations. I checked it afterwards. By taking $y = -2x$ and substituting it into the other equation and I found out that the x was -2 and that y was 4 .

Teacher Feedback:
You said you "checked it afterwards." How?

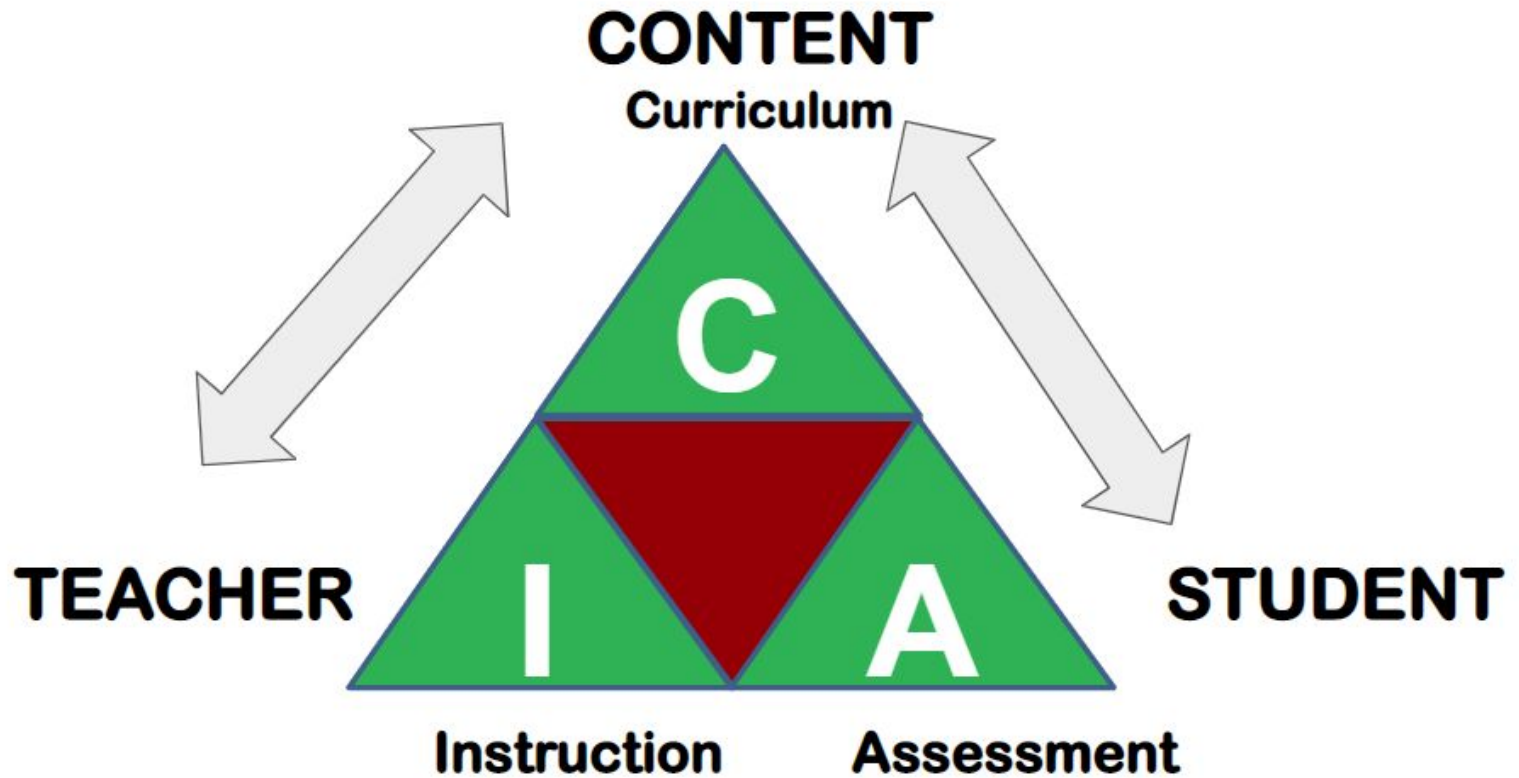
Student Feedback:
I think you were detailed and organized in which you explained it. It was simple and too the point but good job! -Katie
Also, how did you come up with these equations?



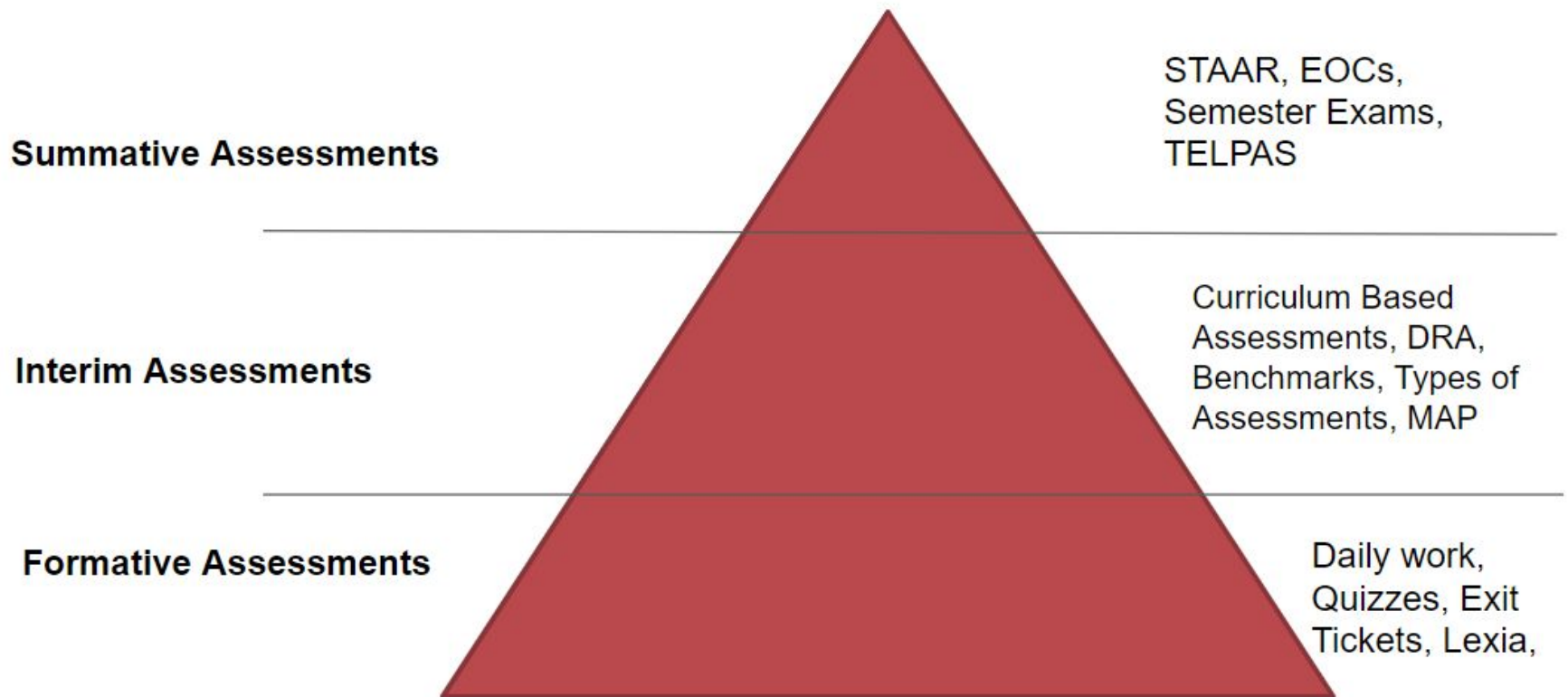
In NISD, I will be expected to:

- Read and write daily.
- Solve problems and critically think through mathematical exploration, scientific discovery and historical thinking using literacy skills.
- Analyze and justify my thinking when solving math problems, doing scientific investigations, and connecting historical events.
- Collaborate with others to solve problems, generate new ideas, and work together.
- Communicate effectively to express my thinking and learning to others through explanations, justifications and teaching.
- Analyze my thinking, set goals, and ask questions to further my thinking and persevere through learning experiences.

Place and Purpose of Assessment



Types of Assessments



STAAR Field Test- Changes are coming to STAAR/EOCs.



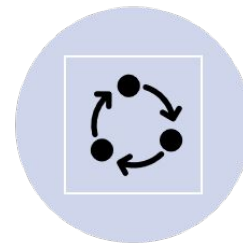
Transition to online assessments



New item types

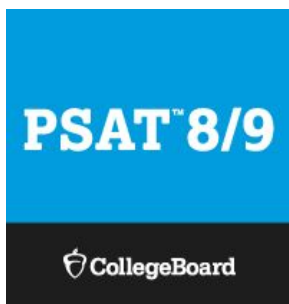


Adding writing to Reading/Language Arts STAAR/EOC

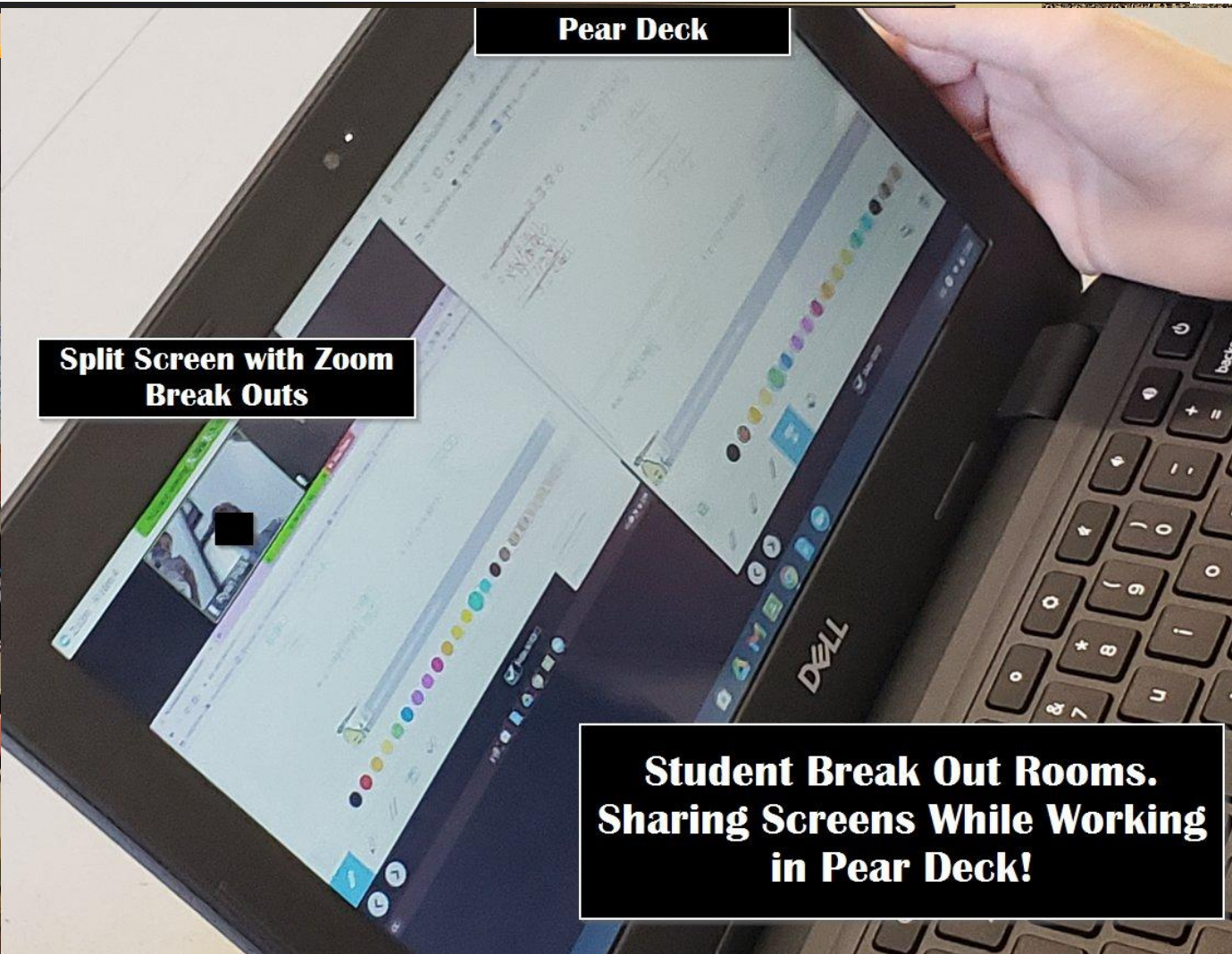


Incorporating cross-curricular passages to Reading/Language Arts STAAR/EOC

Other Assessments



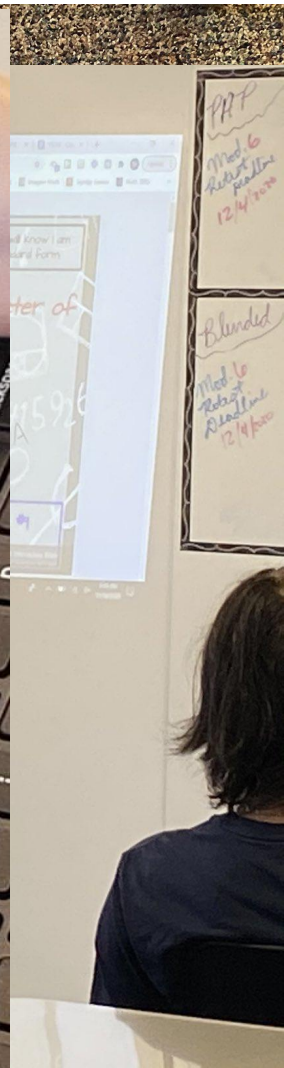
Future Ready Classrooms



Pear Deck

**Split Screen with Zoom
Break Outs**

**Student Break Out Rooms.
Sharing Screens While Working
in Pear Deck!**



Ripple Effect of Remote Learning

Positive Lessons from Remote Learning:

- Remote lessons provide flexibility
- Pushed forward teacher practices
- Prepared students for college experiences
- Transition to digital STAAR testing
- More opportunities for professional development



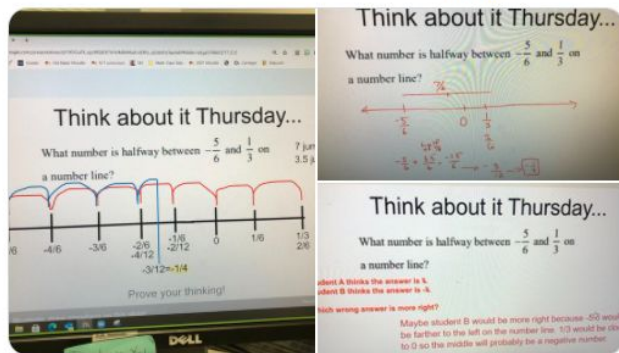
Courtney Baker @MrsCBaker · Sep 26, 2019

No school today due to power outages? No problem! I ❤️ that my Curtis kids were connected from home and class still went on as normal!



Courtney Baker @MrsCBaker · Nov 4

Look at the deep thinking happening in class today! Proud of the use of models, equations, and words to justify our thinking! #nisdgt

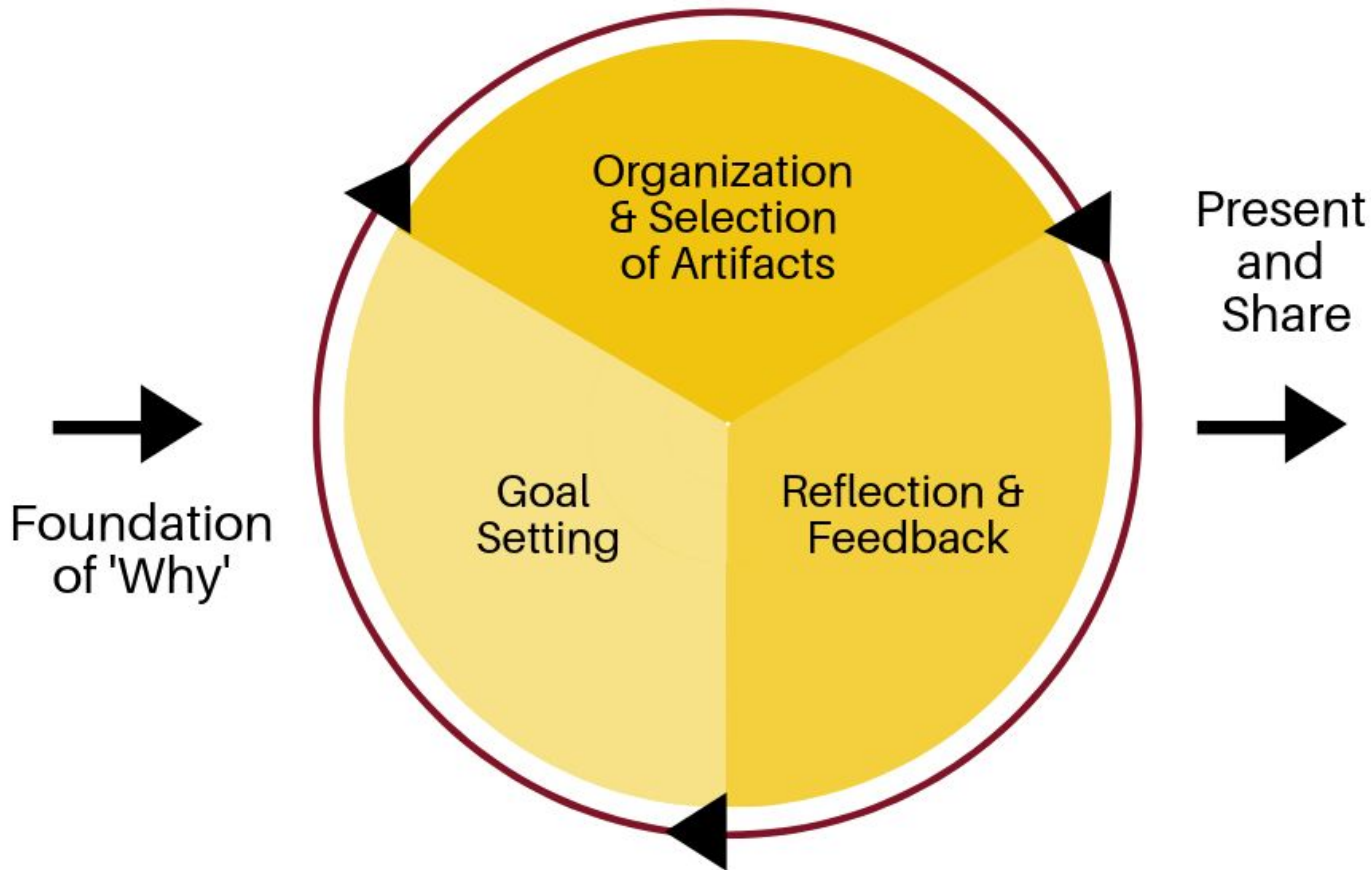


Cara Carter @caracarter1 · Jul 21, 2020

Anxious about remote teaching & ready to learn now? Leverage digital tools with these webinar recordings. docs.google.com/document/d/1x-...

Northwest ISD Remote Learning Webinars		
Click the links below each tool to view the recording(s) of our PD webinars/screenscasts for these tools.		
 Organize conversations and meet virtually using Teams. (Currently, Staff only) - Resource Link Recorded Webinar: Instructors: Jason Sanders & Jeremy Martin Recorded Webinar: Instructors: Jason Sanders & Jeremy Martin	 Learn the basics of hosting and participating in Zoom video conferences. (K-12) - Resource Link Recorded Screencast: Think coming along Instructors: Jeremy Martin & Rene Eggleston	 Screencasting can be a useful tool for delivering remote instruction. Join us to learn more! (K-12) - Resource Link Recorded Webinar: Instructors: Rene Eggle & Sarah Thompson (Chat: 10/10/20) Recorded Webinar: Instructors: Rene Eggle & Sarah Thompson (Chat: 10/10/20)
 Teachers and students can access class assignments, course materials, create quizzes, and deliver feedback from any device. (K-12) Recorded Webinar: - Resource Link Instructors: Ashley Harden & Carla Reisman Recorded Webinar: - Resource Link Instructors: Kelly Barry & Rene Eggle (Chat: 10/10/20)	 Teachers and students can access class assignments, course materials, and track back from any device. (K-12) Recorded Webinar: - Resource Link Instructors: Ashley Harden & Rene Eggle (Elementary Focus) Recorded Webinar: - Resource Link Instructors: Kelly Barry & Rene Eggle (Secondary Focus)	 Learning comes alive when students access online learning activities and share what they are accomplishing. (Primarily K-5) - Resource Link Recorded Webinar: Instructors: Kelly Sanders & Brittany Horn Recorded Webinar: Instructors: Kelly Sanders & Brittany Horn
 Post questions and allow students to answer with interactive video! (K-12) - Resource Link Recorded Webinar: Instructors: Kelly Sanders & Brittany Horn Webinar 2 link coming soon! Instructors: Kelly Sanders & Brittany Horn	 Create engaging, self-paced lessons with Pear Deck in Google Slides. (K-12) - Resource Link Recorded Webinar: - Resource Link Instructors: Kelly Lloyd & Amber Robinson (Secondary Focus) Recorded Webinar: - Resource Link Instructors: Brittany Horn & Cassie Brewster (Elementary Focus)	 Turn videos into interactive lessons! (K-12) - Resource Link Recorded Webinar: Instructors: Kelly Lloyd & Kelly Barry

ePortfolios



eportfolios.nisdtx.org

ePortfolios

ePortfolio Basics for Level 1: Emerging

An ePortfolio is a collection of work designed to display your diverse knowledge, skills, & interests. It acts as a professional digital-footprint, online resume, & showcase of your accomplishments.

THE WHY

Students will be able to recognize quality work, reflect on their learning, and share with a specific audience in mind.

SAFETY

ePortfolios help students cultivate digital skills in a guided & controlled environment. Students will learn internet safety and how to be good digital citizens.

SHARING

Students who are still developing digital literacy skills are not advised to publicly share their portfolio. In this case, students will need to log-in to show their portfolio to parents, guardians, teachers, etc.

QUESTIONS

For more information, contact your child's homeroom teacher or visit 11to.world.nisdtx.org.

ePortfolio Basics for Level 2: Intermediate

An ePortfolio is a collection of work designed to display your diverse knowledge, skills, & interests. It acts as a professional digital-footprint, online resume, & showcase of your accomplishments.

FIND YOUR WHY.

Create a site that tells your story. You are more than a grade! Use your portfolio to show off your best work, reflect on your goals, and highlight non-academic strengths & interests. Show people what you are passionate about -- Find your 'why'!

SHARE CORRECTLY.

Your portfolio can help as you apply for various programs, academies, & organizations. Make sure your content & portfolio is available but protected. Share your site using "Anyone at NISD can view".

CREATE YOUR SITE.

Based on your 'why', determine your audience. Who in NISD needs to see your portfolio (coaches, academies, etc.)? Select work that shows you are progressing towards your goals; and keep it professional.

SHARE SAFELY.

Practice digital citizenship: think before you post, cite your sources, and be sure not to publish any sensitive or identifying information online.

ePortfolio Basics for Level 3: Proficient

An ePortfolio is a collection of work designed to display your diverse knowledge, skills, & interests. It acts as a professional digital-footprint, online resume, & showcase of your accomplishments.

FIND YOUR WHY.

Identify your goals for the future & create a website or platform to help you reach them. Ask yourself: What am I passionate about? What skills am I learning & developing?

SHARE CORRECTLY.

Your portfolio can serve as a tool when applying for colleges, scholarships, & jobs. Make sure your target audience can see your site & content by sharing using "Anyone with the link can view".

CURATE YOUR SITE.

Based on your 'why', determine your audience & select artifacts that target them. Ask yourself: Who do I need to market to? Which skills do they need to see?

SHARE SAFELY.

In addition to changing the shared settings, request search engines not display your site. Practice digital citizenship: think before you post, cite your sources, & be sure not to publish any sensitive or identifying information.

Remember to...

INCLUDE:

- An 'About Me' page
- Work that you're proud of
- Reflections about your learning
- Goals, awards, certificates, etc.
- Professional interests & passions

EXCLUDE:

- Home address
- Phone number
- Student ID Number
- Identifying personal information
- Detailed Campus information

For more information on ePortfolios & privacy, visit eportfolios.nisdtx.org.

Remember to...

INCLUDE:

- An 'About Me' & Resume page
- Work that you're proud of
- Reflections about your learning
- Goals, awards, certificates, etc.
- Professional interests & passions

EXCLUDE:

- Home address
- Phone number
- Student ID Number
- Identifying personal information
- Detailed Campus information

For more information on ePortfolios & privacy, visit eportfolios.nisdtx.org.

Remember to...

INCLUDE:

- An 'About Me' & Resume page
- Work that you're proud of
- Reflections about your learning
- Goals, awards, certificates, etc.
- Professional interests & passions

EXCLUDE:

- Home address
- Phone number
- Student ID Number
- Private family information
- Detailed Campus information

For more information on ePortfolios & privacy, visit eportfolios.nisdtx.org.

eportfolios.nisdtx.org

ePortfolios

iPad

12:47 PM

92%

AC Ashley Cha...
2 classes

Abernathy Kinder

Get Class Code +

FRI 18 September 2015

Ilaisaane L.



I went to a
house I was alone
in bed with my sister.
We went to the pool.
Before we went to sleep.
I think I was to sleep
with my own dog.
We watch TV then
we last fell asleep.
in bed.

♥ Kristen Abernathy

💬 **Kristen Abernathy** Excellent work! Ilaisaane, you certainly hit your learning target with this piece of writing. You included a clear and detailed illustration with labels. You also told a story from beginning to end, sharing details about what happened in order. Keep up the great work!

CLASS LIST

👤 Class Feed

🐎 Anslie Vanderveer

🐸 Cameron Setzer

🐧 Elizabeth Bar

🐻 Ella Proctor

🐞 Gray Kirchhoff

🐍 Ilaisaane Cannon

🐌 Jacob Davis

🐕 Jonas Flank


Help & Teacher Resources

ePortfolios




tinyurl.com/PYounger


ePortfolios


**Northwest Independent School District**
Home Access Center


Logoff


Change Student

Home

Attendance

Classes

Grades

Registration

IPR

Report Card

Test Scores

Report Card For Reporting Period 2

Print

For ePortfolio, click [here](#)

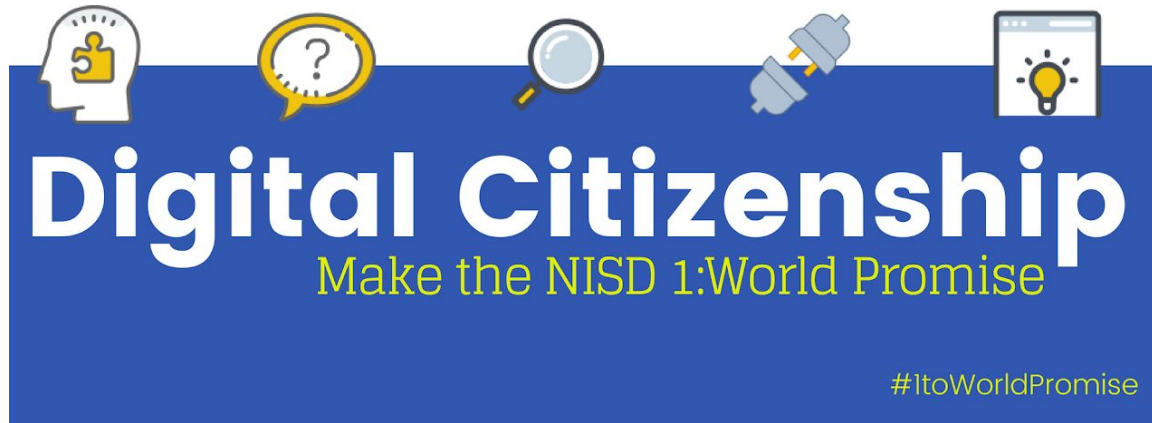
☐ Email ☐ Push Mobile - I would like to receive a Report Card alert when it becomes available.

Course	Description	Periods	Teacher	Room	Att.Credit	Em. Credit	1	2	3	4	5	6	7	8	9	10	11	12	13
E1100 - 5	Math 1st - Word	1																	
E1400 - 5	Lang Arts 1st - Word	2																	
E1300 - 5	Science 1st - Word	3																	
E1200 - 5	Soc Study 1st - Word	4																	
E0101 - 5	PE 1st - Word	5																	
E0201 - 5	Music 1st - Word	6																	
E0301 - 5	Art 1st - Word	7																	

Total Earned Credit: 0.0000

eportfolios.nisdtx.org

Digital Citizenship



Intentional
integration into
curriculum and
classroom
practices

digitalcitizenship.nisdtx.org

Social and
emotional lessons
embedded for
school and at
home as a family



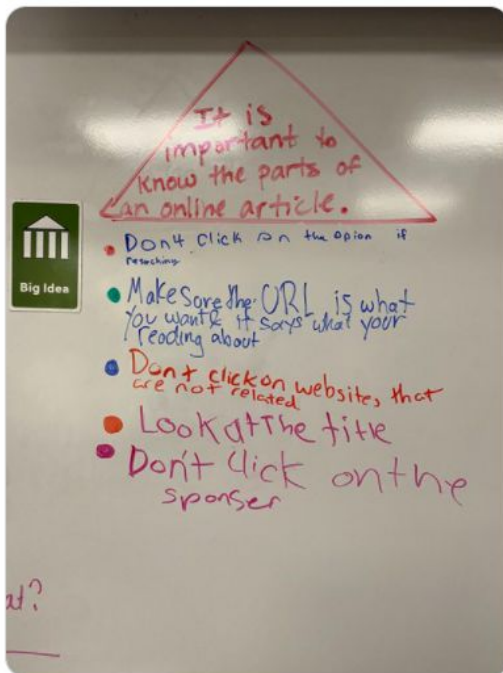
Digital Citizenship



Amy Swearingen @Amy_Swearingen · Oct 29

Learning to look closely at online articles and practicing finding main ideas!

#1toWorldPromise @SenderaRanchEle @Brit_Horn_JT



1 3



Kacie Mendez @klc718 · Oct 21

Great conversations about what to do if we feel uncomfortable using technology or experience mean behavior online! @CoxElem

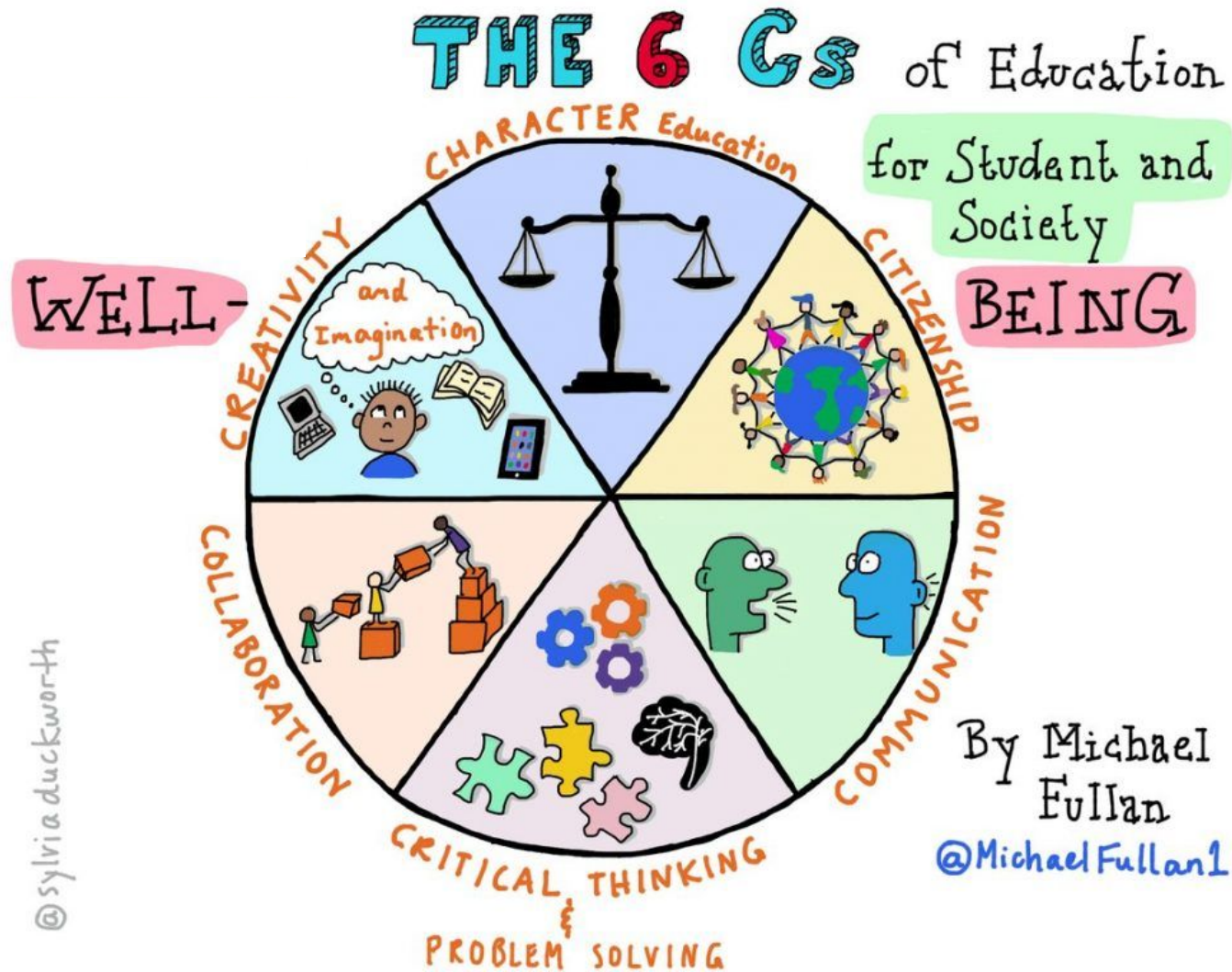
#1toWorldPromise @Kel_Sanders

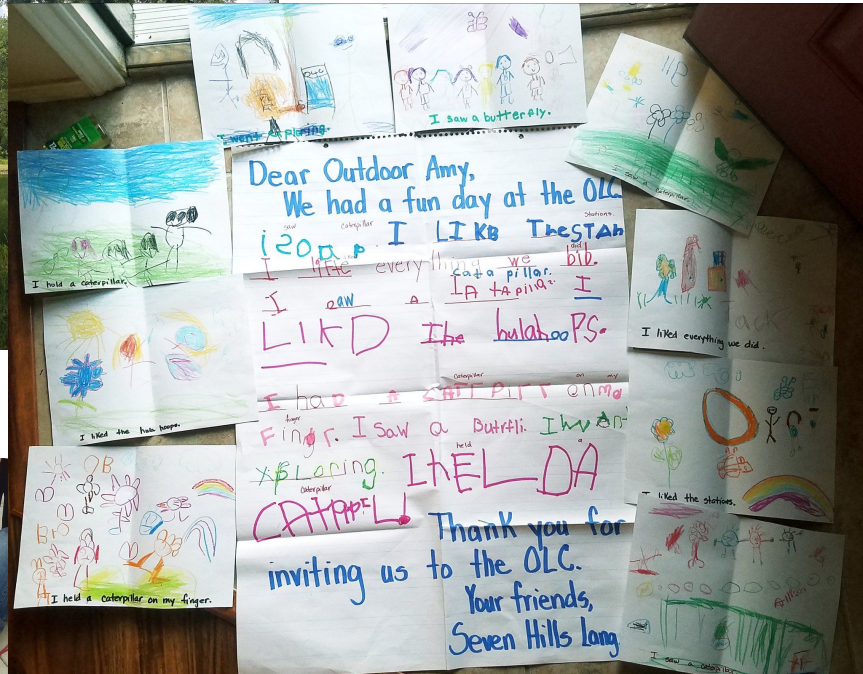


1 3

#1toWorldPromise

What do kids need for their future?

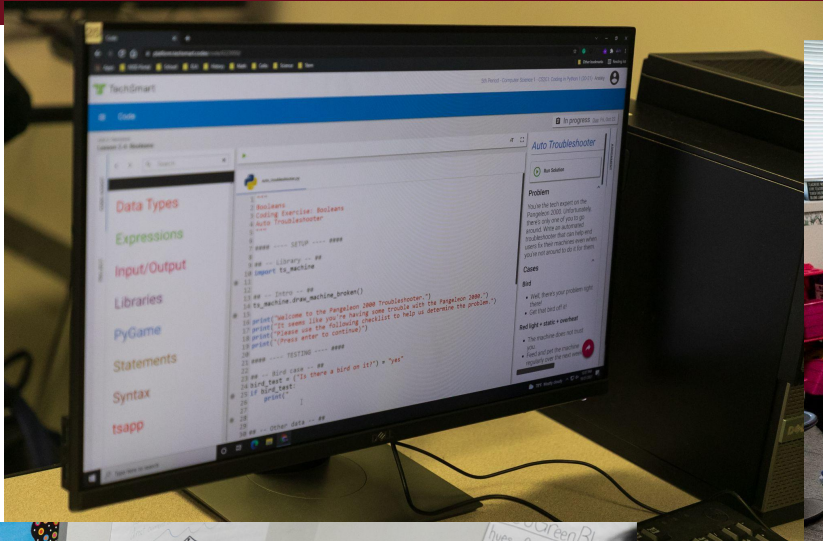




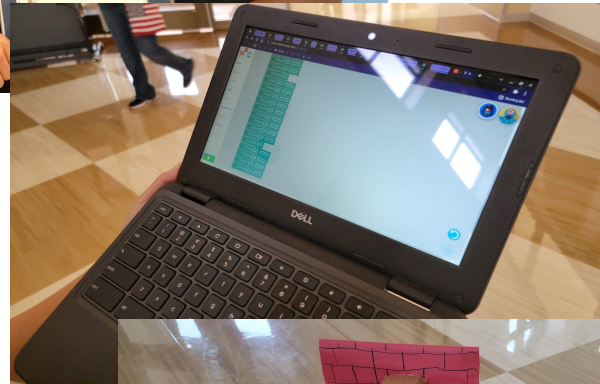
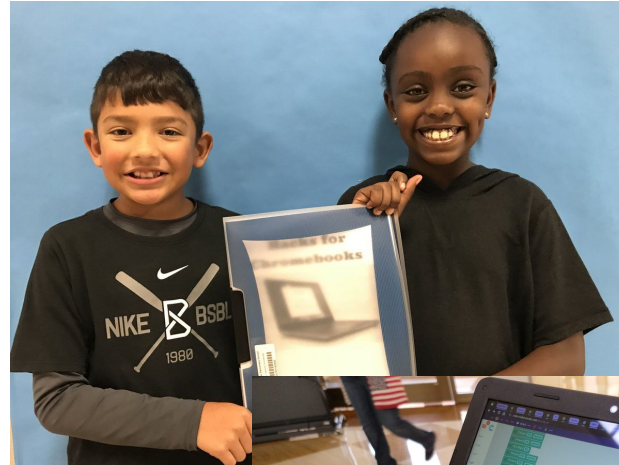
Beyond the Classroom



Beyond the Classroom



Beyond the Classroom - Robotics



Beyond the Classroom - Enterprises

↻ R.I.S.E @ Northwest ISD Retweeted



R.I.S.E @ Northwest ISD · 12/3/18 ✓

Long Sleeve Christmas shirts \$20,
made by our awesome students.
Order at CKrautsch@nisdtx.org



Student Enterprises



Beyond the Classroom - Parent Ed

DON'T MISS IT!

NISD Parenting Education Program Virtual Workshop

LIVE VIA ZOOM

Tuesday, January 19th
7:00 pm

Supporting Your Student's Growth through Digital Citizenship



WHAT YOU NEED TO KNOW ABOUT THAT APP YOUR KID LOVES

Presenter: Jason Sanders, Director of Instructional Technology

NOON, THURSDAY 5/13/21
ZOOM MEETING #886 1450 0564



Learn To Google

Forms, Sheets, Surveys, Classroom for Google, Taught by the Experts- our Students

January 24, 2019
7 p.m. - 8 p.m.

Northwest HS - STEM Computer Lab

Sponsored by Northwest HS PTSA, NISD STEM & NISD Council of PTAs.



Northwest ISD Parenting Education Program Virtual Workshop

www.nisdtx.org/PE



How is NISD Preparing Future Ready Students?



Sunni Johnson, Ph.D.
Director of Curriculum
& Staff Development



Melissa DeSimone, Ed.D.
Executive Director of Research,
Assessment, & Accountability



Jason Sanders, M.S.E.
Director of
Instructional Technology