

How is NISD Preparing Future Ready Students?



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Today's Objectives



STRATEGIC GOALS 2023-2028



Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

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

Our 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

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
<p>Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.</p> <p>NISD PRIORITIES:</p> <p><u>Literacy</u></p> <p>1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.</p> <p><u>Academic Progress</u></p> <p>1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.</p> <p><u>College, Career, Military & Life Readiness</u></p> <p>1.3 Our students will graduate life ready and prepared for success in career, college, or military service.</p>	<p>Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.</p> <p>NISD PRIORITIES:</p> <p><u>Recruit</u></p> <p>2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.</p> <p><u>Value</u></p> <p>2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.</p> <p><u>Retain</u></p> <p>2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.</p>	<p>Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.</p> <p>NISD PRIORITIES:</p> <p><u>Engagement</u></p> <p>3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.</p> <p><u>Culture</u></p> <p>3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.</p> <p><u>Safety</u></p> <p>3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.</p>

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

Our work in NISD



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Strategic Goal 1:

Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

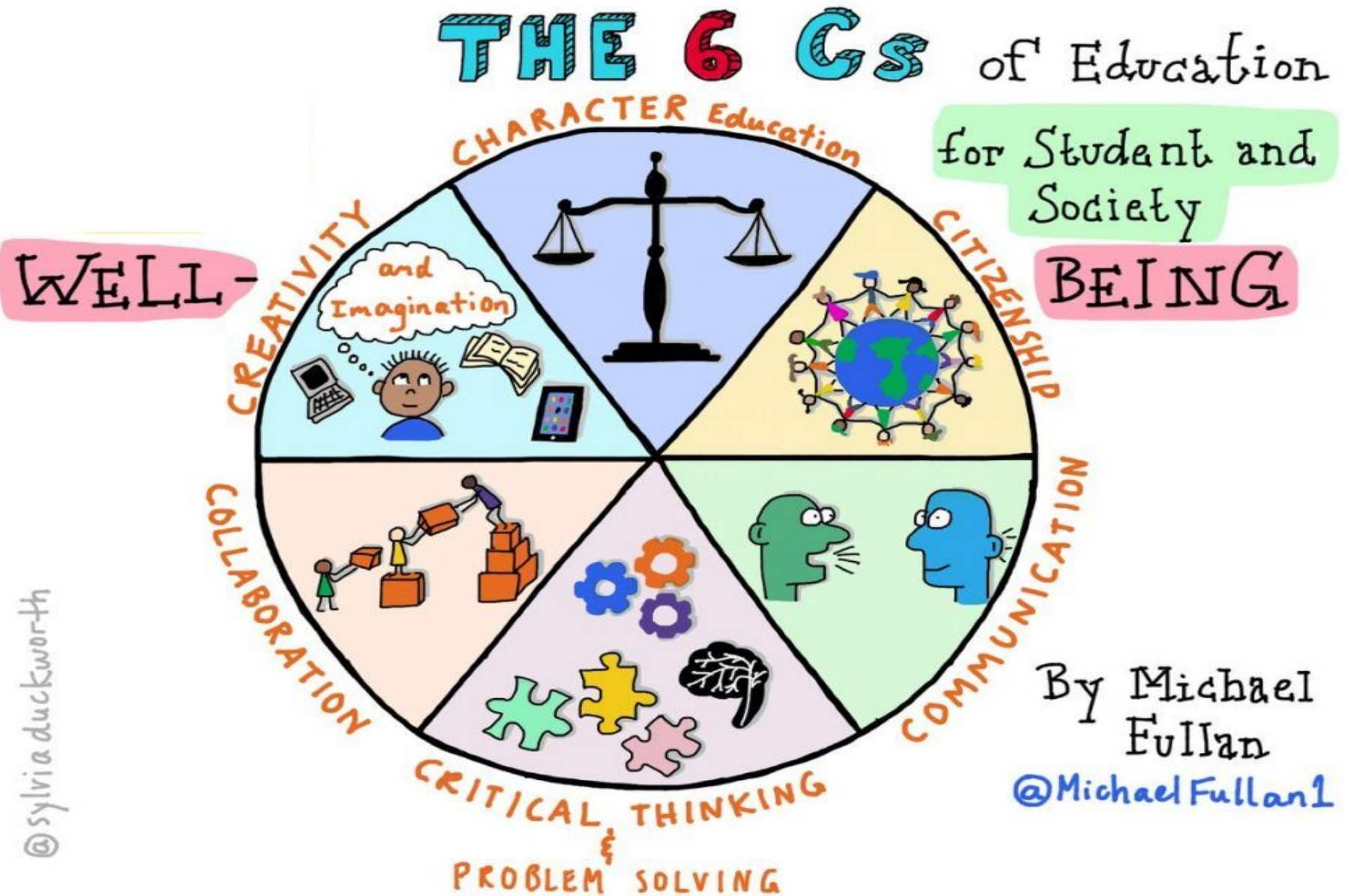
Strategic Goal 2:

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Strategic Goal 3:

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

What do kids need for their future?



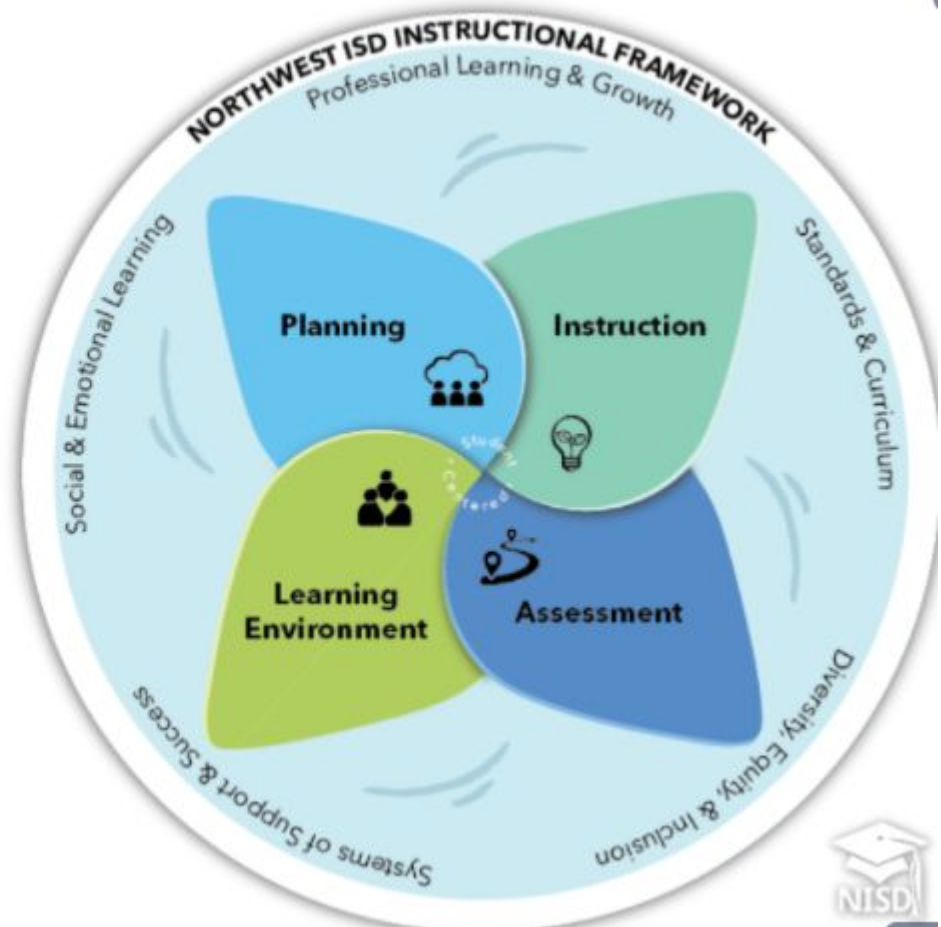
Instructional Framework

● Critical Components

- Planning
- Instruction
- Learning Environment
- Assessment

● Foundational Elements

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



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

College Ready



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

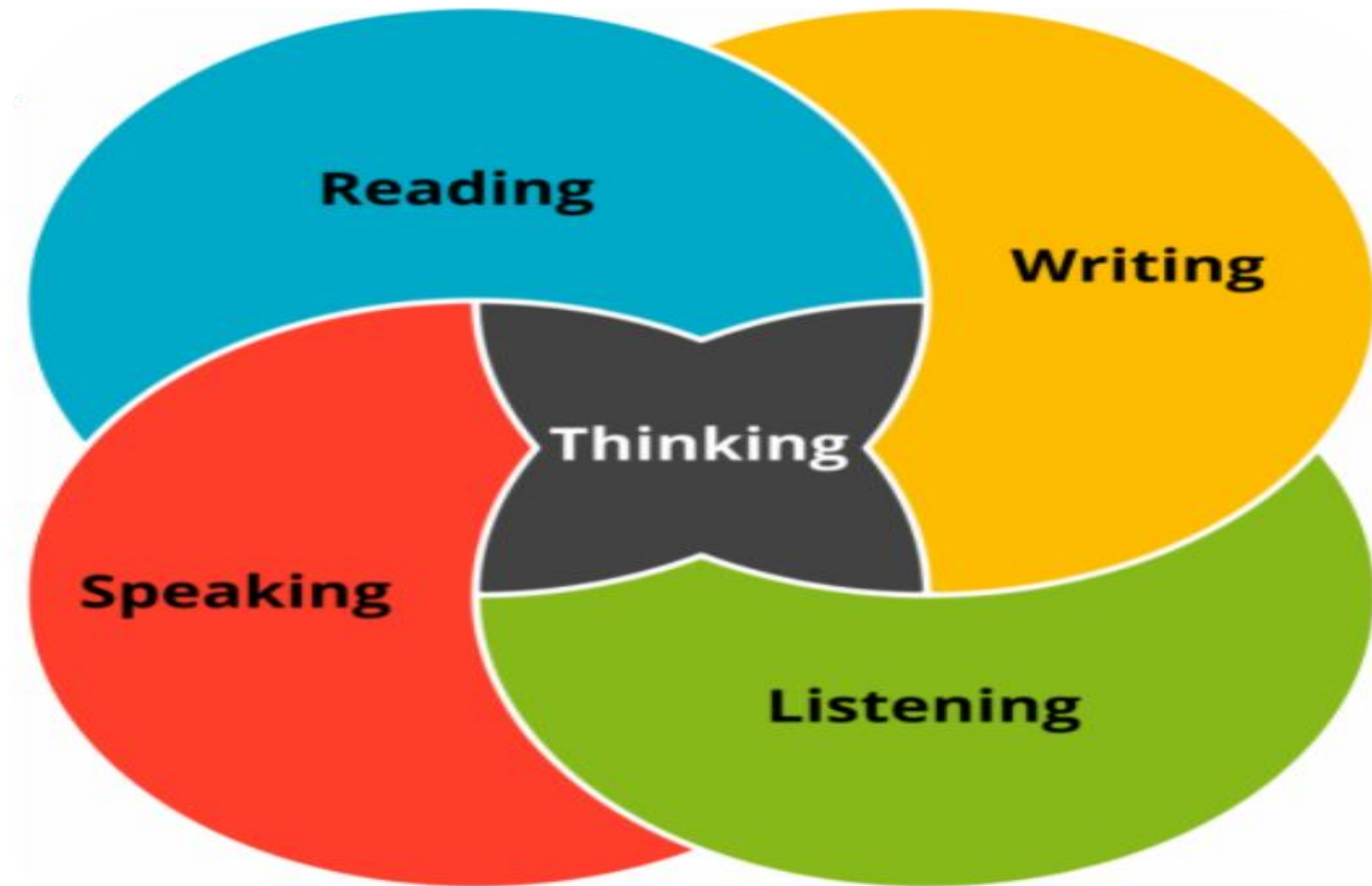
90-100 POLISHED ESSAY PAGES

6 PRESENTATIONS

75 TEXT-BASED DISCUSSIONS

21 PROBLEM SETS

Life, College, and Career Ready



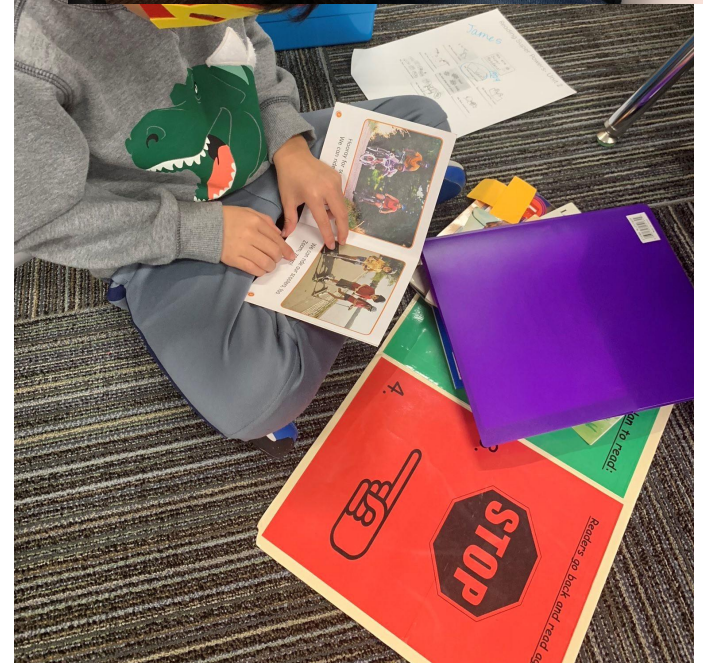
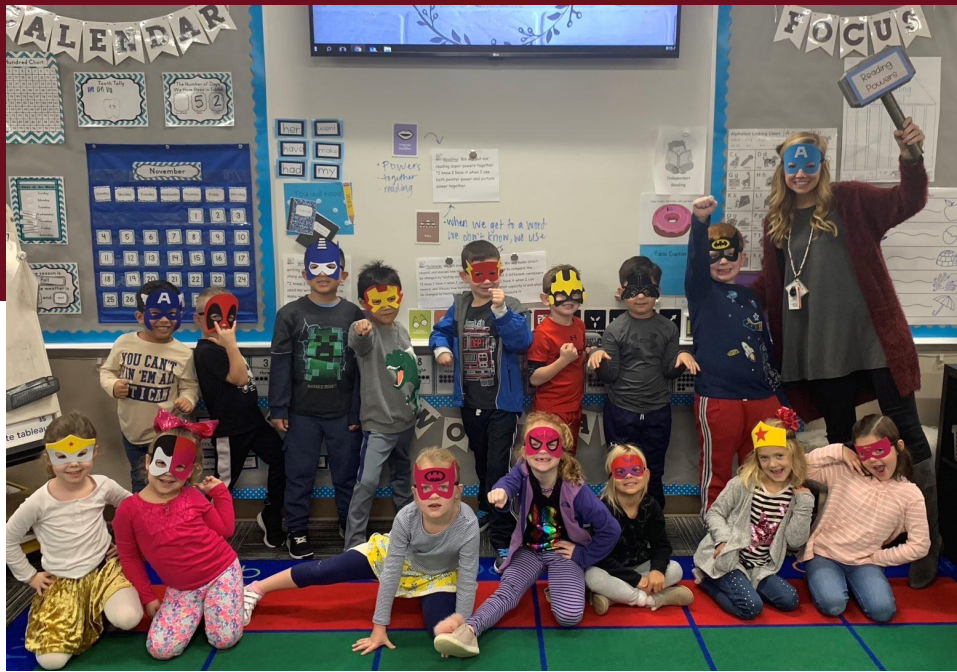
Phonological Awareness

Early predictor of reading success



All early literacy classrooms have a time in the day to work specifically with phonological awareness.

- Practice hearing and playing with sounds in words
 - Rhymes
 - Syllables
 - Individual sounds in words



Supporting Understanding

3 Read Protocol

①

Read for context

- Visualize the problem
- Can I explain the problem in my own words?

②

Read for question

- What is the goal?
- What would my solution sentence be?

Ex: They can share the cookies — ways.

③

Read for information

- What is important?
- Is there anything I don't need?

ANNOTATING TEXT

UNDERLINE

concepts you think might be useful for understanding or solving the problem.

CIRCLE

unfamiliar terms or phrases.

BOX

information that you think might be helpful for designing your investigation.



Write notes in the left margin.



Write questions and answers in the right margin.

Students use a circuit to investigate the properties of six objects. The buzzer makes a sound if an object completes the circuit. The circuit and observations are shown.

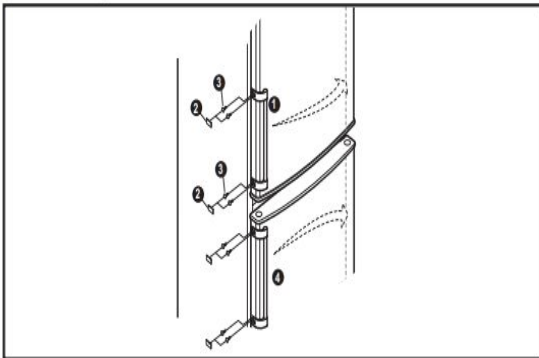
REPLACEMENT OF DOOR OPENING TYPE

Precaution

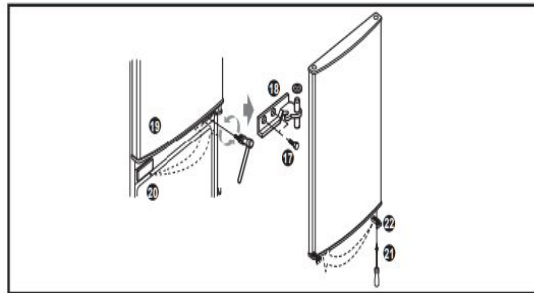
1. Before reversing the door, first of all, you should take out food and accessories like shelves or trays which are not fixed in the fridge-freezer.
2. Use Torque Wrench or Spanner to fix or remove the bolt.
3. Do not lay the fridge-freezer down. This will cause problems.
4. Be careful not to drop the doors in disassembling or assembling.

How to Reverse the Door

1. Separate the screw ③ after separating the nut ② on the left of the refrigerator door handle ①, then separate the refrigerator door handle ①. Separate the freezer door handle ④ in the order in which you separating the refrigerator door handle ①. (The hidden handle does not need this procedure)

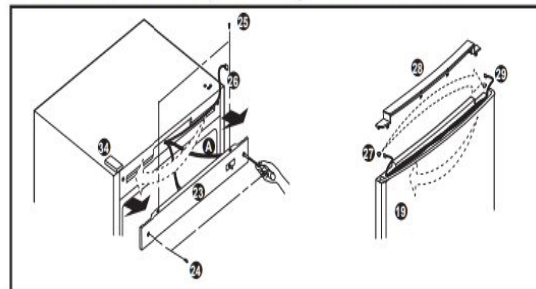


2. Separate the screw ⑤ and bottom cover ⑥, then separate the cap ⑦ of bottom cover and install it on the corresponding position on the right side. Separate the



4. Remove two small caps on the front of the cover front ②③ with a screw driver, then separate the screw ②④ and ②⑤. Separate the cover front ②③. Move the wire ②⑥ to left, install the cover front ②③ and the screw. Take the small caps out of the alternate bag, then install the small caps.

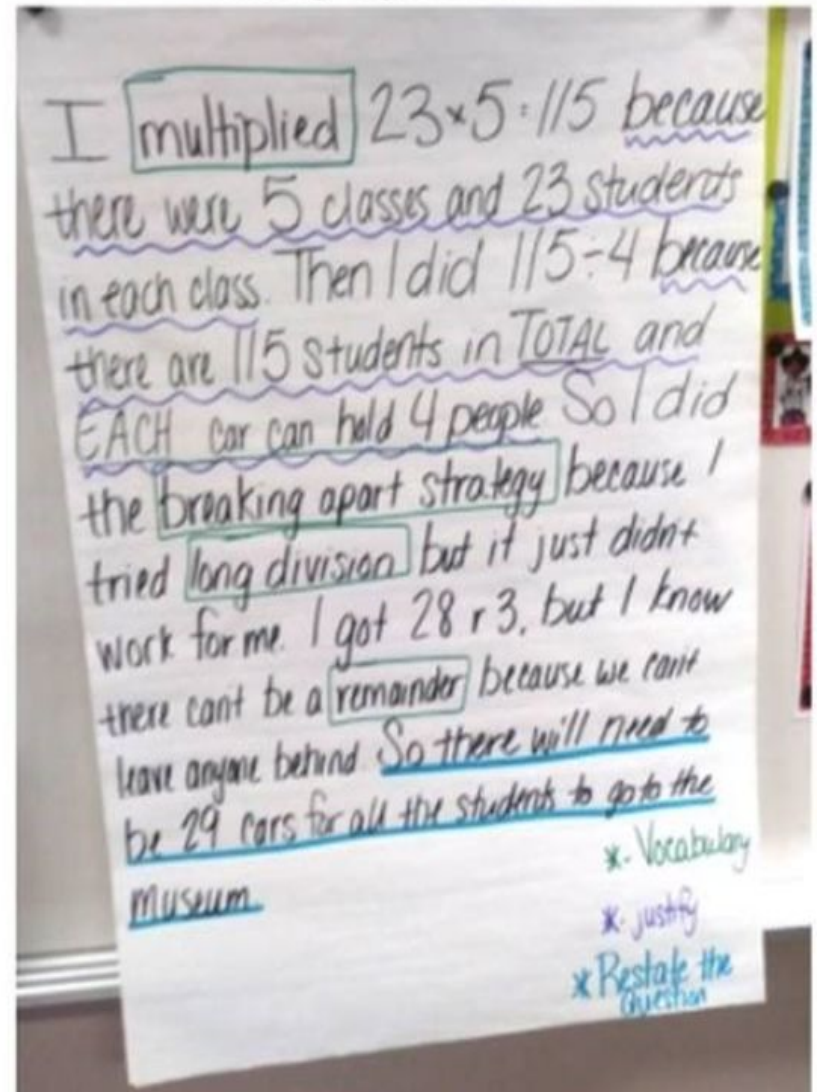
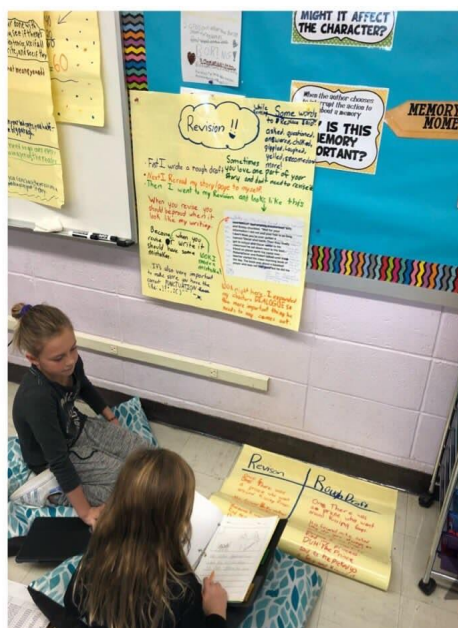
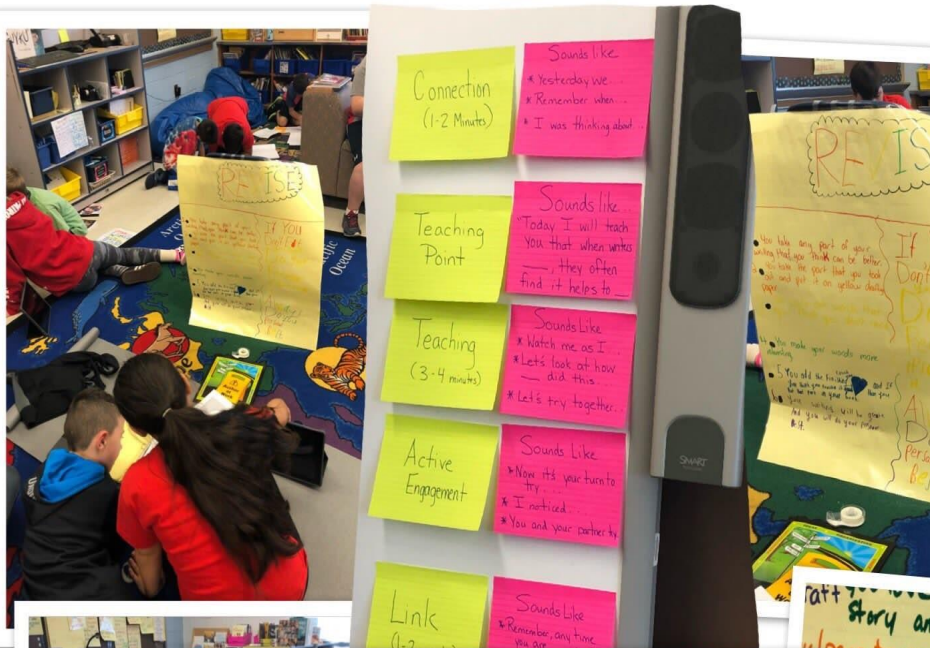
Note: It's unnecessary to change door switch wire ②⑦.



5. Remove the small cap ②⑦ of the refrigerator door ①⑨, then separate the small cap ②⑧. Move the cable ②⑨ from left to the corresponding position on the right. Install the small cap ②⑧, then install the small cap ②⑦ on the corresponding position on the right

1. Read and comprehend the prompt.
2. Analyze diagram of a circuit.
3. Analyze the chart.
4. Interpret the question.
5. Compare & contrast answer choices.
6. Connect cross-unit concepts.
7. Justify answer.

Evidence of clear expectations for writing a justification.



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, which lasted for over 400 years. The Han emperors were responsible for the expansion of the empire, the introduction of new technologies, and the maintenance of a large bureaucracy.

Heart/Religious Beliefs
 Confucianism was promoted by Han emperors. It was a system of thought that emphasized the importance of family, social hierarchy, and the role of the state. It was based on the teachings of Confucius, a philosopher who lived in the 6th century BC. Confucianism became the official state religion of the Han dynasty.

Hands/Architecture and Technological Advances
 The Han dynasty was a time of great technological advancement. The first paper was invented during this period. The Han also made significant advances in agriculture, including the use of iron plows and the development of new farming techniques. The Han also made advances in art, including the development of the first paper and the use of silk in clothing.

Legs/Labor Systems
 The Han dynasty was a time of great labor systems. The Han used a system of labor called the *miti*, which was a form of forced labor. The *miti* was used for a variety of purposes, including the construction of the Great Wall of China and the maintenance of the Han bureaucracy.

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.

World War I: After the ship Lusitania sank in a war zone. Germany sent Mexico a telegram stating if Mexico helped Germany defeat the U.S. in war, Germany promised them would give Mexico lost territories (states). These states include Arizona, New Mexico, and Texas. This made the U.S. very furious which caused them to enter war.

Texas Paraglyph
 The Dust Bowl effected Texas economically because the storm made people homeless, jobless, and moneyless. The Dust Bowl effected Texas politically because since the Dust Bowl killed many people and people lost their belongings. Texans had to join the F.D.R's New Deal. The Dust Bowl effected Texas socially by causing Texans to go to the relief centers for shelter after the storm. Also with struggling families the Great Depression worsened.

World War II: Sept 1939 - Sept 1945
Pearl Harbor: December, 1941




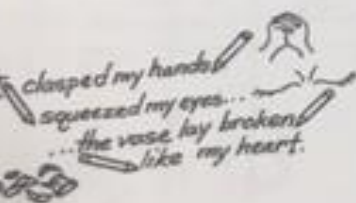
On December 7th, 1941 Japan set off an extremely powerful surprise attack at Pearl Harbor (a military base) in Hawaii. Japanese warplanes dropped bombs and torpedoes at U.S. war ships sinking them. The reason Japan created this attack is because the U.S. stopped providing (trading oil with Japan because it sided with the allied power (Japan with oil) and if the U.S. provided oil for Japan Japan would become a despotism nation). The

The Great Depression
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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. I gasped. Never before had I seen so many ladybugs in one place!</u></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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



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...

Shape

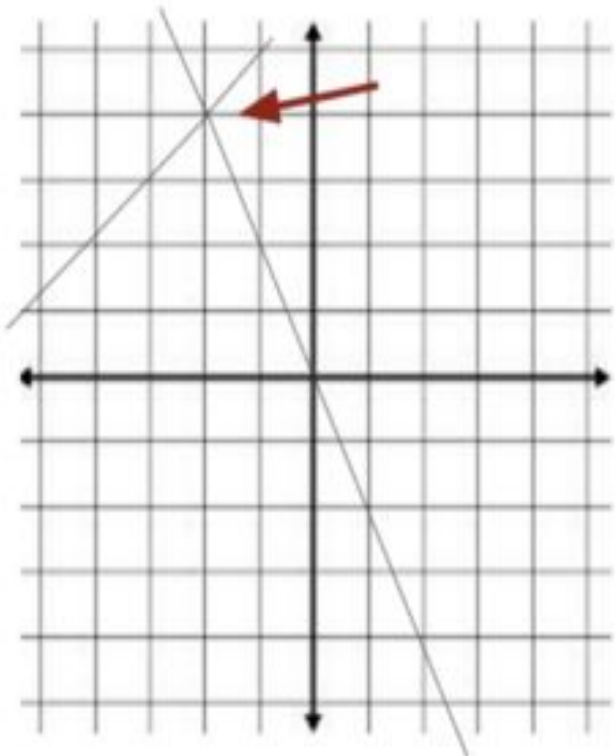
Write a system of equations that has a solution of $(-2, 4)$. Prove your answer multiple ways.

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?

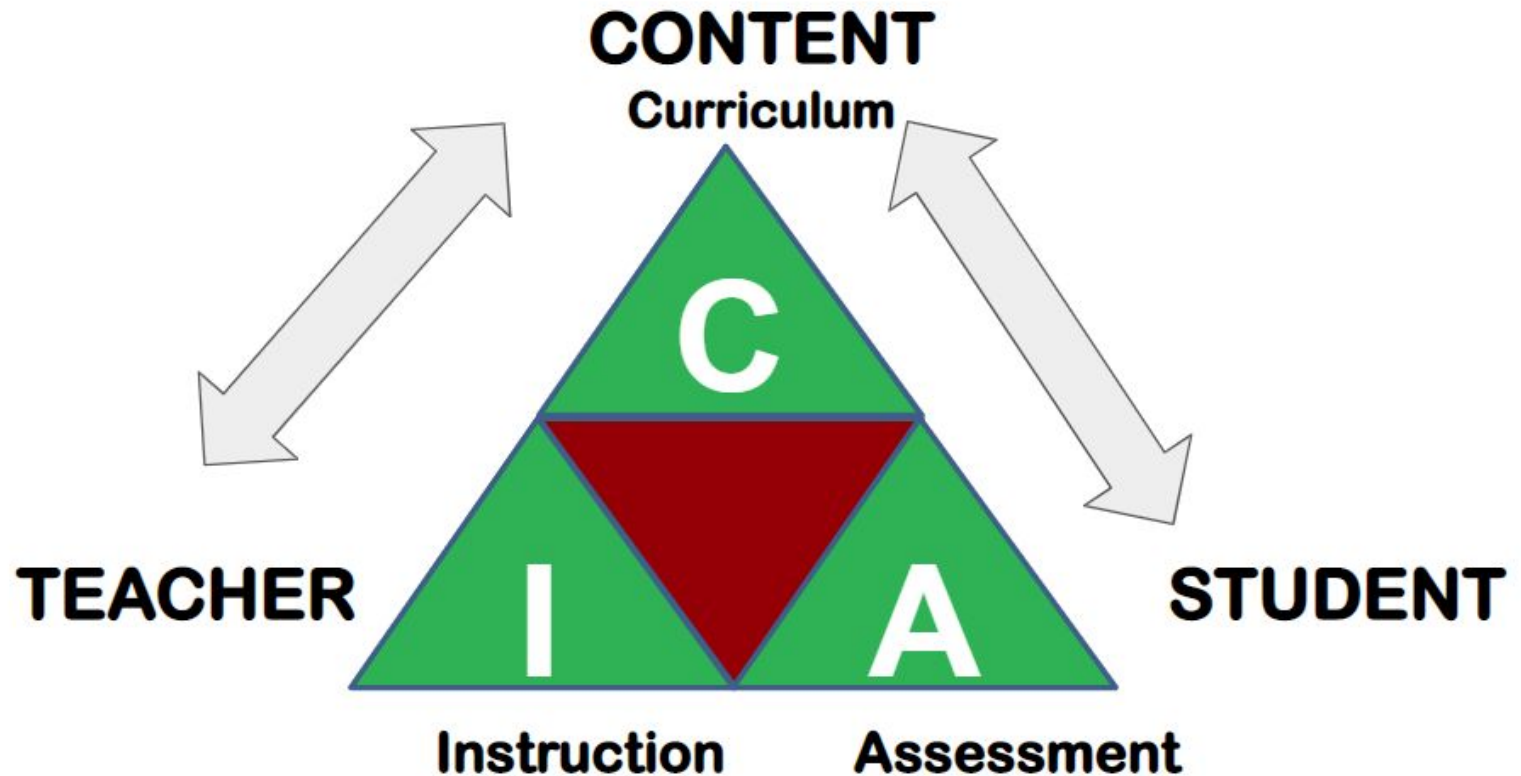
Student Feedback:
I think you were detailed and organized in which you explained it. It was simple and too the point but good job! -Katie
Also, how did you come up with these equations?



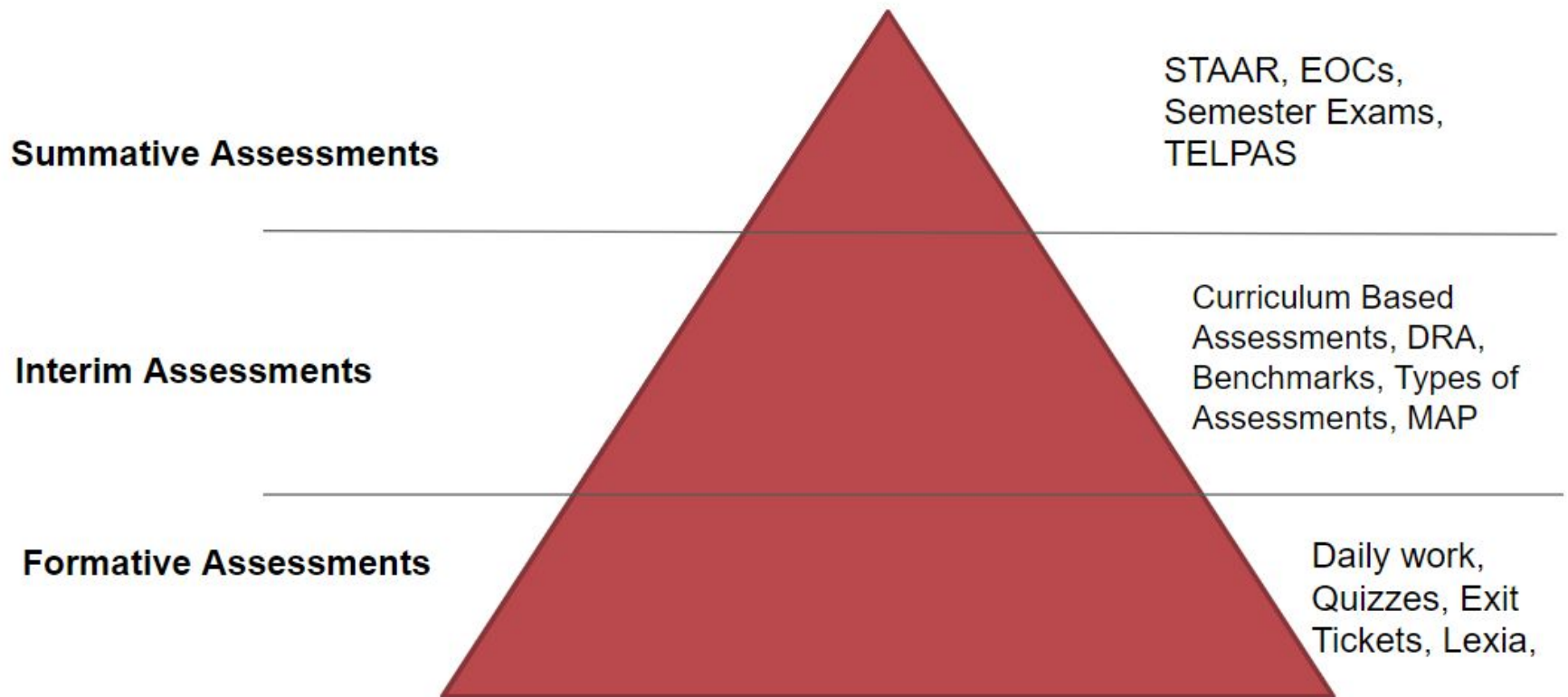
In NISD, I will be expected to:

- **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



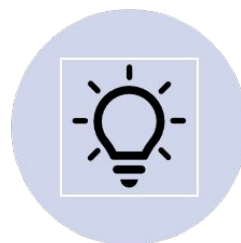
Types of Assessments



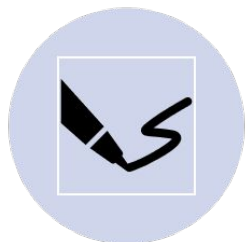
STAAR 2.0 - We are in full implementation.



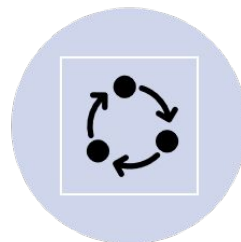
Transition to online assessments



New item types



Adding writing to Reading/Language Arts STAAR/EOC

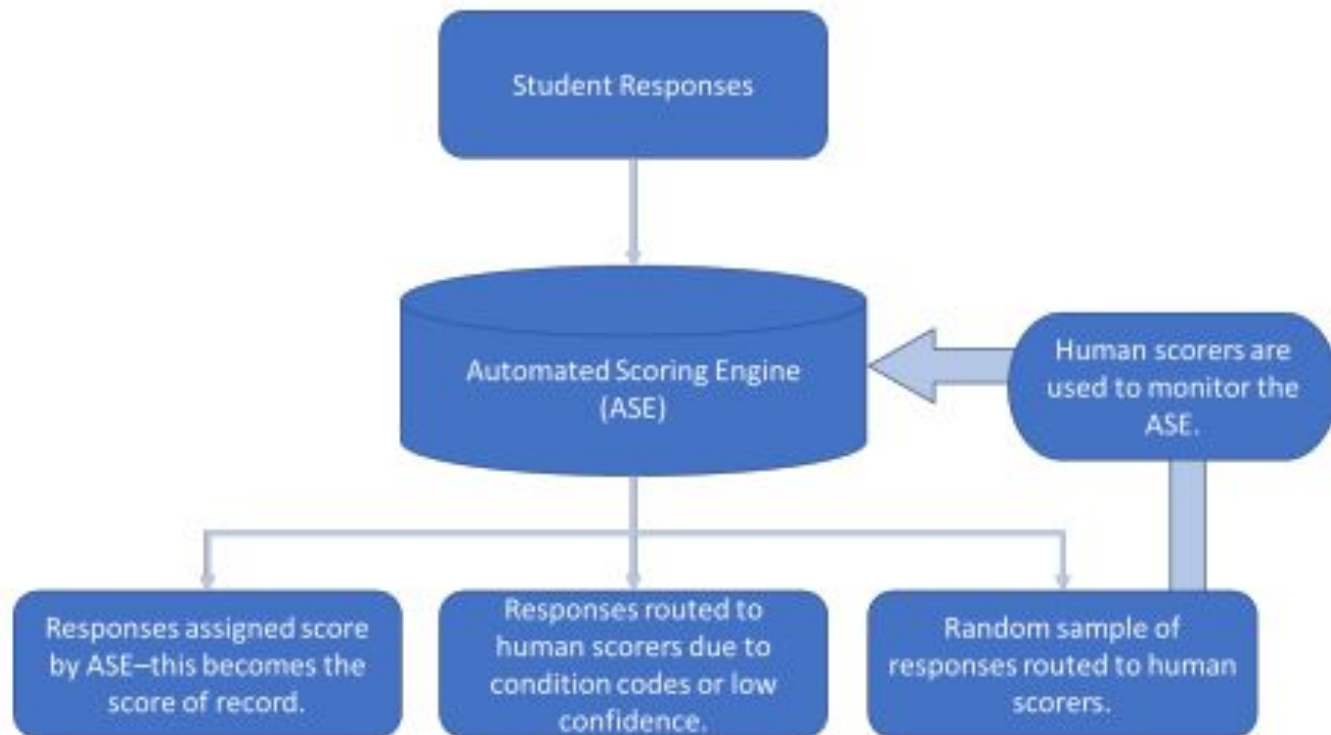


Incorporating cross-curricular passages to Reading/Language Arts STAAR/EOC

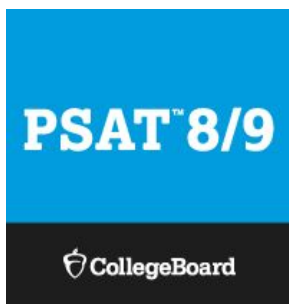
Moving beyond multiple choice.

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, draws bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content. For writing, student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

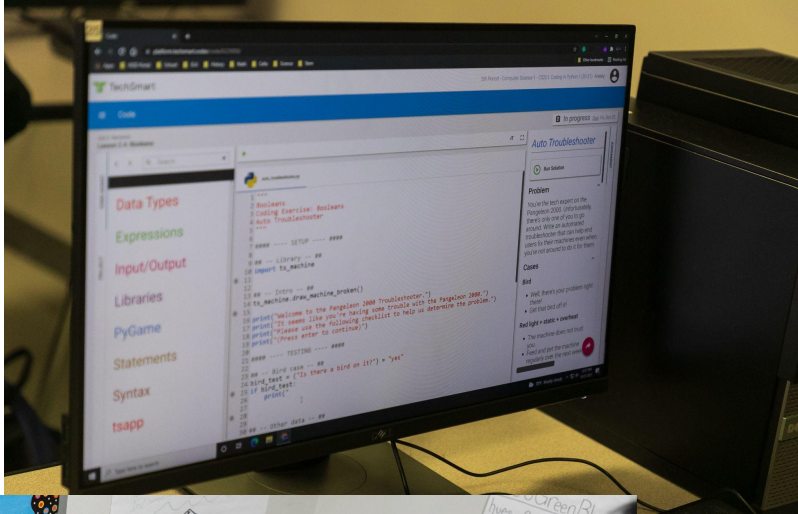
STAAR - Automated Scoring Engine (Extended Constructed Response & Short Constructed Response)



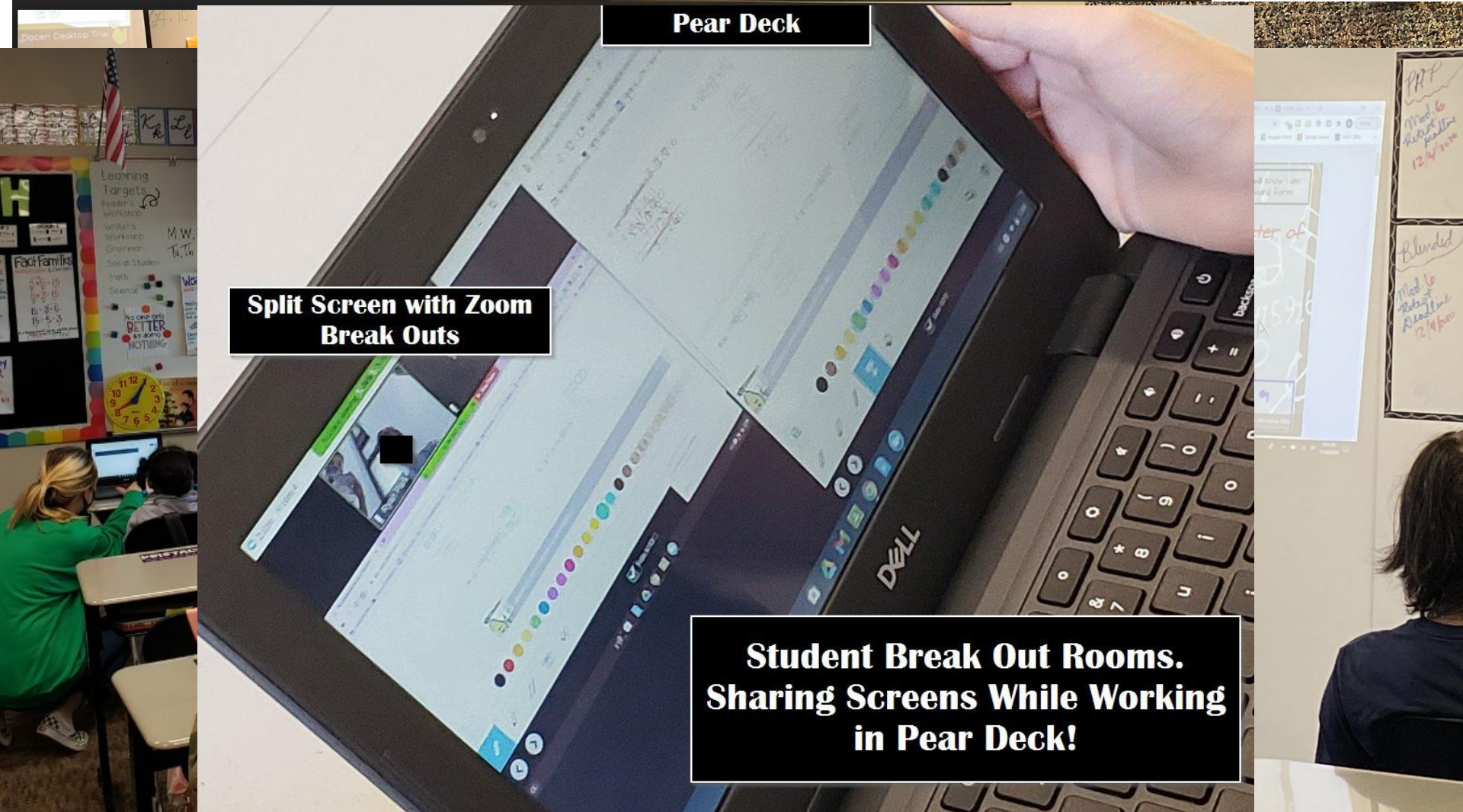
Other Assessments



Future Ready Classrooms



Future Ready Classrooms



Pear Deck

**Split Screen with Zoom
Break Outs**

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

New STAAR Item Types in NISD Digital Tools

Multiple digital platforms are available for teachers to model and practice the STAAR item types with their students.

Edugence



- Assessments in Edugence allow for new item types practice and for district data alignment.
- [Creating STAAR question types in Edugence](#)
- [Edugence YouTube videos](#)

Canvas



- Canvas Quizzes provide opportunities to practice new item types including hotspot, drag and drop, and more.
- [Canvas Question Type Comparison for STAAR](#)
- [Intro to Canvas Quizzes](#)

Kami



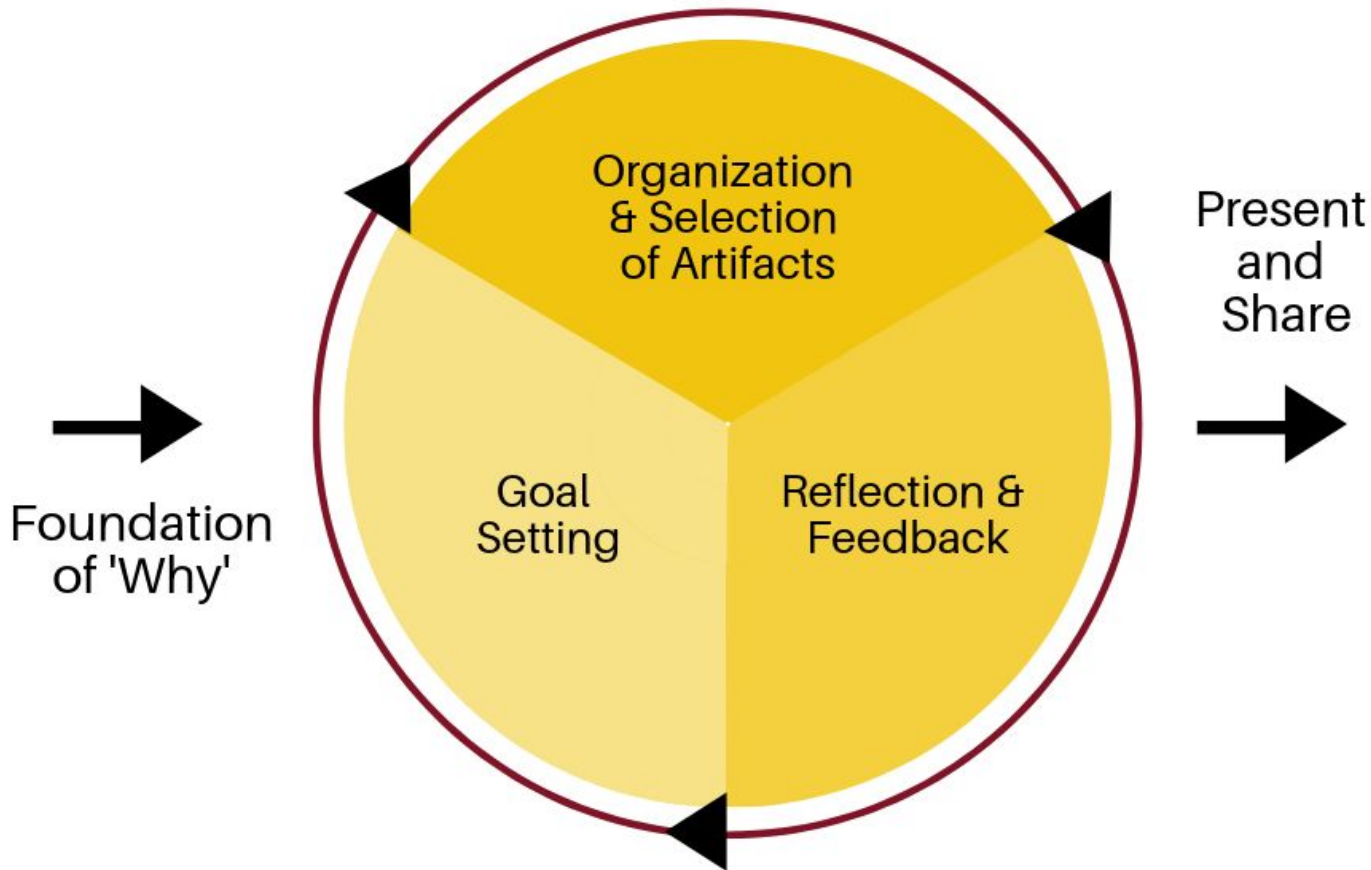
- Kami's tools give students digital annotation practice including highlighting, making notes, and answering questions.
- [STAAR Testing with Kami](#)
- [Kami STAAR Practice Resource](#)

Expo Student Showcase

A student wearing a grey t-shirt and blue gloves is working in a workshop, using a tool to shape a piece of wood. The background shows a workshop environment with various tools and materials. The text 'LEAP INTO' is overlaid on the image, with 'LEAP' in white and 'INTO' in pink.

**LEAP
INTO**

ePortfolios



eportfolios.nisdtx.org

ePortfolios



tinyurl.com/PYounger

ePortfolios & Digital Citizenship

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 11oworld.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

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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

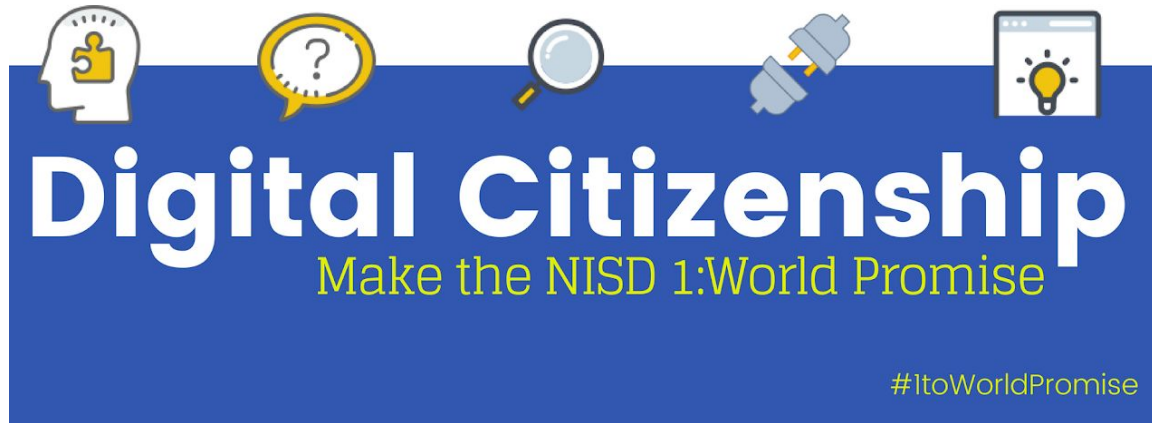
EXCLUDE:

- 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

Digital Citizenship



Intentional
integration into
curriculum and
classroom
practices

digitalcitizenship.nisdtx.org

Lessons for school
and conversations
to continue
learning at home
as a family.



Digital Citizenship

We promise:



to be upstanders,
not bystanders!

to be ethical
online users &
digital citizens

to watch for & avoid
phishing, scams,
or cyber attacks.

to create positive
digital reputations.

to share
carefully &
thoughtfully.

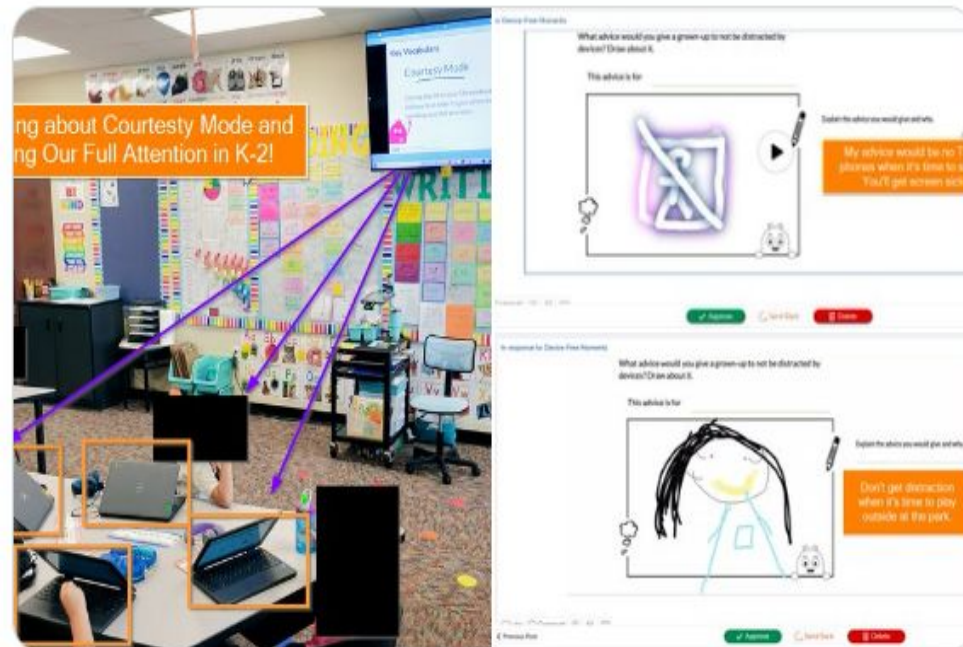
to follow copyright
laws & protect
intellectual property

to protect
our personal
information

Digital Citizenship

Our youngest @NorthwestISD Digital Citizens learning that it's not healthy to be on screens all the time. Learning when screens are good and when we need to put them away 🖥️ ⌚ ☀️ 🛑

#1toWorldPromise in Mrs. Corkin's Kinder Class
@SenderaRanchEle



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

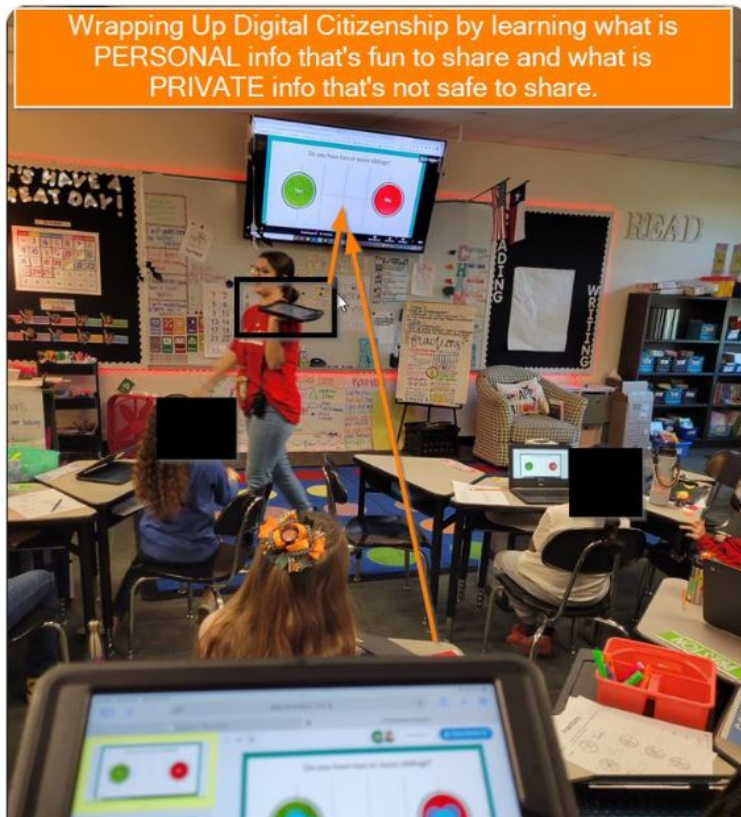


#1toWorldPromise

Digital Citizenship

Digital Citizenship Mod 5 with [@MissKuhlman3rd](#) Today 🎉. It's a JOY watching Mrs. Kuhlman lead the class through an important lesson on personal vs. private information.

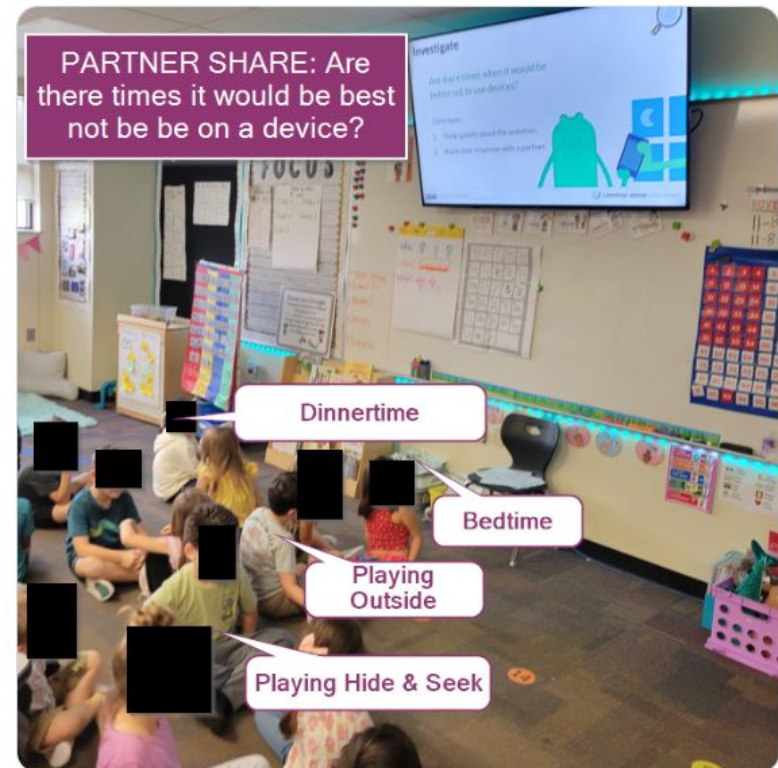
The [@PearDeck](#) Dashboard allows her to be mobile and capture all student voices. [#1toWorldPromise](#) [#NISDIT](#)



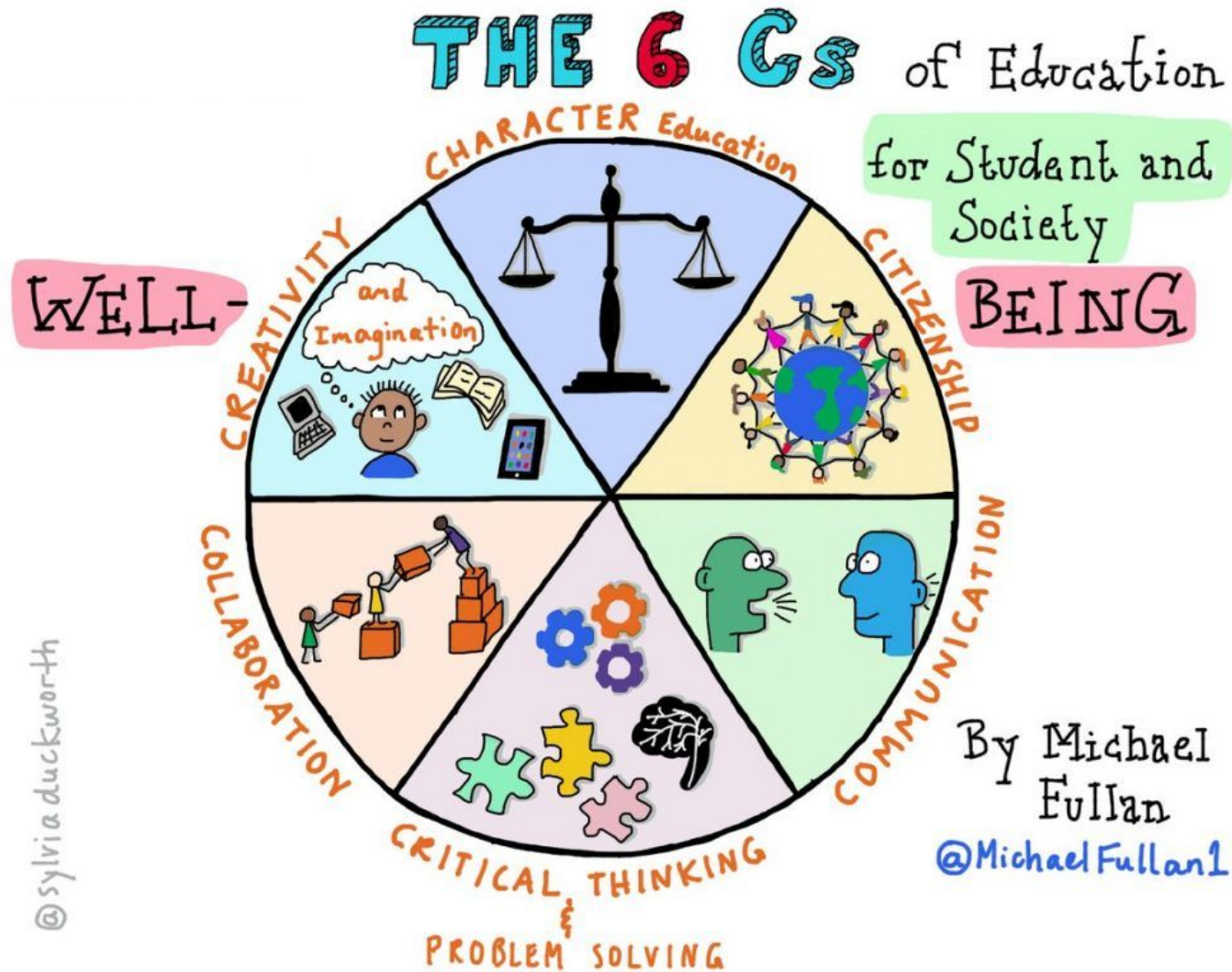
Learning about Media Balance & Device Free Moments in Kinder [@KayGrangerElem](#)

Loved hearing Mrs. Ronck's Student Responses. It's never too early to start learning these lessons ❤️
[#1toWorldPromise](#) [#NISDIT](#)

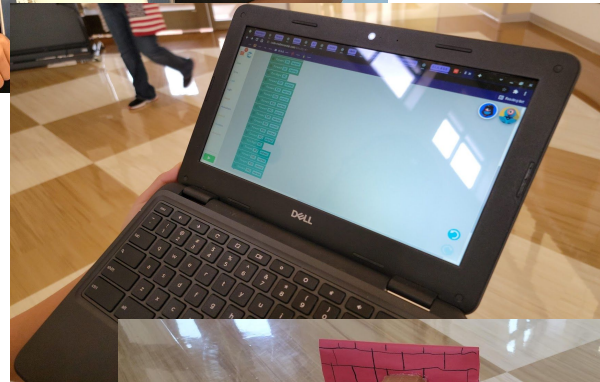
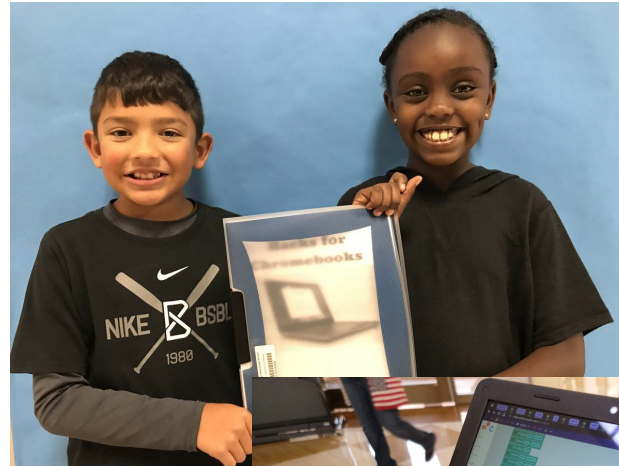
[@MichelleMcAdam5](#) [@mrsjohnson209](#)
[@ShawntayHamm](#)



What do kids need for their future?



Beyond the Classroom - Robotics



Beyond the Classroom - TechnoCamp



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

Family Involvement
Program

**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**



tinyurl.com/AppstoKnow

Beyond the Classroom - Parent Ed



Webinar

Parents & Students
Grades 8, 10, and 11

Understanding and Using Your PSAT Scores

**February 1, 2024
6:30 PM**

Follow the link below to join the webinar.

<http://tinyurl.com/usingPSAT2024v2>



A recording of this presentation will be available on the CCMR YouTube channel (@nisd_CCMReady) five days after the presentation.



This presentation will be recorded and made available on the CCMR YouTube channel (@nisd_CCMReady) for those who are unable to attend.



Webinar

What is Advanced Academics

For 5th Graders & Their Parents

February 8, 6:30 PM

**Use the link below to access the
webinar**

<https://tinyurl.com/WhatIsAdvAcademics24>

WEBINAR Navigating Advanced Academics In High School

JANUARY 25, 2024 6:30 - 7:30 PM

**4 Primary
Topics**

Overview of Advanced Academics Options
So Many Options.... How Do I Choose?
The Texas College Core Curriculum
CCMR Tracker & Honor Cords

Join the webinar using the link below

<https://tinyurl.com/AdvancedAcadinHS24>



This presentation will be recorded and made available on the CCMR YouTube channel (@NISD_CCMReady) for those who are unable to attend live



We have 3 levels of classes available.

- FREE CHILDCARE PROVIDED AT BOTH LOCATIONS.**

<https://bit.ly/NISDESL>

Please contact Karina Valencia at 817-215-0314 or Angela Cox at 817-215-0871 at the Language Acquisition Department for more information.

Tienes que usar una dirección de correo electrónico de Google (Gmail).

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