

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
December 13, 2023

To: Mr. Watts, Superintendent
Ms. Malone, Chairperson of the Board
Members of the Board of Education

Newport Curriculum Department Vision:

We envision a day when **all leaders** of Newport Independent Schools exhibit high expectations and guarantee excellence of instruction, ensure equitable opportunities and leverage all high quality resources so that students, staff and leaders will **maximize** their fullest potential.

Through our partnership with NKCES and KASA the Curriculum Department has increased our knowledge of Deeper Learning, Accelerated Learning, and Innovative Pedagogies causing us to focus on measuring the competencies of the portrait of a graduate. Also these initiatives have a place in school improvement, student achievement, and teacher efficacy. With this in mind, we were very intentional in our session selections at the NABSE conference we attended in November.

As we navigate school improvement, we are seeking approaches that not only facilitate the acquisition of knowledge but also cultivate critical thinking, problem-solving, and adaptability. Our focus has led to the exploration of pedagogical paradigms such as Deeper Learning and Accelerated Learning, each offering unique perspectives on enhancing educational outcomes.

Deeper Learning, at its core, represents a shift from traditional rote memorization towards fostering a more profound understanding of concepts. Emphasizing critical thinking, collaboration, communication, and creativity, Deeper Learning encourages students to delve beyond surface-level knowledge, enabling them to connect ideas, think critically, and apply their understanding to real-world scenarios. This approach aims to empower learners with the skills necessary for success in an increasingly complex and interconnected world. (strategic plan portrait of a graduate)

Accelerated Learning seeks to optimize the learning process by leveraging various strategies that enhance the speed and efficiency of knowledge absorption. Recognizing the diversity in individual learning styles, this approach tailors instructional methods to suit the preferences and strengths of learners. By incorporating elements such as multimedia, interactive activities, and immersive experiences, Accelerated Learning aims to create an engaging and dynamic educational environment that accelerates the acquisition of knowledge and skills.

The intersection of Deeper Learning and Accelerated Learning creates a place where the depth of understanding is aligned with the efficiency of acquisition. This alignment emphasizes not only the depth of knowledge but also the mastery of concepts, creating a well-rounded learner capable of navigating the challenges after graduation.

NABSE conference:

The National Association of Black School Educators Conference is an annual event that brings together educators, administrators, policymakers, and stakeholders in the field of education. The conference typically focuses on addressing the unique challenges and opportunities faced by Black educators and students in the American education system.

The conference was divided into specific strands; Transformational & Innovative Leadership, Literacy 2.0 , and Learning Acceleration. The following are the sessions attended:

ASPIRING SUPERINTENDENTS ACADEMY (TRANSFORMATIONAL & INNOVATIVE LEADERSHIP)

BLACK MATH GENIUS – DR. LAMAELE ASSATA MOORE (LEARNING ACCELERATION)

“Bring out the Math Genius in Black Children” strongly aligns with the selected strand of “Learning Acceleration”. The workshop addresses the need to dismantle inequities in math and find unique ways to connect and engage with students by focusing on deep conceptual understanding concepts that will result in higher math proficiency among black children. The workshop directly acknowledges the challenges faced by these students and aims to provide innovation strategies to bridge both the achievement gap and the belief gap.

Goal 1: Foster cultural responsiveness and awareness of challenges faced by black students in math education.

Goal 2: Equip participants with effective strategies aligned with the AIR Model to accelerate math proficiency among black children

Goal 3: Cultivate a collaborative professional network for ongoing support and knowledge sharing among educators.

RETHINKING GIFTED EDUCATION: CUTTING EDGE TECH FOR ENHANCED LEARNING ACCELERATION – Nahsechay Dipo (LEARNING ACCELERATION)

Gifted & talented Campus Program Manager/ Executive Dir. Dallas Independent School District

Gifted education faces unique challenges in ensuring equitable access and fostering exceptional growth. The focus on cutting-edge technology aligns with these challenges. This session will explore the integration of avant-grade technological tools to revolutionize gifted education, targeting educators, administrators, parents, and others involved in K-12 education. The session aims to offer practical tools that educators can use immediately.

Goals include – Introducing advanced technological tools like AI and VR, demonstrating their practical applications, and providing actionable takeaways for immediate implementation, ensuring that gifted students are consistently challenged at an appropriate level.

AI – ARTIFICIAL INTELLIGENCE FOR EQUITY IN EDUCATION: A GAME CHANGER - Equity and Family Engagement – Ken Patterson, Principal (LEARNING ACCELERATION)

This presentation will delve into how Artificial Intelligence can revolutionize education for minority students and decimate administrator and staff workload, resulting in retention, morale, and accelerated student achievement. Apprenticeship (Schoenback, Greenleaf, & Murphy, 2012) yields a statistically significant difference in math achievement. The research directly supports the literacy 2.0 strand. The intervention used the science of reading approach rooted in metacognitive theory. Students learned math concepts through examining their thinking in reading process and engaging in peer collaboration.

Goal: Is to share a strategy to aid educators in increasing content knowledge through literacy. At the end of the session, educators will have a science of literacy strategy that is engaging, robust, and enriching. Educators will be able to assist their students with developing math literacy by engaging in metacognitive processes and peer collaboration.

Outcomes:

1. AI Driven Learning: Explore AI's role in personalized education, enhancing learning for every student
2. Reducing Workload with AI: Learn about AI tools that minimize administrative burdens, freeing educators to focus on teaching

3. Expert Insights: Gain valuable insights from Ken Patterson's experience in integrating AI in educational settings

THE EFFECTS OF MATH LITERACY UTILIZING A READING APPRENTICESHIP FRAMEWORK ON MATH ACHIEVEMENT – Dr. Karonda Foster Mitchell, School Improvement Professional Learning Facilitator, DeKalb County School District (LEARNING ACCELERATION)

This research addresses the issue of a lack of math literacy skills that are necessary for academic achievement. The researchers proved, quantitatively, that the use of a literacy intervention, the Reading

FUTURISTIC LEADERSHIP: TRANSFORMING LEADERSHIP THROUGH EQUITY AND INNOVATION - LOCHA BROOKS, EDUCATIONAL CONSULTANT

In 2020 the Decatur Public School Board of Education declared racism a public health crisis. In an effort to

advance equity and excellence for marginalized students the district partnered with 1st Class Educator, LLC to deploy district wide professional development with a systemic approach. The Establishing Equitable practices four year - four phase professional development program included district leadership coaching, administrative coaching, and small group caucus coaching that lends to transformational and innovative leadership building capacity.

Participants will witness the benefits of

- 1) Strategic partnerships and collaboration through innovative leadership coaching that transform schools

for marginalized students while dismantling system inequities

- 2) Participants will be introduced to the effective methods used to ensure impactful district wide professional development.

DESTINED TO RULE THE SCHOOLS, BLACK WOMEN AND THE SUPERINTENDENCY -
NABSE'S LEADING LADIES SERIES

PANELISTS



FACILITATOR

Dr. Sharon Contreras

Former Superintendent
Guilford County Schools
CEO, The Innovation Project



Dr. Tahira Dupree Chase

Superintendent of
Westbury Union Free Schools
(New York)



Dr. Aleesia Johnson

Superintendent of
Indianapolis Public Schools
(Indiana)



Dr. Grenita Lathan

Superintendent of
Springfield Public Schools
(Missouri)



Dr. Avis Williams

Superintendent of
NOLA Public Schools
(Louisiana)



Dr. Iranetta Wright

Superintendent of
Cincinnati Public Schools
(Ohio)

Our Keynote Speaker

DR. MICHAEL ERIC DYSON

Dr. Michael Eric Dyson is a distinguished professor, gifted writer, and prominent media personality. He has taught at some of the nation's most prestigious universities, including Princeton, Brown, and Georgetown, and is currently a Distinguished University Professor at Vanderbilt University. Dr. Dyson has authored over 25 books, including seven New York Times bestsellers. He has won numerous awards for his literary achievements, including the 2020 Langston Hughes Medal, the American Book Award, and two NAACP Image Awards.

In addition to his academic and writing pursuits, Dr. Dyson is also a leading public intellectual, known for his thought-provoking insights on race, social justice, and contemporary culture. His books on figures such as Martin Luther King Jr., Malcolm X, and Barack Obama have garnered widespread acclaim and sparked important conversations about race in America.



Kindergarten Readiness Data:

School Year	% Ready with Interventions	% Ready (1)	% Ready w/ Enrichment (2)	% Kindergarten Ready (1 + 2)
2022 - 2023	81%	19%	0%	19%
2021 - 2022	67%	30%	3%	33%

Realizing the intention behind comparing kindergarten readiness state scores from year to year is rooted in a desire for continuous improvement, it is important to acknowledge the limitations of this approach. The complexity of early childhood development, the fluid nature of demographics, and the influence of external factors demand a more comprehensive evaluation. Benchmark assessments throughout the school year allows us to better understand and address the diverse needs of young learners, ultimately fostering an environment where every child has the opportunity to grow.

Below please find the 2022 -2023 Iready benchmark data that compares fall to spring. Concluding once students enter our kindergarten they have higher than average growth.

READING:

Grade		Overall Grade-Level Placement		<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Grade K	Spring (March 2 - End of Year)	<div><div></div></div>	51%	33%	16%	0%	0%	
	Fall (Beginning of Year - November 15)	<div><div></div></div>	1%	6%	93%	0%	0%	

MATH:

Grade		Overall Grade-Level Placement		<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Grade K	Spring (March 2 - End of Year)	<div></div>	60%	19%	21%	0%	0%	
	Fall (Beginning of Year - November 15)	<div></div>	1%	5%	94%	0%	0%	

Respectfully submitted,

Darla R Payne
Chief Academic Officer

Katina Brown
Director of District Wide Services