NEWTON COUNTY SCHOOLS
SPIRIT | PRIDE | EXCELLENCE
Achieves

Excellence in Teaching Framework Update

NCS EXCELLENCE IN TEACHING FRAMEWORK

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Chief of Learning and Leadership



NEWTON COUNTY SCHOOLS

ORGANIZATIONAL PRIORITIES

STRONG FOUNDATION BRIGHT FUTURE

ADVANCING ACADEMICS, SCHOOL IMPROVEMENT, AND STUDENT SUPPORTS

- *Strengthen the district's literacy foundation; clarify and document the district's literacy improvement philosophy, strategy, and resources*
- *Strengthen the instructional core (implement research-based instructional practices, interventions, and support systems in service of ensuring rigorous, Tier 1 Instruction, district-wide*

ADVANCING OPERATIONAL EFFECTIVENESS

- *Advance school safety through coordinated improvement strategy*
- *Ensure the development of a multi-year Strategic Plan*
- *Identify and implement necessary operational efficiencies to streamline core systems and enhance organizational effectiveness*
- *Evaluate district-wide facilities to explore opportunities for future use, right sizing, efficiency, upgrades, and modernization*

ADVANCING CULTURE & ENGAGEMENT

- *Develop a commonly applied, Tier I behavior support and intervention framework*
- *Deepen community and stakeholder engagement*

ADVANCING INNOVATION & ORGANIZATIONAL STABILITY

- *Strengthen pathways and programs for students that support workforce development, aligned with community needs and industry partnerships*
- *Evaluate and modernize policies to promote coherence and to correspond with the current state of the district*
- *Invest in the professional growth of current and aspiring leaders to strengthen executive capacity, develop a sustainable leadership pipeline, and ensure high-impact leadership at all levels*

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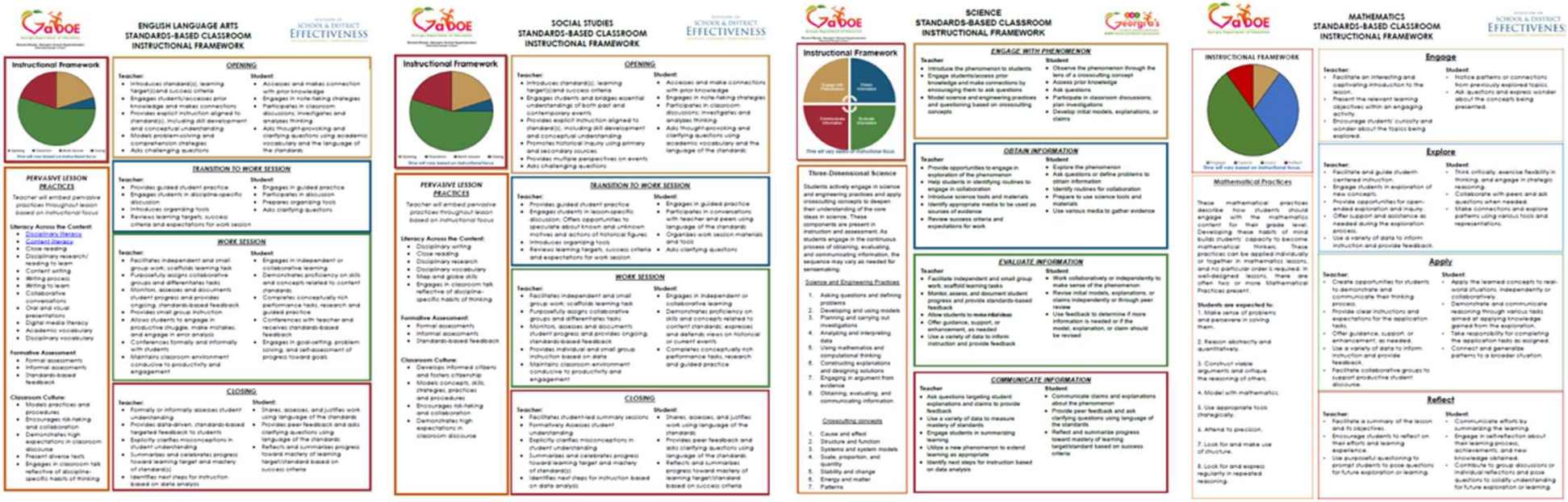
ADVANCING CULTU[illegible]

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- **Strengthen the instructional core (implement research-based instructional practices, interventions, and support systems in service of ensuring rigorous, Tier 1 Instruction, district-wide**

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NCS EXCELLENCE IN TEACHING FRAMEWORK



ENGLISH LANGUAGE ARTS STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

SCIENCE STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

MATHEMATICS STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

GA DOE INSTRUCTIONAL FRAMEWORKS

NCS EXCELLENCE IN TEACHING FRAMEWORK

Foundation Building – 2024 – 2025

- Researching
- Gathering feedback
- Developing updated curriculum resources
- Time to explore these tools and build familiarity
- Develop and implement a unified instructional framework

NCS EXCELLENCE IN TEACHING FRAMEWORK



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CURRICULUM RESOURCE UPDATE

Second Grade Mathematics Unit 1 Plan for 2025-2026

Our Mission is to provide educational excellence for all students

effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

- **2.MP.1** Make sense of problems and persevere in solving them.
- **2.MP.2** Reason abstractly and quantitatively.
- **2.MP.3** Construct viable arguments and critique the reasoning of others.
- **2.MP.4** Model with mathematics.
- **2.MP.5** Use appropriate tools strategically.
- **2.MP.6** Attend to precision.
- **2.MP.7** Look for and make use of structure.
- **2.MP.8** Look for and express regularity in repeated reasoning.

The Framework for Statistical Reasoning and the Mathematical Modeling Framework should be taught throughout the units. The K-12 Mathematical Practices should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.

Strategies / Anchor Charts

2.MDR.5.4

What is the purpose and audience of the graph?

2.MDR.5.5

Estimate Before You Measure

Look at the object. Think: Is it short like a pencil or long like a desk?
Choose a good unit.
➤ Use inches for small things (like a crayon).
➤ Use feet for medium things (like a chair).
➤ Use yards for large things (like a rug).

Measure Carefully
Start at zero on the ruler or measuring tape.
Line up the edge of the object.
Read the number where the object ends.

Ask Questions and Use Data
Look at charts, bar graphs, or picture graphs.
Ask and answer questions like:
"What is the longest item?"
"How many inches longer is the book than the pencil?"





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8th Grade ELA

NCS Curriculum Resource Documents | **Georgia's K-12 ELA Standards** | **NCS Course Syllabus**

Text Set
"School based PLCs should make appropriate text sequence selections based on the Target Text choice."

Text Titles (Include at least TWO suggestions.)	Student Learning Experiences	NCS Literacy Strategies	Tier I Vocabulary	Alignment to Practices Domain
Hook Text (This text engages students and makes the main idea, topic, and/or theme of the TARGET TEXT relevant to students.) • Identity Issues from Wicked • "Identity, Empathy, and Belonging Lyrics" from Discovery Education	•Preteach purpose and audience. •What is the author's purpose? How do you know? •Who is the audience? How do you know? •How does the author achieve his/her purpose? How do you know? •How does the author's purpose impact the audience? How do you know? •Preteach/Begin instruction on textual evidence. •Preteach/Begin instruction on text mode features and organizational structures. a. View and analyze the text. •Explore the theme of self-identity in the text. a. Facilitate a gallery walk: •Chart paper will be displayed outside the classroom, each featuring one of the following reflection prompts: a. A moment I felt most like myself was... a. Something that makes me unique is... 3. One part of me I'm still learning to accept is... a. When I'm fully myself, I feel... 5. One thing I want others to understand about me is... •Students will respond using sticky notes to share their thoughts, questions, comments, concerns, or "aha" moments.	Making Inferences; Predictions (Building Background)	a. Identity Issues from Wicked -Identity -Transformation -Reflection -Empathy -Belonging a. "Identity, Empathy, and Belonging Lyrics" •Wholly -Assures •Overthinking	•E-ss.P.EICC.a.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. •E-ss.P.EICC.a.e Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. •E-ss.P.ST.a.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of content that are most relevant. •E-ss.P.ST.a.e Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. •E-ss.P.AC.a.a Identify, apply, and analyze the literary, expository, and opinion (grades K–5) or rhetorical (grades 6–12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
Visual Text (This text supports the learning objectives of the lesson, which are shown in the TARGET TEXT.) • "Your Identity is Your Superpower" by Annelise Farrace • "Lesson: Identity" from Discovery Education	•Reinforce purpose and audience. •What is the author's purpose? How do you know? •Who is the audience? How do you know? •How does the author achieve his/her purpose? How do you know? •How does the author's purpose impact the audience? How do you know? •Reinforce instruction on textual evidence. •Reinforce instruction on text mode features and organizational structures. This is especially important as students move from one type of text to another. •Preteach/Begin instruction on expository techniques. •Preteach/Begin instruction on narrative techniques. a. View and analyze the text. •Consider using a [KWHPTQ]one. •Consider using a [think pair share protocol] to facilitate the discussion. •Use these questions: a. What are the purposes of this text (identify at least two)? How do you know? a. What expository information is shared in the text? What techniques are used to share this information? 3. *Are narrative techniques used to communicate information? If yes, which ones? If no, why weren't any used? 4. How was the text organized to adhere to the purposes and audience? a. Provide an opportunity for students to respond to the text. •Consider using the CER strategy if students are responding in written format. •Prompt: Have you ever felt like you had to change yourself to fit in or conform?	Making Inferences; Predictions (Building Background) Think-Pair-Share (Verbal) CER (Writing)	a. "Your Identity is Your SuperPower" •Prompt -Surreal -Identity -Superpower -Confetti -Obstacle -Diversity •Value -System a. "Loving Identity" -Genocide •(•••) -Holocaust -Auschwitz	•E-ss.P.ST.a.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of content that are most relevant. •E-ss.P.ST.a.b Consider how context impacts the purposes of the author and the audience. •E-ss.P.ST.a.c Explore how context shapes the author's decisions and the audience's response during the interpretation and construction of texts.

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BALANCED ASSESSMENT SYSTEM

	Development	Platform	Administration	Grading
Universal Screener	i-Ready Diagnostics	i-Ready	Administered 3x a year (Fall, Winter, Spring) to all students in grades K-10	No Grade
Interim Assessments	Created by K-12 Assessment Solutions using NCS Pacing Guides	Lennections		ELEM: No Grade SEC: Graded using a scaled score
Summative Assessments	Created by instruction specialists & curriculum ambassadors in Lennections. Vetted in tested subject areas & all core middle school subject areas by K-12 Assessment Solutions	Lennections (ES/MS) Progress Learning (HS)	Administered at the end of each unit. Required for tested subject areas; optional for non-tested subject areas (will be required for all subject areas in SY26-27)	ELEM: SEC: Use scaling
Formative Assessments	Teacher-created using Lennections (ES/MS) or Progress Learning (HS). Common across collaborative teams	Lennections (ES/MS) Progress Learning (HS)	Administered every 2 weeks (minimum) Required for all subject areas in ES, MS, & HS	Graded according to grading policy in syllabi

NEWTON COUNTY SCHOOLS

Looking Ahead

- Build trust and ensure sustainability
- Maintain managed autonomy
- Emphasize collaboration and feedback at every stage
- Pilot opportunities

We are on a relentless pursuit to become the

FASTEST IMPROVING

school district in the state of Georgia – organized and led by a

HIGHLY SKILLED TEACHER & LEADER WORKFORCE

working tirelessly

on behalf of children for the benefit of our community

and **PRODUCING BREAKTHROUGH RESULTS**

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