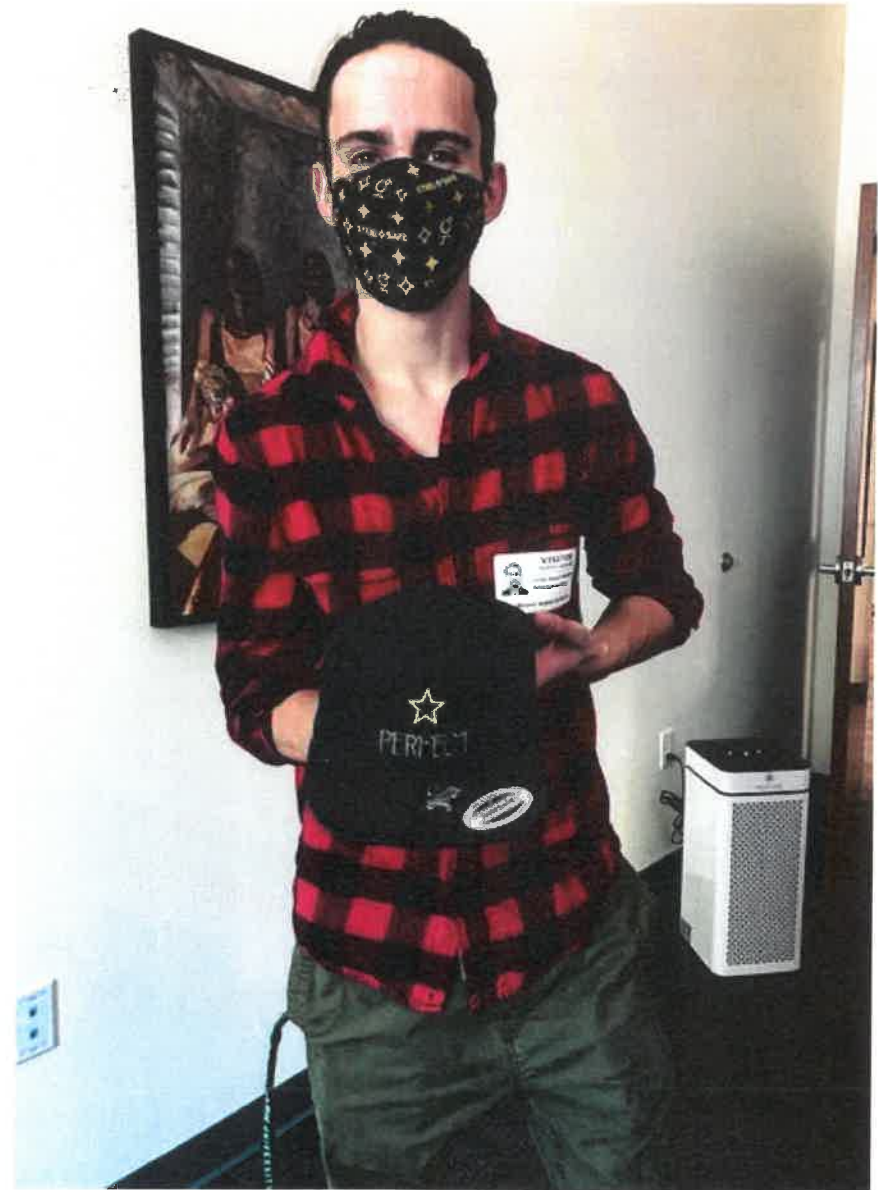


NMSA All-Staff Inservice

August 3, 2021

8:00-11:30 a.m.

Luca Pacheco, Theatre/2020.
Sophomore at Point Park University
in Pittsburgh, PA. First NMSA student
to graduate with four-year perfect
attendance.



Addressing Learning Impacts

2020-2021 was *not* a lost year

Impacts are real

Strengths model v. deficit model

Acceleration v. remediation (or extended school year)

We already have a model that is ready to address the impacts of last year -- consider what we do when 9th graders arrive every year

This education is the antidote--lean into it



What I told the Public Education Commission

We know that the year had an impact on students and we will be addressing those learning impacts by doubling down on the approach that has served us well in accelerating student learning and achievement even before the pandemic. Assess where students are when they arrive and meet them there. Nearly all of our seniors took SAT in the fall; nearly all of our juniors took SAT in the Spring; nearly all of our sophomores took the PSAT in the spring. Incoming students have taken pre-assessments in math and literacy. Accelerate students through a scaffolded pathway to achieve the benchmarks and goals of content in both yearlong and 4-year-long trajectories. Focus on the essential standards and skills of each content area. Interim assessments each quarter to identify where students are, and address needs for reteaching, acceleration, and improvements in instructional strategies. Do all of this in an environment that provides community, care, relationships, equity, belonging, and support for the growth of individual identity and expression. Do all of this in an environment that lives and breathes the growth mindset through explicit instruction of the growth mindset through arts instruction and direct instruction of what the growth mindset is across the curriculum. Do all of this in an environment that supports hands-on, relevant, project-based learning.

Accelerating Learning to Address Impacts of 2020-2021

Pre-assessment: start where students are.

Get clear on the one-year or four-year end goals (every student ready for college or postsecondary pathways).

Identify essential standards/skills and accelerate students through a scaffolded pathway to those goals.

Frequent assessment to pinpoint where students are and determine reteaching, intervention, enrichment.

Do this in an environment of care, relationships, equity, belonging, support for the growth of individual identity and expression; an environment that lives and breathes the growth mindset; an environment that supports hands-on, relevant, project-based learning.

The NMSA Mission Statement

NMSA provides **access** to a rigorous mastery arts and academic high school education for youth with passion and aptitude in the arts, leading to post-secondary learning, careers in the arts, and lives that contribute to society.

Trajectory. Disrupt concept of predetermined trajectory.

