PROUD TRADITIONS, EXCITING FUTURES

DICKINSON

INDEPENDENT SCHOOL DISTRICT

2018-2019
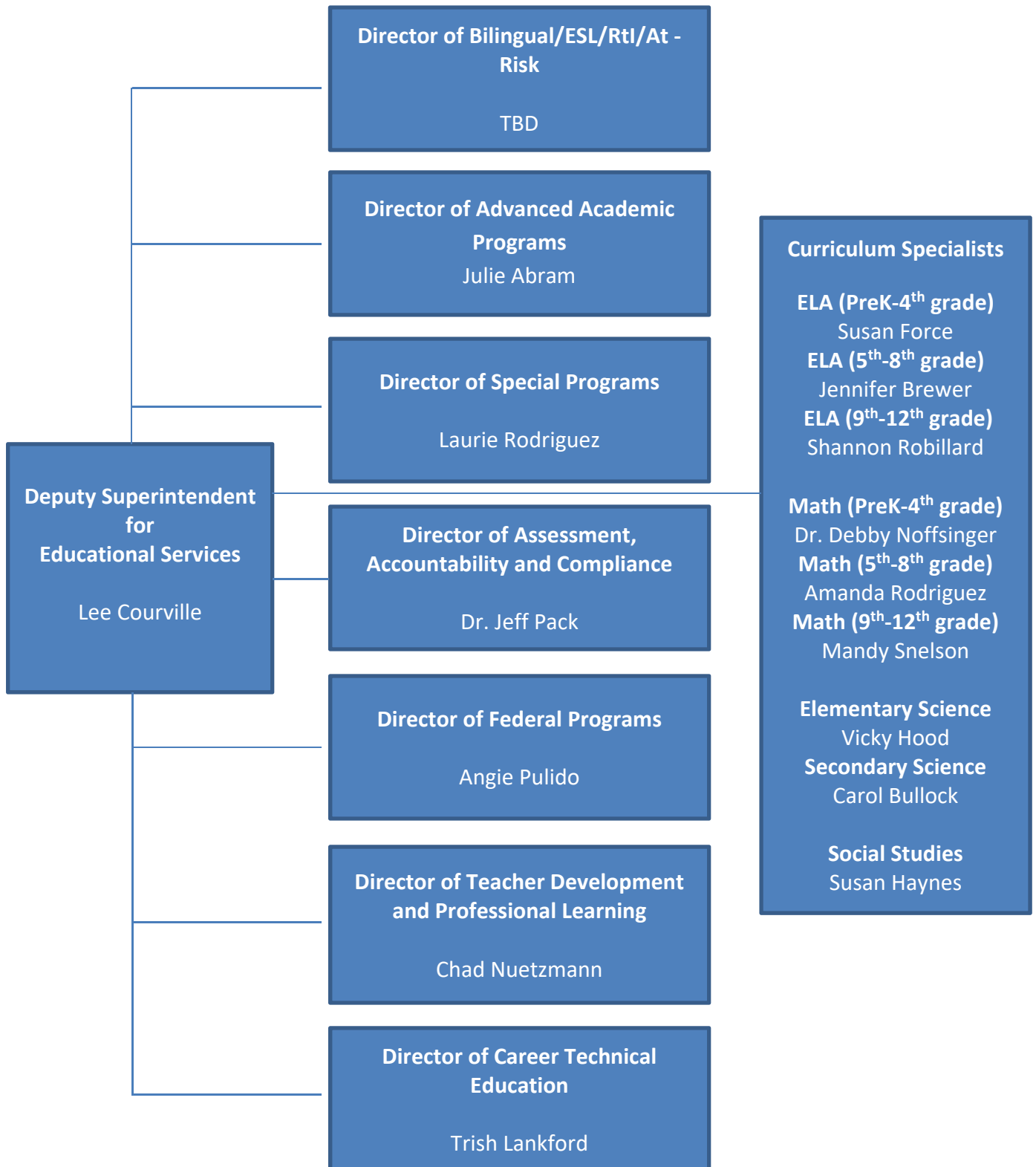
CURRICULUM MANAGEMENT PLAN

MISSION STATEMENT

The mission of the Dickinson Independent School District is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

District Goals 2018-2019

The Board of Trustees, in collaboration with the administration of DISD, establishes these District Goals:

Goal 1   DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Goal 2   DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Goal 3   DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Goal 4   DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Goal 5   DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Educational Services Department

Director of Bilingual/ESL/RtI/At - Risk

TBD

Director of Advanced Academic Programs

Julie Abram

Director of Special Programs

Laurie Rodriguez

Deputy Superintendent for Educational Services

Lee Courville

Director of Assessment, Accountability and Compliance

Dr. Jeff Pack

Director of Federal Programs

Angie Pulido

Director of Teacher Development and Professional Learning

Chad Nuetzmann

Director of Career Technical Education

Trish Lankford

Curriculum Specialists

ELA (PreK-4th grade)
Susan Force
ELA (5th-8th grade)
Jennifer Brewer
ELA (9th-12th grade)
Shannon Robillard

Math (PreK-4th grade)
Dr. Debby Noffsinger
Math (5th-8th grade)
Amanda Rodriguez
Math (9th-12th grade)
Mandy Snelson

Elementary Science
Vicky Hood
Secondary Science
Carol Bullock

Social Studies
Susan Haynes

Dickinson ISD
Curriculum Management Handbook
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Appendix

Additional District Documents provided by Educational Services

- Assessment and Data Analysis Guide
- Professional Learning Plan
- Gifted and Talented/Advanced Academics Handbook
- EL Procedures Manual
- RtI Guidelines and Procedures
- Retention Guidelines and Procedures
- Balanced Literacy Handbook

updated August 2018

Dickinson ISD
Curriculum Management

The purpose of the Dickinson ISD Curriculum Management Handbook is to coordinate improvement efforts in the development and implementation of the district's curriculum. The plan outlines the expectations and procedures regarding the written curriculum, the taught curriculum, and the assessed curriculum.

Curriculum Defined
Curriculum is defined as the knowledge, skills, attitudes, and processes to be written, taught and tested at the appropriate levels in the District subjects/courses.

Curriculum Model
The model for curriculum development, implementation, and evaluation shall include the following components: written curriculum, instruction (teaching the written curriculum), and assessment (testing the written curriculum). The curriculum shall be stated clearly and comprehensively in writing. Teacher-developed tests and district assessments shall be aligned with the written and taught curriculum. The curriculum will specify the content objectives/expectations required by State standards. The written, taught, and tested curriculum will be aligned from school to school and from classroom to classroom to bring about a high degree of consistency.
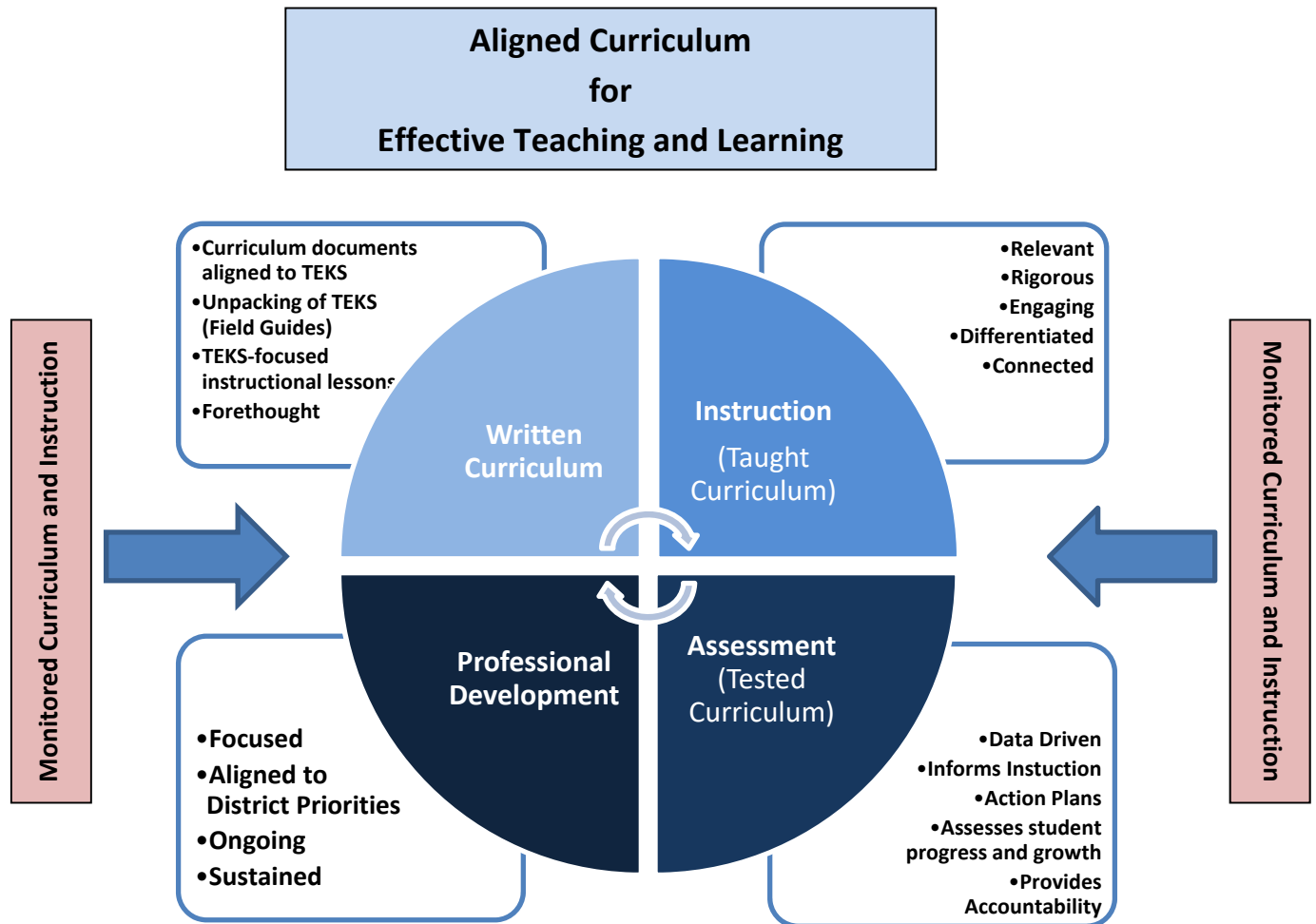
Professional development is a cornerstone of curriculum in developing and retaining effective teachers, and it is a high impact and cost effective approach to improving instructional effectiveness for student achievement. Dickinson ISD in-district and out-of-district professional development will be aligned to Texas standards and support research-based teaching strategies and best practices.

In addition, the DISD model includes monitored curriculum which involves the processes that are utilized by district and campus administrators and curriculum staff to ensure the curriculum is being implemented in classrooms appropriately.

Curriculum Alignment
Curriculum Alignment is the coordination of what is written, taught, and tested. It is also the articulation of the curriculum from Pre-K to grade 12, as well as the alignment of instruction within the department/grade level and from school to school.

The curriculum components of the comprehensive model are depicted in the illustration below:

Aligned Curriculum for Effective Teaching and Learning

Monitored Curriculum and Instruction

- **Curriculum documents aligned to TEKS**
- **Unpacking of TEKS (Field Guides)**
- **TEKS-focused instructional lessons**
- **Forethought**

Written Curriculum

Instruction (Taught Curriculum)

- **Relevant**
- **Rigorous**
- **Engaging**
- **Differentiated**
- **Connected**

Professional Development

Assessment (Tested Curriculum)

- **Focused**
- **Aligned to District Priorities**
- **Ongoing**
- **Sustained**

- **Data Driven**
- **Informs Instuction**
- **Action Plans**
- **Assesses student progress and growth**
- **Provides Accountability**

Monitored Curriculum and Instruction

Written Curriculum

Written curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives, which are aligned to district assessments, a scope and sequence, non-negotiable/best practice lessons, and aligned resources.

Written Curriculum Principles:
- Curriculum development and review is an on-going participatory process involving: curriculum specialists, teachers, academic coaches, and administrators. It reflects the growth and development of learners, Texas laws, and State Board of Education rules.
- The curriculum is based on a core set of non-negotiable Texas standards (Texas Essential Knowledge and Skills – TEKS) which guide decisions about teaching and learning and which are aligned both vertically (K-12) and horizontally (within a subject or course). The Texas Prekindergarten Guidelines are used to guide instruction in PreK.
- Curriculum is developed to ensure consistency, from teacher to teacher, so that students have the opportunity to learn the same core set of objectives at each instructional level.
- The curriculum is accessible and manageable.
- The curriculum is reviewed and updated regularly.
- The curriculum is assessed regularly at all levels: state, district, campus, classroom, and individual student.

The written curriculum is designed to provide teachers and students with the State's expectations of what students are to learn. Teachers are required to use the district written curriculum as their primary source of instructional direction.

Written Curriculum Expectations:
- Teachers are expected to teach the curriculum of the district.
- Subject area written curriculum for all grade levels and core subjects will be available in Eduphoria Forethought.
- Teachers will have access to online comprehensive curriculum placemats, non-negotiable/best practice lessons, Lead4ward Field Guides, and aligned instructional resources and shall use this information to develop daily lesson plans.
- Administrators will work with teachers to maintain consistency between the district written curriculum and the objectives actually taught.
- The written curriculum shall be reviewed and updated regularly based upon performance data and state/district requirements.

Instruction (Taught Curriculum)

All students *can* and *will* learn, and it is a district responsibility to help every student reach his or her fullest potential. The taught curriculum refers to instruction and resources by which teachers develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. All teachers have a responsibility to contribute to the development and/or refinement of written curriculum, as well as to teach the curriculum. Teachers are expected to teach and assess the objectives as aligned and articulated in their subject-area curriculum, as well as any non-negotiable/best practice lessons. Curriculum Specialists, Academic Coaches, Instructional Support teachers and campus/district administrators are expected to be knowledgeable about the written curriculum and to support teachers in the implementation of the curriculum. This expectation provides an assurance to all teachers that they and their colleagues are working toward a common purpose. In addition to consistent delivery of the learning objectives in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on sound teaching principles. This systemic process shall include:
- Establishment of a school/classroom climate conducive to learning
- Maintaining the expectation that all students will perform at high levels of learning
- Varying the time for learning according to the students' needs
- Having both staff members and students take responsibility for learning
- Orienting students to the content and language objectives to be learned
- Pre-assessing students' level of skill proficiency before beginning new units of instruction
- Initial teaching to the objectives that provides varied approaches, adequate practice time, and multiple opportunities for learning and success
- Matching instructional strategies and assessments to the objectives
- When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery
- Assessing student mastery of the objectives to determine the need for movement to a new instructional objective, extension/enrichment, or reteach/remediation
- Basing differentiated instructional decisions on student achievement data
- Using technology as a tool for teaching and learning

Assessment (Tested Curriculum)
Good educators always ask themselves: "Did they *ALL* get it? How do I know they *got* it? How do I measure mastery? How do I help those students who didn't? How do I know at any given point in the year if students are on track to achieve?" (W. Daggett)

The assessed curriculum is the manner in which students are assessed in their attainment and mastery of the written curriculum. Student assessments, both formative and summative, should be utilized. Teacher-made tests, as well as district developed assessments, shall be used to determine patterns of student achievement. Teachers and administrators shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as needed by assessment results.

Assessed Curriculum Principles
- Measure student progress
- Guide teachers' instruction at appropriate levels of challenge
- Guide students' learning
- Guide district/campus improvement and programmatic decisions
- Communicate progress to parents to support learning at home

(Assessment Supplement – Dickinson ISD Assessment and Data Analysis Guide)

Professional Development
The program for professional development is focused on continuous improvement of instructional strategies and is designed to provide teachers with the tools and knowledge needed to teach the written curriculum. Professional Development will provide the following:
- Research-based training opportunities to achieve established district priorities
- Induction training for new teachers (1-2 years)
- Mentoring and coaching for teachers
- Opportunities for teachers to share ideas and strategies
- The expectation that learning and improving is part of the profession and life-long

(Professional Development Supplement – Dickinson ISD Professional Development Plan)

Monitored Curriculum
The curriculum serves as the road map for instruction in classrooms. It is a dynamic tool for creating high quality student learning opportunities, and it requires an ongoing process for monitoring its implementation. Shifting the focus to curriculum implementation monitoring in alignment with the monitoring of instructional practices will strengthen the district's focus on the instructional leadership responsibilities of campus administrators.

Monitored Curriculum Principles
- Monitoring is a vital component to the "Taught" curriculum as it is the observation of the actual curriculum in action.
- A major focus of school improvement is the campus principal as the leader of campus curriculum and instruction.

- Monitoring is extremely useful to the campus principal as he or she becomes more familiar with the written curriculum and is present in the classrooms regularly to observe and address teacher concerns.

All administrators are expected to monitor the delivery of the curriculum and be able to determine:
- content and language objectives
- concept or skill being taught
- cognitive level at which students are expected to demonstrate their learning

Administrators are expected to conference with teachers about their teaching through both reflective questions and dialogue in an effort to improve delivery of the district curriculum.

The curriculum is monitored by the campus level administrative team through a process that includes walk-through and formal observations. The campus principal is the instructional leader responsible for monitoring the implementation of the district curriculum. The walk-through observations include quick "snapshots" of the daily implementation of curriculum and instructional strategies.

Tools for Monitoring the Curriculum
- Weekly lesson plans submitted by teachers and reviewed by campus administrators
- Classroom walk-through procedures
- Electronic observation forms used to monitor the classroom implementation of district curriculum and State standards (Eduphoria)
- Data from district-developed curriculum-based assessments, benchmark assessments, and formal/informal assessments used by classroom teachers
- Meetings and conferences with individual teachers and/or teams
- Meetings with district curriculum specialists and administrators

Curriculum Management Roles and Responsibilities
The DISD curriculum structure is centered on the concept that everyone plays an important role in the development of an excellent district, campuses and classrooms. The following roles all play a significant part in the DISD process to provide high-quality curriculum and instruction that is horizontally and vertically aligned.

District Level Curriculum and Instruction
The goal of the Educational Services Department is to continuously serve and support all campuses so that the needs of students and teachers are met effectively.

Deputy Superintendent for Educational Services shall:
- Provide vision for the Educational Services Department
- Supervise all programs within the Educational Services Department
- Direct the alignment of district and campus goals
- Coordinate the implementation of district improvement initiatives and processes
- Assist campuses in monitoring the implementation of the curriculum
- Analyze national, state, regional, district, campus and teacher data to provide an accurate picture of district needs in all areas

Curriculum Specialists shall:
- Create the design of the curriculum so that it is articulated and aligned from the 12th grade down to the Pre-Kindergarten classrooms and coordinated throughout the district at each grade level within content areas
- Ensure that a plan is in place for curriculum development, revisions, program assessment and student assessment
- Assist campuses in monitoring the implementation of the curriculum
- Make campus and classroom visits to provide needed support, including coaching, mentoring, and modeling lessons
- Provide teaching staff with effective instructional strategies, intervention strategies, assessment techniques, and best practices in order to promote high standards
- Provide leadership in the selection of instructional materials and supplemental resources
- Plan and facilitate professional development
- Develop all district curriculum-based assessments and prepare all Pre-STAAR benchmarks
- Assist principals and classroom teachers with the analysis of multiple sources of data and the development of intervention plans based on data analysis
- Use assessment results for data-driven decisions

Director of Bilingual/ESL/RtI/At-Risk shall:
- Evaluate and provide leadership for district-wide programs - Bilingual/ESL/RtI/At-Risk
- Make campus and classroom visits to provide needed support for classroom instruction related to Bilingual/ESL, RtI, and At-Risk interventions
- Oversee academic summer programs for bilingual/ESL students
- Use assessment results for data-driven decisions

Director of Advanced Academic Programs shall:
- Evaluate and provide leadership for district-wide programs - GT/Advanced Academics/AVID/STEM
- Make campus and classroom visits to provide needed support for classroom instruction related to GT/Advanced Academics, AVID, and STEM
- As the AVID District Director, work with campus principals and site teams at all AVID campuses for the effective implementation of AVID strategies
- Oversee advanced academic summer programs
- Use assessment results for data-driven decisions

Director of Assessment, Accountability and Compliance shall:
- Coordinate the local, state, and federal assessment programs and facilitate and monitor district compliance with state and federal requirements for assessment, accountability, Program-Based Monitoring, Texas Accountability Intervention System and all other state and federal accountability issues
- Coordinate the analysis of local and state test data in order to provide a detailed profile of academic/instructional strengths and weaknesses and to provide recommendations for district improvement
- Assist campus administrators with the effective use of assessment data to improve instruction
- Assist in the development of Campus Improvement Plans

Director of Teacher Development and Professional Learning shall:
- Lead the efforts to maintain and enhance ongoing learning within the district
- Work with campus and district staff to plan, facilitate and provide comprehensive professional development in order to meet the varying needs of teachers and students in the core academic areas
- Coordinate the New Teacher Induction Program and Administrator Academy
- Serve as the liaison and district supervisor for the UHCL School of Education Pre-Service Internship Program
- Serve as the district resource for school librarians

Director of Career Technical Education and Career Readiness shall:
- Direct and manage the district Career Technical Education Program and facilities
- Serve as the instructional leader in the development and improvement of CTE instructional programs
- Provide all campuses with career exploration and awareness resources

Director of Federal/State Programs and Instructional Materials shall:
- Coordinate and manage the development, implementation and evaluation of all Title programs and State Compensatory Education programs and services
- Assist campus administrators with effective and proper use of federal and state funds
- Coordinate development and evaluation of District and Campus Improvement Plans
- Coordinate selection, purchase, distribution and inventory of district instructional materials

Director of Special Programs shall:
- Direct and manage Special Programs and intervention services to meet the needs of students (Special Education, 504 and Dyslexia)
- Ensure all policies established by federal and state law, SBEC rule and local board policy are followed in the area of Special Programs
- Serve as a resource to campus administrators and make campus and classroom visits to provide needed support
- Oversee ESY summer program

It is the responsibility of principals to be the instructional leader of the delivery of the written curriculum at the campus level.
Campus Administration shall:
- Monitor the implementation of the written curriculum
- Stress the importance of effective curriculum and instruction practices on a regular basis and inspect for implementation
- Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus
- Use, as a minimum, the following basic strategies to monitor curriculum and instruction:
  - 45 minute observations
  - Frequent walk-through observations
  - Participate during planning meetings and/or review minutes of team/department planning meetings
  - Review of lesson plans weekly
  - Periodic review of online curriculum documents

- Use, as a minimum, the following basic strategies for managing the assessed curriculum:
  - ➢ Analysis of student assessment data for each content area
  - ➢ Ensure that teacher developed assessments align with the written curriculum
  - ➢ Observation of teachers
  - ➢ Facilitate "Power" PLC meetings with individual teachers and/or teams/departments to discuss assessment results, develop action plans, and monitor student performance
  - ➢ Meetings with individual students to discuss assessment results
  - ➢ Help parents understand their role in supporting learning

Deans of Instruction shall:
- Assist with data organization from all assessments and diagnostic instruments and develop strategies for intervening with students who are experiencing difficulties
- Engage staff in intensive data analysis and results planning
- Work collaboratively with classroom teachers to integrate district/campus instructional initiatives and resources
- Assist district curriculum specialists and campus content leaders in program implementation and curriculum review and development
- Assist campus in determining effective methods for the integration of curriculum standards, instructional strategies, and the development of authentic assessment
- Coach and model research-based instructional strategies
- Review lesson plans for alignment to TEKS and district curriculum
- Conduct regular classroom walk-throughs to monitor instruction and provide reflective feedback
- Plan for and schedule monthly meetings with campus mentor and protégé/navigator teachers to provide classroom management and instructional support

Academic Coaches shall:
- Plan and work cooperatively with classroom teachers to provide additional support and appropriate instructional strategies, activities, materials, and equipment that reflect an understanding of the learning styles and academic needs of students
- Work with individual students and/or groups of students through cooperative teaching and/or pull-out in order to fulfill the requirements of the Texas Essential Knowledge and Skills for each student
- Work collaboratively with classroom teachers and campus PLCs to disaggregate data (common assessments, curriculum based assessments, Pre-STAAR benchmarks, additional district assessments) to identify performance gaps and develop targeted and prescriptive intervention plans
- Work collaboratively with classroom teachers to use disaggregated data and continuously monitor and track student performance
- Model effective instruction/lessons for classroom teachers as needed
- Participate in staff development activities related to assignment and share information from staff development activities with colleagues and campus administrators
- Actively participate in Curriculum Leadership Team (CLT) discussions and activities
- Support Curriculum Leadership Team goals and work with campus teachers to achieve the goals
- Complete Curriculum Leadership Team tasks and support recommendations of the CLT
- Monitor the implementation of the recommendations of the CLT

- Inform the Curriculum Specialist when unable to attend CLT meetings and ensure someone represents the campus in case of absence
- Serve as a communication link between the CLT, campus administrators and staff
- Support and lead the implementation of the district curriculum and current initiatives
- Provide or facilitate staff development for the subject area represented at the campus level as appropriate.
- Stay abreast of the current trends in curriculum and effective instructional strategies
- Serve as an instructional leader to help individuals in the grade level make necessary changes in delivery of curriculum and instruction

Instructional Support teachers shall:
- Work with individual students and/or groups of students in order to fulfill the requirements of the Texas Essential Knowledge and Skills for each student
- Plan and work cooperatively with classroom teachers to provide additional instruction, learning strategies, activities, materials and equipment that reflect an understanding of the learning styles and academic needs of students assigned.
- Participate in ARD, LPAC, PST and 504 meetings as directed by individual student needs
- Present subject matter according to guidelines established by ARD, LPAC, PST or 504
- Use a variety of instructional techniques and media to meet the needs of each student assigned
- Use technology in teaching/learning process
- Conduct ongoing formal and informal assessments of student achievement

Department Chairs/Grade Level/Content Leaders shall:
- Actively participate in Curriculum Leadership Team (CLT) discussions and activities
- Support Curriculum Leadership Team goals and work with campus teachers to achieve the goals
- Complete Curriculum Leadership Team tasks and support recommendations of the CLT
- Monitor the implementation of the recommendations of the CLT
- Inform the curriculum specialist when unable to attend CLT meetings and ensure someone represents the campus in case of absence
- Serve as a communication link between the CLT, campus administrators and staff
- Facilitate monthly campus department meetings to share CLT information
- Communicate monthly campus department meeting dates to the curriculum specialist at the beginning of the school year (no later than Sept. 5th)
- Communicate with campus administrators to share CLT information after each meeting and prior to the campus department meeting
- Support and lead the implementation of the district curriculum and current initiatives
- Provide or facilitate staff development for the subject area represented at the campus level as appropriate.
- Stay abreast of the current trends in curriculum and effective instructional strategies
- Serve as an instructional leader to help individuals in the department or grade level make necessary changes in delivery of curriculum and instruction
- Meet deadlines and ensure documentation and records are accurate
- Assist campus administrators in analyzing student performance data

Teachers shall:
- Teach the district curriculum on a daily basis
- Develop and submit weekly lesson plans aligned to the district curriculum using Eduphoria Forethought
- Actively engage students in the learning process
- Meet weekly as a grade level/department Professional Learning Community (PLC) to discuss curriculum, instructional strategies, and assessment data
- Frequently assess and document student mastery of objectives
- Analyze student performance data frequently, and use the data to develop prescriptive instructional plans (reteaching/intervention/acceleration)
- Communicate learning strengths and needs to students, parents, and campus administrators
- Encourage parents to support student learning
- Participate in professional development needed to effectively deliver district curriculum
- Share strategies/ideas from professional development during PLCs, and implement instructional strategies from professional learning
- Participate in curriculum development/evaluation/revision activities

Curriculum Leadership Teams

Elementary and secondary teams will meet regularly with the district Curriculum Specialists to ensure horizontal and vertical alignment of the written curriculum, make adjustments to the curriculum based on performance data, develop and revise non-negotiable/best practice lessons, create activities and resources to supplement lessons, and/or review curriculum-based assessments.

Each subject area Curriculum Leadership Team will meet regularly with the content Curriculum Specialist. The CLT will consist of Academic Coaches from the elementary, middle school and junior high campuses, and department chairs and subject lead teachers from the junior high and high school campuses.

CLT Responsibilities:
- Attend and actively participate in all meetings
- Provide campus leadership/communication in the content area of representation
- Meet with the campus principal, content assistant principal(s) and content teachers immediately following each Council meeting to review the meeting agenda and share information
- Work with the Curriculum Specialist to review district/campus data and make recommendations for improvement
- Recommend curriculum/instructional changes to district non-negotiable curriculum and instructional practices
- Provide campus-based training and support for district initiatives
- Review and vet district-developed Curriculum-Based Assessments

District Educational Improvement Council

The District Educational Improvement Council consists of community members, business representatives, parents, teachers and campus administrators. The DEIC meets during the school year to discuss district goals, professional development, federal/state programs, and to evaluate and provide feedback on the District Improvement Plan

Cycle of Curriculum Review

The curricula for all state courses that lead to an assessment through the Texas testing system will be reviewed at the end of each academic year following the receipt of state assessment scores.

The curriculum review cycle will include four components:

1. writing and aligning curriculum
2. adopting and implementing instructional materials to deliver the curriculum
3. evaluating curriculum implementation using assessment data
4. revising curriculum in accordance with the results of evaluation
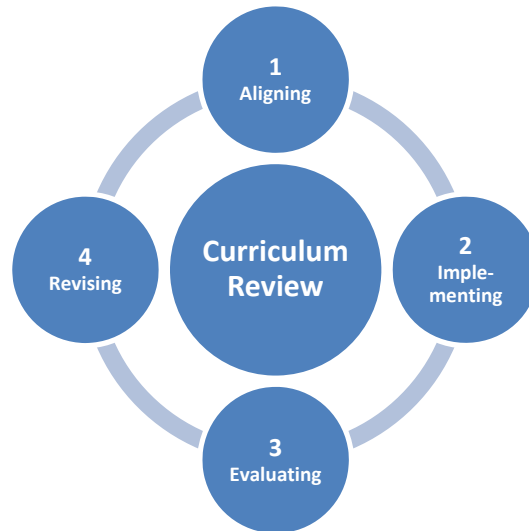
Component 1: Writing and Aligning Curriculum

During this phase, curriculum teams will meet in May/June to analyze the assessment data and to make recommendations for adjustments to the curriculum according to the data. Teams will consider issues of mastery and complexity of learning within their grade level or course, and they will review and revise the curriculum for horizontal and vertical alignment with respect to the data. Revised curriculum documents will be available in Eduphoria Forethought one week prior to Back-to-School Week in August.

Component 2: Adopting and Implementing Instructional Materials

During this phase, the instructional materials are reviewed. The District will follow the state adoption cycle for review and purchase of instructional materials. Teacher committees will use district criteria to evaluate the state adopted resources in comparison to the state standards. Selections will be made based on the vertical and horizontal alignment between materials and state standards and on the effectiveness of the teaching materials. This will be completed between October and March of each adoption year. Materials will be recommended to the Board of Trustees for district adoption and will be ordered after Board approval. Arrangements for training on the use of the materials will be made prior to the start of the next academic year.

Requests for supplemental instructional materials will be reviewed by the IMA Committee based upon recommendations received from district/campus administration, curriculum specialists, and curriculum leadership teams.

Component 3: Evaluating Curriculum Implementation Using Assessment Data
The revised curriculum content and new materials will be implemented each fall by each grade level and subject area respective to the updates and adoptions. Data from local and state assessments will be used to determine effectiveness of the curriculum documents and instructional materials.

Component 4: Revising Curriculum
District and campus teams will analyze assessment data and submit recommendations for curriculum revisions to the district Curriculum Specialists. Revisions or adjustments, such as clarification of objectives, pacing, resource references or suggested activities will be made during May and June. District assessments will be analyzed for alignment with the written curriculum each grading period.

How Do We Achieve Excellence in Dickinson ISD?
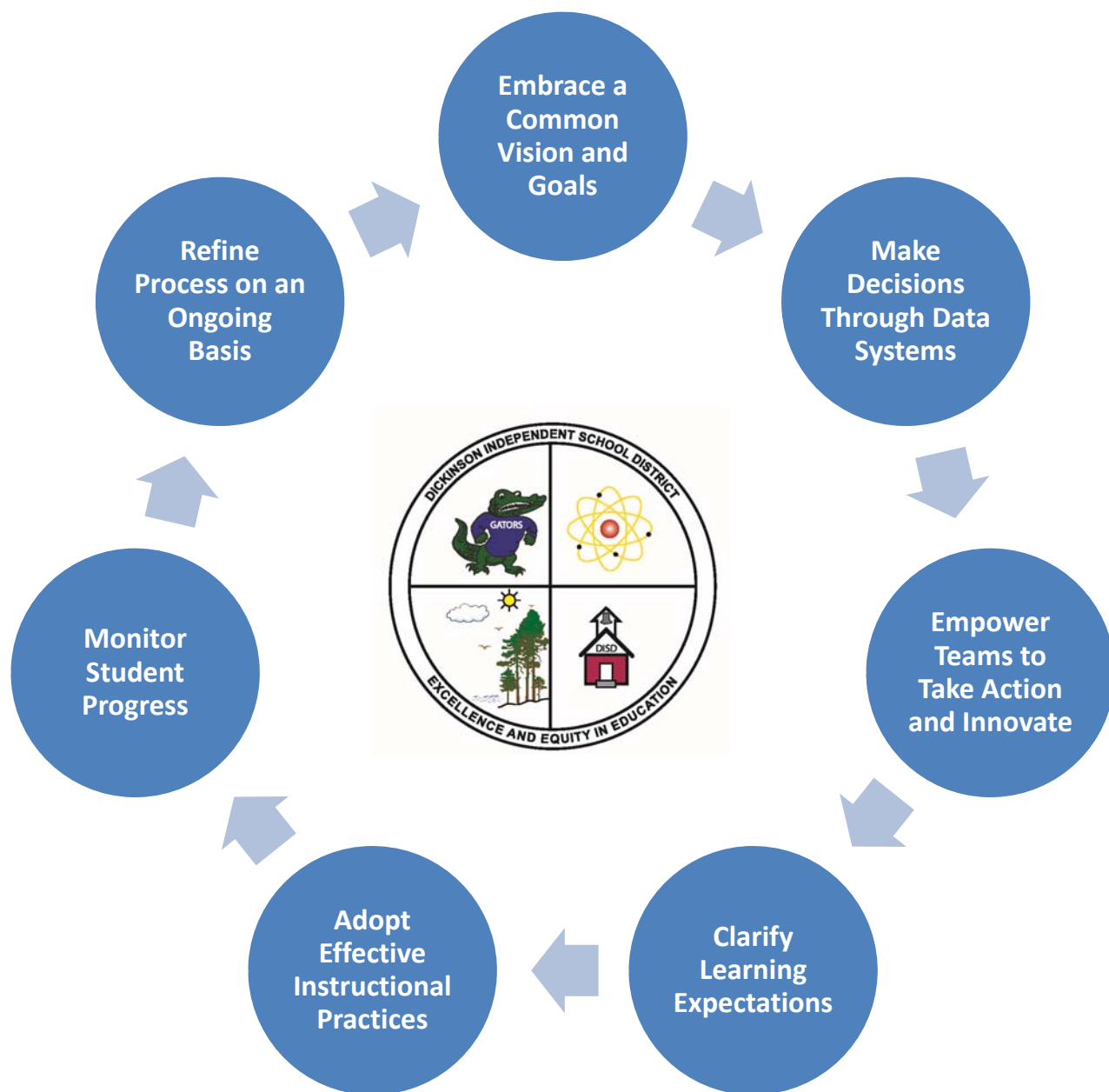
Educational Services
Intended Outcomes

- Continual improvement in academic achievement

- Rigorous content, assessment and accountability

- Aligned curricula and materials supported by training for instructional delivery

- Cost savings through increased efficiency

- Graduates who:
    - ✓ Realize their goals and aspirations
    - ✓ Are prepared and eager to take their place in society
    - ✓ Have attitudes, knowledge and skills to contribute positively to and compete in a global society
    - ✓ Pursue post-secondary education or a career without the need for remediation

Dickinson ISD
2018-2019 Curriculum and Instruction Non-Negotiables

In Dickinson ISD, everyone will be accountable for teaching and learning – students, parents, teachers, campus administrators, and district administrators.

1. Teachers and administrators will work to ensure the annual growth of every student, and all students will make progress each year toward mastering grade level content.

2. The district and all campuses will meet state and federal accountability standards.

3. All performance indicators at each tested area will be at or above the state average.

4. Students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

5. Teachers will utilize all district curriculum documents located in Eduphoria Forethought, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts.

6. Teachers will actively participate in purposeful planning and implement effective instruction to meet the needs of individual students by:
   - Using multiple sources of data
   - Using Lead4ward and district-approved resources during planning and instruction
   - Matching instruction to the rigor level of the TEKS
   - Inputting lesson plans into Eduphoria Forethought
   - Demonstrating observable alignment to state and district standards during instruction

7. All teachers, administrators and support staff are expected to actively participate in campus Professional Learning Communities.

8. Formative data will be disaggregated for state assessments, benchmark assessments, and curriculum-based assessments in each of the following areas:

TEKS/SEs	Demographic groups
Reporting categories	Teacher
Readiness/ Supporting/Process Standards	State/Federal accountability groups

9. Data Conferences will be held to discuss results on benchmark assessments and curriculum based assessments as follows:
   - Individual or combined data meetings with campus administrators
   - "Power" Professional Learning Community meetings
   - Curriculum Leadership Teams
   - District administrators

10. Inform and promote college and workforce readiness in all schools throughout the year.

11. Professional development will be based on district and campus-identified student performance needs, and it will be aligned with the written and taught curriculum, district initiatives, and needs of teachers. Information obtained from in-district and/or out-of-district professional development will be shared by participants with district/campus teams.

12. District and Campus Administrators, including Curriculum Specialists, will actively monitor classroom teaching.

13. Dickinson ISD will utilize and integrate technology to enhance student learning and achievement.

_____   _____
Principal Signature   **Date**   **Teacher Signature**   **Date**

The Essentials for
College and Career Readiness

All students should graduate from high school ready for college, careers, and life, prepared to pursue the future of their choosing.

By 2020, 65 percent of all jobs, and 92 percent of traditional STEM jobs, will require postsecondary education and training. College- and career-ready graduates in Dickinson ISD should be able to enter and succeed in entry-level postsecondary courses **without the need for remediation.**   Specifically our graduates must have:

- **Mastery of rigorous knowledge and skills in core academic disciplines,** including English language arts (ELA)/literacy, mathematics, history, science, art, and music. Content knowledge and skills in mathematics and ELA/literacy are foundational to the study of all other disciplines, and high school graduates are often asked to demonstrate competency in these subjects before they can begin further study (at two- and four-year colleges), enter certain job training/apprenticeship programs, or pursue the military career of their choice.
- **Skills and dispositions necessary to be successful in charting their postsecondary path -** The skills most demanded by colleges and employers are, by design, inherent in rigorous K–12 expectations – the ability of students to communicate effectively (both verbally and in written communications), to solve problems, to think critically and develop informed arguments, and to analyze information and data. Collaborating, communicating and presenting information, and using research to make informed judgments are among the critical skills that impact success.
- **Successfully participated in postsecondary opportunities** through advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment) as well as career and technical education, work-based learning, and other opportunities for exploring interests, aptitudes, and goals so that graduates can successfully navigate pathways that connect education and employment after high school.

The College- and Career-Readiness Framework for Instruction

To ensure Dickinson ISD students are able to enter and succeed in entry-level post-secondary courses without the need for remediation, classroom instruction must foster high levels of learning every day. Best practices that support learning in preparation for college- and career-readiness include five essential instructional areas: **Writing to Learn, Inquiry & Questioning, Collaboration, Organization, and Reading to Learn (WICOR)**. These Essential Five constitute the College and Career Readiness Framework for Instruction in Dickinson ISD, and when used effectively in the classroom will guide students to improve academic performance, build critical reading and thinking skills for rigorous fields of study, use writing as a powerful thinking and communication tool, and foster collaboration among students, teachers ,and other professionals.

Writing to Learn

Writing is basic to thinking, learning and growth, and requires students to consider issues in new, complex ways, contributing to self-knowledge, and helping them to clarify and order their experiences and ideas. Writing consists of an essential, complex set of tools that enhance critical thinking—good writers tend to be good thinkers, and improving cognitive skills enhances a student's writing ability. In the classroom, writing to learn can be promoted through **structured note-taking, learning logs or summaries, reflections & quickwrites, process writing, peer evaluations and authentic writing**, to name a few.

Inquiry-Based Instruction

Inquiry is uncovering understanding by asking critical questions, and engaging in thinking, learning and discussion. Students who inquire analyze and synthesize materials or ideas, clarify their own thinking, probe others' thinking, and clarify understandings. Instruction that is based in inquiry uses a thinking framework (Bloom's Taxonomy or Costa's Levels of Inquiry) to ask progressively more complex questions during instruction for scaffolding student thinking. As a result, students become progressively more aware of their own thinking processes and more expert at questioning their own understandings. Inquiry strategies in the classroom include **skilled questioning techniques, levels of thinking, Socratic seminars, research and investigations, and questions to guide research**.

Collaboration

Collaborative learning involves purposefully designing student groups to engage in "co-laboring" toward meaningful learning outcomes. Using collaborative activities help students learn with each other to ultimately strengthen their own learning. During purposeful collaboration, students are responsible for their own learning, and teachers serve as facilitators in a learning community working together for the success of the group. Instruction that fosters collaboration routinely uses **Socratic seminars, philosophical chairs, partner or group problem-solving activities, shared responses, peer editing groups, services learning projects, or study groups** with great effect.

Organization

Organization is managing materials and practicing methodical study habits, planning and prioritizing school, work and social tasks, engaging in mental preparation and goal-setting, and strategically and intentionally taking responsibility for one's own learning. Students who practice good organizational skills are better prepared for courses, participate more during instructional time, interact more constructively with instructors, effectively schedule time for homework, and manage their time through prioritizing and goal setting. Consistent **integration of binders and organizational tools, calendars, planners or agendas, graphic organizers, focused note-taking, and project/assignment planning and goal-setting** during instruction carefully develops this skill.

Reading to Learn

Reading for learning is using a variety of texts to strategically gain meaning, understanding and knowledge with purpose and interaction. To be effective, students must be able to connect reading material to prior knowledge, understand the structure of texts, and use text-processing strategies during and after reading to improve comprehension. Students who read frequently for learning understand a variety of text structures, apply prior knowledge and make connections to other texts, self and world, make predictions and ask questions, and create visual images as they read. Instruction that fosters reading for learning routinely uses **close reading strategies, focused note-taking, graphic organizers, vocabulary building, summarizing, text analysis, and reciprocal teaching**.

Dickinson ISD Core Initiatives
2018-2019

Abydos Strategies
AbydosPRO Curriculum
Lucy Calkins Writing
Empowering Writers
Killgallon Sentence Composing (7-12)
Crafting Expository Argument
Notice & Note Sign-posts/Strategies

eSTAR
RtI
Universal Design
Unique Learning (Support Services)
Safe & Civil Schools/CHAMPS
Professional Learning Communities

Balanced Literacy
K-2 Phonics Lessons
Word Study 3
Comprehension Toolkits
Literacy Libraries
DRA
Testing As a Genre
FastForward

TEKS
Student Expectations
Readiness Standards
Supporting Standards
Process Standards

Eduphoria AWARE and Forethought
Abydos Training
Leveled Literacy Intervention
Essay Calibration
Laboratory Science Training and Procedures
Renaissance Learning STAR Reading
Edgenuity

Sheltered Instruction Plus
Navigating the ELPS
7 Steps to Interactive Classrooms
Talk, Read, Talk, Write

Lone-Star Problem Solving
Math Achievement Academies K-3
MH Aleks 9-12
TI-Nspire Calculator Practices
Number Talks K-4
Engaging Mathematics - grades 2-Alg. 1

National Math & Science Initiative's Laying the Foundation
College Board PreAP/AP Summer Institutes
PreAP/AP Vertical Teams
Khan Academy

Texas Gateways
Document-Based Questions
Anticipation Guides
Lead4Ward Playlists
Google Apps for Education

AVID Elementary & Secondary
AVID Strategies (WICOR)
Foldables
Interactive Notebooks

Initiatives in the inner circle are established within Dickinson ISD. They are non-negotiables. Initiatives in the outer circles are not yet practiced district-wide. They remain in the outer circle until they are fully aligned with district curriculum and used routinely, consistently and effectively district-wide.

Content Snapshot
Top Priorities – PK-4 Elementary
2018-2019

ELA	MATH
Purposeful Planning – plan for rigorous student-centered instruction that incorporates best practices; improve and monitor student overall progress and performance; design lessons that incorporate high levels of student engagement through continued use of formative and summative assessment, collaborative learning and movement **TEKS** - increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing; begin transition to new ELAR TEKS **Guided Reading/Literacy Workstations** - effectively implement daily Guided Reading instruction and literacy workstations in all K-4 classrooms; maintain a Guided Reading Notebook with anecdotal notes **Reading** – effectively implement specific reading strategies to improve student reading capacity and increase teacher instructional delivery of balanced literacy through both student independent level and grade level reading; create reading community through strong literacy conversations **Writing** - increase teacher understanding and instructional delivery using effective writing strategies for developing writers of multiple genres; implement **writing portfolios for every student** with periodic portfolio checks **Literary Analysis Response** – increase implementation of open-ended written analysis of literature	**Purposeful Planning** – plan for rigorous student-centered instruction that incorporates best practices; improve and monitor student overall progress and performance; design lessons that incorporate high levels of student **Process TEKS** - purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills **Vertical Focus SE's** - consistently view application problems in multiple representations i.e. equation/expression, tables, diagrams/graphs and written/verbal descriptions **Rigor of Instructional Practices** - strengthen rigor of classroom instructional practices such as lesson planning, modeling, questioning, and formal/ informal assessments **Number Talks** - effectively implement whole group reasoning of the process standards and constructing strategies built upon number relationships and algebraic thinking **Student Engagement** – focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement **Progress Measure** – Academic Coaches and teachers will concentrate on providing students multiple opportunities to improve assessment scores by monitoring student progress on formative and summative assessments
SCIENCE	**SOCIAL STUDIES**
Purposeful Planning – create lessons that insure mastery of the curriculum which include high levels of student engagement and multiple opportunities to hone scientific inquiry skills. **TEKS** – understand the impact of changes brought about by the 2017 Streamlined Science TEKS process **Process TEKS** – embed process TEKS within the daily lesson to improve visual literacy, critical thinking skills and scientific inquiry skills **Inquiry** – insure that students have at least two opportunities a week to participate in directed, guided, or independent inquiry investigations **STEM Investigations** – use the *Design Process* to find solutions to real-world problems **Science Notebooks** – increase teacher proficiency in the use of science notebooks to move beyond the organization and recording of data to include content – based writing	**Social Studies Skills Integration** - focus on short answer response, mini-DBQs, reading comprehension through formative assessment techniques and using adopted TCM materials **STAAR Vertical Alignment** - vertical alignment of social studies skills and content vocabulary **Project-Based Summative Assessments** - District curriculum-based assessments for grades K-4 will consist of performance tasks to assess readiness and skills standards and measure progress.

Left vertical labels: Coaching, Professional Development, Assessment, Instruction, Curriculum

Content Snapshot
Top Priorities – Middle School
2018-2019

ELA	MATH
Purposeful Planning and Engagement – plan for rigorous student-centered instruction that incorporates best practices; improve and monitor student overall progress and performance; design lessons that incorporate high levels of student engagement through continued use of formative and summative assessment, collaborative learning and movement **TEKS** – increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing **Reading** – effectively implement specific reading strategies to improve student' individual reading capacity and increase teacher instructional delivery of balanced literacy through both student independent level and grade level reading; create reading communities through strong library and classroom liaison **Writing** – increase teacher understanding and instructional delivery of writing workshop and effective writing strategies for developing writers of multiple genres; implement **writing portfolios for every student** with periodic portfolio checks **Revising and Editing** – effectively implement best practices for student revising and editing of their own writing and analysis of author's craft **Literary Analysis Response** – increase implementation of open-ended written analysis of literature	**Process TEKS** – purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills **Lead4ward Resources**- Field guides, planning guides, IQ documents, instructional strategy playlist, lead4ward app, lead4ward workshop materials, Leadership Report Card data tools, and other Lead4ward resources will be utilized to strengthen curriculum, instruction and assessment. **Pre-AP Differentiation** – PAP teachers will meet to plan lessons specifically for their PAP classes and to discuss how to teach the vertical standards. Vertical alignment with other PAP courses will be emphasized and discussed. **Professional Learning Communities (PLC) and Power PLC's** - Teachers will meet weekly to share teaching strategies and activities. Active, purposeful planning will happen at this time. After each CBA/Benchmark, teachers will meet to discuss data and create plans to address weaknesses through spiral review. **Progress Measure** – Academic coaches and teachers will monitor student progress on common assessments and curriculum-based assessments and keep students informed about their progress. **Student Engagement** - focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. Every day/every minute matters!
SCIENCE	**SOCIAL STUDIES**
Purposeful Planning – create data-driven lessons that insure mastery of the curriculum which include high levels of student engagement and multiple opportunities to hone scientific inquiry skills. **TEKS –** understand the impact of changes brought about by the 2017 Streamlined Science TEKS process **Process TEKS** – embed process TEKS within the daily lesson to improve visual literacy, critical thinking skills and scientific inquiry skills **Inquiry** – insure that students have at least two opportunities a week to participate in directed, guided, or independent inquiry investigations **Key Science Investigations** – implement identified key science investigations **STEM Investigations** – use the *Design Process* to find solutions to real-world problems	**Purposeful Planning**—planning for rigorous instruction that incorporates best practices in Social Studies, including the use of ELPS, AVID, and Lead4Ward strategies. **Student Engagement**—instruction should implement highly engaging, student-centered activities and emphasize continued formative assessments to measure student growth and learning. **Social Studies Skills Integration**—focus on critical writing, such as DBQs and critical reading/analysis of primary and secondary sources; continue focusing on student-centered application strategies in the classroom. Incorporate strategies for reading expository text in Social Studies classes. **District Initiatives**—continue to deliver with fidelity lessons that focus on district initiative such as Talk Read Talk Write, the Lead4Ward Playlist, Literacy in Social Studies, and others. **STAAR Alignment**—vertical support in social studies skills and content vocabulary. **STEM/PRE-AP**—incorporate rigorous vocabulary and research-based instruction, including opportunities for critical thinking and high levels of questioning.

Sidebar labels (left column, top to bottom): Coaching | Professional Development | Assessment | Instruction | Curriculum

Content Snapshot
2018-2019 Top Priorities – Junior High

ELA	MATH
Purposeful Planning and Engagement – plan for rigorous student-centered instruction that incorporates best practices; improve and monitor student overall progress and performance; design lessons that incorporate high levels of student engagement through continued use of formative and summative assessment, collaborative learning and movement **TEKS** – increase teacher proficiency in purposeful planning to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing **Reading** – effectively implement specific reading strategies to improve students' individual reading capacity and increase teacher instructional delivery of best practices to elevate student independent and grade-level reading; create reading communities through strong library and classroom liaison **Writing** – increase teacher understanding and instructional delivery using effective writing strategies for developing writers of multiple genres; implement **writing portfolios for every student** with periodic portfolio checks **Literary Analysis Response** – increase implementation of open-ended written analysis of literature **Revising and Editing** – effectively implement best practices for student revising and editing of their own writing and analysis of author's craft	**Process TEKS** – purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills **Lead4ward Resources**- Field guides, planning guides, IQ documents, instructional strategy playlist, lead4ward app, lead4ward workshop materials, Leadership Report Card data tools, and other Lead4ward resources will be utilized to strengthen curriculum, instruction and assessment. **Pre-AP Differentiation** – PAP teachers will meet to plan lessons specifically for their PAP classes and to discuss how to teach the vertical standards. Vertical alignment with PAP courses will be emphasized and discussed. **Professional Learning Communities (PLC) and Power PLC's** – Teachers will meet weekly to share teaching strategies and activities. Active, purposeful planning will happen at this time. After each CBA/Benchmark, teachers will meet to discuss data and create plans to address weaknesses through spiral review. **Progress Measure** – Academic coaches and teachers will monitor student progress on common assessments and curriculum-based assessments and keep students informed about their progress. **Student Engagement** - focused lessons that incorporate high levels of student engagement through continued use of daily formative assessment, collaborative learning and movement. Every day/every minute matters! **Calculators**- Teachers will continue to be trained on incorporating the TI-NSPIRE calculator into their lessons and teaching students to use these tools effectively. (7PAP-8)

SCIENCE	SOCIAL STUDIES
Purposeful planning – continue planning for rigorous lessons that allow students to develop those skills necessary to complete descriptive and experimental investigations with a concentration on process skills. Planning will be focused on effective first time instruction, analyzing data and utilizing student-centered strategies in the classroom. **District Initiatives** - continue to develop lessons that focus on district initiatives such as Talk Read, Talk Write, Lead4Ward strategies, AVID note-taking strategies (6th), and Costa's Level of Questioning **Scientific Inquiry/Process Skills** – insure students are given weekly opportunities to develop skills necessary to complete descriptive and experimental investigations such as graphing, identification of variables, and analyzing data. Continue purposeful embedding of Process TEKS within daily classroom instruction. **Visual Literacy** – design lessons that allow students to develop skills necessary to complete activities that involve analyzing charts, tables, graphs, and maps. **PAP/GT Differentiation** – will be emphasized during planning and incorporated with fidelity within the classroom **Reading/Writing Strategies** – incorporate reading and writing strategies for expository text in science classes **STAAR Alignment** - continue vertical support in grades 6 and 7 with scaffolding lessons **Grade 8 STAAR**- increase the number of students achieving meets and masters grade level. **Math Strategies** – continuous review and practice involving math skills such as multiplying, dividing, addition, and subtraction with and without the use of a calculator within science content	**Purposeful Planning**—planning for rigorous instruction that incorporates best practices in Social Studies, including the use of ELPS, AVID, and Lead4Ward strategies. **Student Engagement**—instruction should implement highly engaging, student-centered activities and emphasize continued formative assessments to measure student growth and learning. **Social Studies Skills Integration**—focus on critical writing, such as DBQs and critical reading/analysis of primary and secondary sources and the integration of map skills and visual analysis to make predictions and inferences. **District Initiatives**—continue to deliver with fidelity lessons that focus on district initiative such as Talk Read Talk Write, the Lead4Ward Playlist, Literacy in Social Studies, and others. **STAAR Alignment**—vertical support in social studies skills and content vocabulary. **Literacy Strategies**—increase implementation of open-ended written analysis of text and incorporate reading strategies for expository test in the Social Studies classroom. **STEM/PRE-AP**—incorporate rigorous vocabulary and research-based instruction, including opportunities for critical thinking and high levels of questioning.

Content Snapshot
2018-2019 Top Priorities – High School

ELA	MATH
TEKS-increase proficiency in purposeful planning of rigorous, engaging instruction using Lead4ward, Abydos, and AVID strategies regularly and effectively; open/close lessons with clear content and language objectives; daily employ: effective questioning, word study, genre study, student choice, collaboration, and a process standards focus; daily use Interactive Notebooks; monitor progress using both formative and summative assessments; inform instruction through data talks within PLCs **Reading**-increase teacher understanding/instructional delivery of brain-based strategies, both at independent and grade level, to daily improve reading progress: conduct reading conferences w/anecdotal notes; use library, reading logs, and writing routinely to build strong independent reading skills and habits **Writing**-increase teacher understanding/instructional delivery of the writing process for multiple genres; write daily; increase effectiveness of writing portfolios w/periodic self-reflections and portfolio checks; conduct writing conferences; use student-personalized revising checklists; and routinely publish writing to celebrate writers **Literary Analysis**—increase effective close reading instruction for author's purpose and craft for strong written analysis of texts; choose texts strategically for writing imitation and development **Revising and Editing**-use best practices for making revising and editing concrete; routinely apply grammar instruction to students' own writing **STAAR Re-testers**-develop effective plan for re-testers to increase "Meets" and "Masters" Grade Level performance standards on English I and II EOC exams	**Process TEKS -** purposeful embedding of Process TEKS within classroom instructional practices to strengthen students' problem-solving skills and use multiple means of processing when applicable to achieve higher rigor. **Progress Measure** - teachers and Support Facilitation will concentrate on improving student assessment scores by monitoring student progress on previous year's STAAR scores, common assessments, and curriculum-based assessments on the DATA Wall and other resources. Students must show growth each year. **Student Engagement** - focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. Every day/every minute matters! **STAAR Algebra I EOC -** increase percentage of students achieving Meets Grade Level and Masters Grade Level performance standards **Forethought Curriculum Documents/lesson planning** -teachers will utilize curriculum documents as they lesson plan in Forethought **Calculators** - 9-12 math teachers will participate in on-going training in order to incorporate the TI-NSPIRE and NAVIGATORs into their lessons, teaching students to use these tools effectively, and as a resource when applicable.

SCIENCE	SOCIAL STUDIES
Purposeful planning – continue planning for rigorous lessons that allow students to develop those skills necessary to complete descriptive and experimental investigations with a concentration on process skills. Planning will be focused on effective first time instruction, analyzing data and utilizing student-centered strategies in the classroom. **District Initiatives** – continue to deliver with fidelity lessons that focus on district initiatives such as Talk, Read, Talk, Write, 7 Steps, AVID and ELL strategies **Visual Literacy** – design lessons that allow students to develop skills necessary to complete activities that involve analyzing charts, tables, graphs, and maps. Continue purposeful embedding of Process TEKS within daily classroom instruction. **PAP/GT Differentiation** – will be emphasized during planning and incorporated with fidelity within the classroom. Lessons will be aligned with College and Career Readiness Standards as well as AP College Board Standards **Reading/Writing Strategies** – incorporate research based strategies for reading/writing expository text. **Biology EOC**-Increase the number of students achieving meets and masters grade level **AP College Board**- increase number of students enrolled in AP Science courses as well as increasing the number of students earning a 3 or higher on AP Exams	**Purposeful Planning**—planning for rigorous instruction that incorporates best practices in Social Studies, including the use of ELPS, AVID, and Lead4Ward strategies. **Student Engagement**—instruction should implement highly engaging, student-centered activities and emphasize continued formative assessments to measure student growth and learning. **Social Studies Skills Integration**—focus on critical writing, such as DBQs and critical reading/analysis of primary and secondary sources and the integration of map skills and visual analysis to make predictions and inferences. **District Initiatives**—continue to deliver with fidelity lessons that focus on district initiative such as Talk Read Talk Write, the Lead4Ward Playlist, Literacy in Social Studies, and others. **STAAR Alignment**—vertical support in social studies skills and content vocabulary. **STAAR EOC Blitz**—Use STAAR data to guide the rotational review, increasing confidence in skills and content needed to master the exam.

A comprehensive assessment program is an essential part of the total educational program. District and campus assessments are aligned to the district curriculum, and they are administered frequently to measure student proficiency of the Texas Essential Knowledge and Skills. In addition to the required state assessments, STAAR and TELPAS, the following assessments are used in Dickinson ISD:

District Developed Assessments

Campus-level Common Assessments – short formative assessments used to analyze skills taught during a two to four week period of time. These periodic assessments are collaboratively designed by grade-level or course teams of teachers. Student results are analyzed by teachers to guide instructional planning and intervention.

Curriculum-Based Assessments – district developed tests aligned to the district curriculum documents that test skills taught during a nine-week grading period. These assessments are developed by the curriculum specialists with assistance from academic coaches and/or content teachers. Data is closely analyzed by teachers, administrators and curriculum specialists.

Curriculum-Based Semester Assessments - campus developed tests aligned to district curriculum documents that test skills taught during a semester. These assessments are developed by the curriculum specialists and/or team/department leaders, and they are administered at the secondary campuses.

Performance- Based Assessments – measures students' ability to apply the knowledge and skills learned from a unit or units of study. Students are given a task, and the task challenges them to use higher-level thinking skills. Performance tasks produce a product and/or performance that serves as evidence of learning.

Pre-STAAR Benchmark Tests – released tests from TEA or district-developed tests used to assess student acquisition of skills that will be tested on STAAR. Benchmark tests are administered one to two times per year depending on the subject area, and they may be administered before all standards included on the state assessment have been taught. Data is closely analyzed by teachers, administrators and curriculum specialists.

Writing Portfolios – collection of student work and related material that depicts a student's growth in writing. Writing Portfolios will be used K-12 to assess different types of writing throughout the school year.

Formative Assessments
Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a regular basis. Examples include:
- **Summaries and Reflections –** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their meta-cognitive skills. These require that students use content-specific language.
- **List, Charts, and Graphic Organizers –** Students will organize information, make connections, and note relationships through the use of various graphic organizers.
- **Visual Representations of Information –** Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual

coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."

- **Collaborative Activities –** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.
- **Conferencing / Reviews / Audit -** This involves sitting down with students and reviewing their written work/homework/progress in general. This is a very useful and beneficial process for teachers and students, especially when using data tracking forms.
  (Scholastic, Judith Dodge, 25 Quick Formative Assessments for a Differentiated Classroom)

State Assessments

State of Texas Assessments of Academic Readiness (STAAR) - a series of state-mandated standardized tests used in Texas public elementary and secondary schools to assess a student's achievements and knowledge learned in the grade level. It tests curriculum taught from the Texas Essential Knowledge and Skills.

Subject Tests Taken in Grades 3-8

Grade	Reading	Writing	Math	Science	Social Studies
Grade 3	✓		✓		
Grade 4	✓	✓	✓		
Grade 5	✓		✓	✓	
Grade 6	✓		✓		
Grade 7	✓	✓	✓		
Grade 8	✓		✓	✓	✓

STAAR End-of-Course Assessments required for high school graduation include:
- English I and English II
- Algebra I
- Biology
- U.S. History

Texas English Language Proficiency Assessment System (TELPAS) – used annually to assess the progress that Limited English Proficient (LEP) students are making in learning the English language. It assesses the English language proficiency of K-12 ELLs in four language domains – listening, speaking, reading and writing.

Texas Success Initiative (TSI) – assessment which determines the appropriate level of college course work for an incoming student. The TSI test consists of three separate exams: mathematics, reading and writing. Unless exempt, incoming college students in Texas are required to take the TSI. To be considered as passing, the test-taker must achieve: 350 or above on math, 351 or above on reading, and a score of 5 in the essay section or a score of 4 on the essay and a 363 or above on the multiple choice section.

National Assessments

ACT - The ACT® college readiness assessment is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. It contains five curriculum-based tests: the English, mathematics, reading, and science tests are standardized multiple-choice tests based on the major areas of high school and postsecondary instructional programs; the optional writing test is an impromptu essay on a given prompt. Performance on these tests has a direct relationship to a student's educational achievement.   Data from the ACT are used for many purposes. For example, high schools use the data in academic advising and counseling. Colleges use the data for recruitment, admissions, and course placement.

Advanced Placement (AP) – exams developed by the College Board and administered in May. The AP exams represent the culmination of college-level work in a given discipline in a secondary school setting. Rigorously developed by committees of college and AP high school faculty, the AP Exams test students' ability to perform at a college level. Students may receive college credit for AP scores of a 3, 4 or 5. The required score for college credit is determined by each college or university.

Armed Services Vocational Aptitude Battery (ASVAB) – a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

CogAT (Cognitive Abilities Test) - used to help educators make student placement decisions for the Gifted and Talented program. It is a K–12 assessment designed to measure students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.

DRA II (Developmental Reading Assessment) – standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or academic coaches.   DRA results, along with the results of other assessments, are used by teachers and academic coaches to determine whether students are reading on, above, or below grade level. By knowing student DRA levels, teachers can plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students' instructional levels and provide appropriate instruction to challenge them.

ITBS (Iowa Test of Basic Skills) – nationally standardized comprehensive assessment of student progress in major content areas. The ITBS is used in DISD with 1st and 2nd grade bilingual students.

National Assessment of Educational Progress (NAEP) – the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Paper-and-pencil assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and in Technology and Engineering Literacy. NAEP exams are given to students in grades 4 and 8, and districts selected to participate in testing are notified by TEA.

NWEA Measures of Academic Progress® (MAP®) are K-12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.

Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn. MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale. This measurement is reliable and accurate, so RIT scores serve as an essential data point in a student's learning plan; educators can see their precise learning level and respond accordingly.

In DISD, MAP is a pilot assessment being used at Hughes Road Elementary and Dunbar Middle School.
Renaissance Learning STAR assessments – computer-adaptive assessments designed to give accurate, reliable and valid data quickly so that effective instructional decisions can be made.
- STAR Early Literacy – assesses 41 different skill sets in three domains: work knowledge and skills, comprehension strategies and constructing meaning, and numbers and operations
- STAR Reading - assesses 36 reading skills in five domains: word knowledge and skills, analyzing literacy text, understanding author's craft, comprehension strategies and constructing meaning, and analyzing argument and evaluating text

SAT Suite of Assessments

The redesigned SAT Suite of Assessments — which includes the SAT, PSAT/NMSQT, PSAT™ 10, and PSAT™ 8/9 — focuses on the knowledge and skills that current research shows are most essential for college and career readiness and success. The exams reflect the work students are doing in classrooms across the country and around the globe.

Tightly aligned, all exams include a Reading Test, Writing and Language Test, and a Math Test. The SAT has an optional essay component, which some colleges will require. The redesign of the SAT Suite of Assessments is centered on eight key changes that research show matter most for college readiness and success.
1. Relevant Words in Context
2. Command of Evidence
3. Essay Analyzing a Source
4. Math that Matters Most
5. Problems Grounded in Real-World Contexts
6. Analysis in Science and in History/Social Studies
7. The Great Global Conversation and U.S. Founding Documents
8. No Penalty for Wrong Answers

All exams in the suite are vertically aligned, focusing on the same domain of knowledge and skills. As students progress from grade to grade, the exams will keep pace, matching the scope and difficulty of work found in the classroom.

In a move to simplify the process of interpreting and comparing scores from the different exams, all exams in the SAT Suite of Assessments will use the same score scale. They will also report an expanded number of Insight Scores to identify students' strengths and areas for development.

Students who take any test in the SAT Suite of Assessments will receive personalized SAT study resources based on their results. The Khan Academy practice experience will be adaptive and tailored to meet each student's individual needs. The following practice resources are available for free to students on Khan Academy:

- Thousands of practice questions, reviewed and approved by the College Board
- Official SAT Practice Tests written by the College Board
- Personalized recommendations for instruction and practice to help students fill their knowledge gaps

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
The PSAT/NMSQT is an important part of the College Board's effort to deliver opportunity to all students. The redesigned exam will:
- Support college readiness and success for all students, with a clear focus on the skills and knowledge that matter most for college success.
- Encourage students to take full advantage of the opportunities they've earned through their hard work.

Fewer than half of the students who take the SAT are college ready. The redesigned PSAT/NMSQT will provide educators with an early opportunity to:
- Measure and follow student performance
- Pinpoint areas for development
- Prepare students for the redesigned SAT

The most common reasons for taking the PSAT/NMSQT are to:
- Provide feedback to students on their strengths and weaknesses on skills necessary for college study. Students can then focus their preparation on those areas that could most benefit from additional study or practice.
- Give students an opportunity to see how their performance on an admissions test might compare with that of others applying to college.
- Enter the competition for scholarships from NMSQT (grade 11 only).
- Help students prepare for the SAT. They can become familiar with the kinds of questions and the exact directions they will see on the SAT.
- Give students an opportunity to receive information from colleges when they check "yes" to Student Search Service.

The PSAT will be administered at DHS in October.

SAT – a standardized measure of college readiness used in the admission process at nearly all four-year colleges and universities in the United States. The SAT is recognized as a fair and valid predictor of college success for students of all backgrounds. It is recommended that students take the SAT at the end of their junior year.

Woodcock-Muñoz Language Survey – Revised Normative Update (*WMLS*-R NU) provides a norm-referenced measure of reading, writing, listening, and language comprehension for English Language learners. The WMLS-R is administered individually to students by teachers or ELL Instructional Paraprofessionals upon a student's entry to DISD to determine proficiency in the assessed areas and to establish need for student placement in the ESL program. The WMLS-R is also administered at the end of each school year for all students identified as ESL in grades K-12 to monitor growth, plan future instructional programs and ensure students are provided appropriate language-acquisition support in all classes.

Glossary of Terms

Abydos Learning – a staff development program that brings about educational improvement; all Abydos Learning offerings are interactive and brain-research based. Presenters take participants through the experiences/lessons so teachers know exactly how to implement the strategies in their respective classrooms to better meet the needs of their students, disciplines, and grade levels. There is a minimum of telling and a maximum of showing.

- **3-Week Literacy Institute** - a quality program in writing, reading, and literacy. It has as its foundation intensive training of teachers in writing theory and pedagogy. The solidity of the three-week writing institute ensures that teachers will have the opportunity to substantively contribute to the implementation of research-based teaching practices in their classrooms. After the course, teachers will: demonstrate the teaching of writing as a process; teach language arts (support) skills within the writing process according to students' needs and state curricular guidelines; write and share with students; create a positive, non-threatening environment which encourages learning, participation, and risk-taking; create a student-centered classroom; teach students how to address a variety of audiences and write for many purposes in many modes; understand the theory that supports the writing process; use reading to teach writing and writing to teach reading.
- **Reading Week** - based upon Louise Rosenblatt's theory of reader response. Teacher will learn: strategies to motivate students and strategies for response; the three-book classroom and classroom models for implementation; interactive reading and writing; reading/writing connections; how to scaffold a lesson; ways into reading comprehension and understanding literature; Ludic reading; reading inventories; six types of reader-response; five models for setting up reading/writing workshop; the summary; inference; the dialectical notebook; and one-on-on reading.
- **Grammar Week** - based on the latest research of Weaver, Cunningham, and others. Teachers will learn: history of English as a context in which to place grammar; structure and usage; spelling; parts of speech; punctuation; verb tenses; phrases, clauses, sentences, and paragraphs; hands-on teaching of grammar; kid-friendly activities and methods for conceptual teaching; reading/writing connections; six learning theories and how they relate to grammar; and vocabulary.

Academic Objectives – refers to objectives based on the Texas Essential Knowledge and Skills (TEKS), College Readiness Standards, and course prerequisites

Alignment – the agreement of the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PreK-12 system; horizontal alignment refers to agreement within a grade level or course

Assessed Curriculum – used to determine and communicate student mastery, evaluate the curriculum, and analyze programs/courses

AVID (Advancement via Individual Determination) - professional learning for educators to improve college readiness for all students, especially those traditionally underrepresented in higher education. AVID's College Readiness System had its start at the secondary level, with the AVID Elective class and AVID School-wide, and now also includes work in elementary schools and college campuses. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

- **AVID Elementary** (grades 5-6) - teaches students academic skills at an age-appropriate level that will help them succeed at each level of their education. AVID Elementary professional learning provides teaching strategies and best practices that are utilized in each class across the grade level. Students learn note-taking, organization, and collaboration skills and are able to start thinking about their educational path to college.
- **AVID Secondary** (grades 7-12) - helps students in the AVID Elective develop their academic skills, specifically writing, inquiry, collaboration, organization, and reading (WICOR). The AVID Elective also provides students with opportunities to increase their college knowledge and take college field trips. AVID Secondary also acts to improve access and equity to rigorous courses on a campus and the professional learning provides strategies that can help all students be more college ready, even if they are not in the AVID Elective, through the use of AVID teaching strategies in content-area classes.

Balanced Literacy - Balanced literacy instruction respects and addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research-based. A balanced literacy approach to instruction provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In a balanced literacy framework, students participate in read alouds, shared reading, guided reading, independent reading and word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, and independent writing. During balanced literacy instruction, there is a gradual release of responsibility over time as the student becomes more independent.

Benchmark – a district-developed benchmark test is an assessment designed to assist students with mastery of the statewide readiness and supporting standards. These assessments cover the TEKS addressed on a specific test and are administered early in the second semester. The benchmark may contain standards the statewide assessment measures that have not yet been covered in the sequence of the curriculum. The assessment is utilized to help adjust instruction, as a predictive measure, and to help students develop personal assessment plans.

College and Career Readiness Standards - specify what students must know and be able to do to succeed in entry-level courses at postsecondary institutions in Texas in the content areas of English/language arts, mathematics, science, and social studies

Common Assessments – brief, focused assessments given during the teaching/learning process that provide immediate feedback to teachers and students on narrowly defined standards. Data from common assessments should be used to identify weaknesses and differentiate instruction.

Comprehensive Curriculum Placemat – district developed curriculum document containing student expectations, major concepts, time frame, resources/activities, vocabulary, and additional information by content area

Costa's Levels of Inquiry and Questioning - Inquiry is an important aspect of curriculum. Inquiry-based learning focuses on the student as learner, developing skillful, open-ended, higher-level questioning skills. Being able to recognize different levels of questions is beneficial for all students in many areas of learning. Understanding the three levels of questions explained below, designed by Art Costa, is critical for student success.

- **Level One Questions (Text Explicit)** – The lowest level of questions and requires one to gather information. Readers can point to one correct answer right in the text. Words found in Level 1 questions include: defining, observing, describing, naming, identifying, reciting, noting, listing
- **Level Two Questions (Text Implicit)** – This level requires one to process the information. Readers infer answers from what the text implicitly states, finding answers in several places in the text. Words found in Level 2 questions include: analyzing, grouping, synthesizing, comparing/contrasting, inferring, sequencing, classifying, explaining, distinguishing
- **Level Three Questions (Experience Based)** – This is the highest level and requires one to apply information. Readers think beyond what the text states. Answers are based on reader's prior knowledge/experience and will vary. Words found in Level 3 questions include: evaluating, judging, applying a principle, speculating, imagining, predicting, hypothesizing, generalizing, forecasting, If/Then

Criterion-Referenced Test (CRT) – refers to an assessment based on performance toward a pre-determined set of skills/competencies

Curriculum-Based Assessment (CBA) – designed to assess student performance of the mastery of the prescribed curriculum standards for the nine-week grading period

Curriculum Leadership Teams - campus specialists, academic coaches, department/team leaders and/or teachers who meet regularly with the district curriculum specialists to ensure horizontal and vertical alignment of the written curriculum, make adjustments to the curriculum based on performance data, develop and revise non-negotiable/best practice lessons, create activities and resources to supplement lessons, and/or review curriculum-based assessments

Data Disaggregation – refers to the act of breaking test results into smaller components from which to adjust the curriculum so that teaching changes as a result. Such changes may involve content, time, and scope and/or sequence. *(See DISD Assessment and Data Analysis Guide)*

Data-Driven Instruction – use of student achievement data and other learning data to guide instruction, set curriculum goals, and monitor programs.

Depth and Complexity
- **Depth** – exploration of content within a discipline; analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience with a discipline through details, patterns, trends, unanswered questions, ethical considerations
- **Complexity** – extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view

Differentiated Instruction - the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning." Teachers can differentiate through four ways: 1) content, 2) process, 3) product, and 4) learning environment based on the individual learner. Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests. Therefore, differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner. In order to understand how our students learn and what they know, pre-assessment and ongoing assessment is essential. This provides feedback for both the teacher and the student with the ultimate goal of improving student learning. Delivery of instruction in the past often followed a "one size fits all" approach. In contrast, differentiation is individually student centered, with a focus on utilizing appropriate instructional and assessment tools that are fair, flexible, challenging, and engage students in the curriculum in meaningful ways. *(Carol Ann Tomlinson and D. Lawrence-Brown)*

Eduphoria School Objects – online data base and warehouse used by DISD for data analysis, curriculum documents and lesson planning, professional development, and teacher appraisals

> Eduphoria Aware - provides access to data from one central location
> - Analyze assessment data in a rich, interactive grid
> - Create and share custom data views to focus on important issues for the district
> - Print answer documents for district assessments
>
> Eduphoria Forethought – lesson planner and curriculum management application
> - Align curriculum with TEKS and STAAR
> - Develop district bank of exemplary activities and lessons
> - Collaborate with shared plans and team planning
> - Plan a day-at-a-time or for a week's subject-at-a-time
> - Easily copy plans from year-to-year or week-to-week
>
> Eduphoria STRIVE - provides a web-based total D-TAS management system, giving teachers and principals a single tool to create, submit, view, and monitor D-TAS
> - Enable staff members to set goals and to view their evaluations online
> - Track D-TAS progress through the year
>
> Eduphoria Workshop - professional development management system that streamlines staff course registration and portfolios
> - Complete Texas SBEC tracking
> - Online course registration
> - Track professional learning exchange hours, GT hours, ESL credit or any district credit
> - Course evaluations track quality control
> - Staff members can print own certificates
> - Build e-courses for online professional development

English Language Proficiency Standards (ELPS) – required by Chapter 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

Fast ForWard – an evidence-based program that uses a revolutionary 3-part intervention model to directly target and fix the root causes of language and reading difficulty so learners make fast improvements that continue even after they finish the program.
1. Fast ForWord **prepares the brain for reading** by improving the language and cognitive skills that are weak in struggling students (MAPS — memory, attention, processing speed, and sequencing).
2. With Fast ForWord, students receive **personalized, intensive practice** on a wide variety of language and reading skills - more than any other approach or intervention.
3. Using speech verification technology, the program listens to students as they read aloud and **provides corrective guided reading feedback** to help reinforce new language and reading skills and rapidly build fluency and comprehension

Formative Assessment – (assessments FOR learning) observations, summaries, self-assessments and reviews that inform teacher instruction and provide students feedback on a regular basis

Grade Level/Department Teams – campus specialists, department/team leaders and/or teachers who meet regularly with the district coordinators and/or district content coaches to receive and review information regarding curriculum, testing, professional development, teaching strategies and performance results. Grade Level/Content team members are responsible for sharing information with campus administrators and grade-level/department members.

Instruction – focused and connected teaching; the process used by the teachers to implement the curriculum.

Norm-Referenced Test (NRT) – refers to assessments that provide information to determine how student and district achievement compares with others in a defined reference.

Portfolio – a compilation of achievement data, work samples, and evaluation instruments.

Purposeful Planning for Instruction – the ability of the teacher to visualize and forecast into the future the what, why and how of the teaching-learning process. Instructional planning provides a roadmap for the sequencing and pacing of lessons to meet the requirements in state standards, provides direction for teachers, and assists teachers in identifying activities to engage learners, evaluate learning and verify that learning matches the rigor of the TEK(s). Types of instructional planning include: 1) course plans (long-range teacher guide/map), 2) unit plans (set of related daily teaching plans and educational activities), and 3) lesson plans (TEK, learning objective, language objective, essential question(s), key vocabulary, warm-up, large group instruction, guided practice, independent practice, closure, and evidence of learning).

Eduphoria Forethought houses district curriculum documents to assist in planning. Documents include: Texas Essential Knowledge and Skills (TEKS), Pacing Guides, Scope and Sequence, Comprehensive Curriculum Placemats (CCP), Field Guides, vocabulary, and lesson plan templates.

Prior to planning, teachers should review the following:
- Scope and Sequence/Comprehensive Curriculum Placemat (CCP)
- TEKS/SE (Use the Lead4Ward Field Guide to: deconstruct the student expectation, identify the level the TEK is written, observe misconceptions about the TEK, and identify target vocabulary.)
- Review previous performance. (Lead4Ward I.Q., Heat Maps, data summary reports from common assessments/curriculum based assessments/state assessments, other district data - DRA, STAR, MAP)
- Gather engaging experiences to share (Use the Lead4Ward Field Guides and Playlist, district adopted resources, other instructional resources provided by the district.)

Backwards design, beginning with the end in mind, will be used during planning. After identifying the topic, big idea/unit, teams will select the best TEKS aligned resources/materials/strategies (engaging experiences), identify stimulus (visuals), evidence (thinking) and key vocabulary, and develop formative and/or summative assessments. The DISD Lesson Plan Templates will be used to plan daily delivery of instruction.

Lead4Ward Planning Guides are available in Eduphoria Forethought.

Prekindergarten Guidelines - The purpose of the Prekindergarten Curriculum Guidelines document is to help educators make informed decisions about curriculum content for prekindergarten children. The guidelines also provide a means to align the prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS).

Professional Learning Community (PLC) – a group of educators committed to continuous improvement that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Project Based Learning (PBL) - a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Project Design Elements include:
- **Key Knowledge, Understanding, and Success Skills** - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- **Challenging Problem or Question** - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- **Sustained Inquiry** - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.
- **Reflection** - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- **Critique & Revision** - Students give, receive, and use feedback to improve their process and products.

- **Public Product** - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.
  (Buck Institute for Education)

Reading Levels – Reading is a highly complex process. Readers must build a system of strategic actions for processing texts that begins with early reading behaviors and becomes a network of strategic actions for reading increasingly difficult texts. *(See DISD Reading Level Expectations located in the Appendix.)*

Response to Intervention (RtI) - an approach to academic and behavioral intervention used to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards. RtI seeks to prevent academic and behavioral failure through universal screening, early intervention, frequent progress monitoring, and increasingly intensive research-based instruction or interventions for children who continue to have difficulty. RtI is a multileveled approach for aiding students that is adjusted and modified as needed. *(See DISD RtI Guidelines and Procedures Handbook)*

Rigor /Relevance Framework - The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It can be used in the development of both instruction and assessment. In addition, teachers can use it to monitor their own progress in adding rigor and relevance to their instruction, and to select appropriate instructional strategies for differentiating instruction and facilitating higher achievement goals.
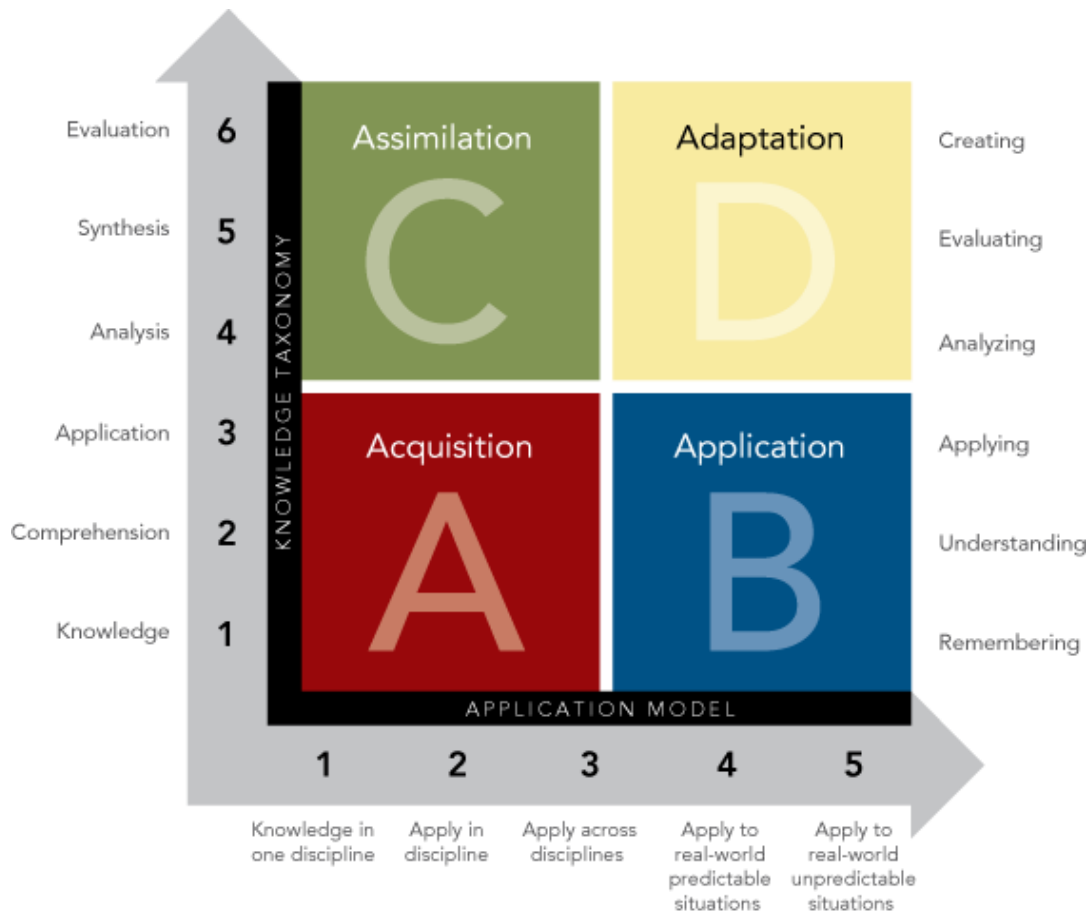
The Knowledge Taxonomy (*y*-axis) is a continuum based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

The second continuum (*x*-axis)—created by Bill Daggett—is known as the Application Model. A continuum of action, its five levels describe putting knowledge to use. While the low end of the continuum is knowledge acquired for its own sake, the high end signifies action—use of that knowledge to solve complex, real-world problems and create projects, designs, and other works for use in real-world situations.

Action Continuum

Acquisition of Knowledge → Application of Knowledge

	A	B	C	D
	Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

International Center for Leadership in Education, Inc. New York, 2015

Scope and Sequence – Scope refers to the content to be taught (TEKS) and sequence refers to the order in which the TEKS are to be taught which is driven by prerequisites for new knowledge and skills, assessment schedules, time, etc.

Seven Steps to Building a Language-Rich Interactive Classroom by Seidlitz Education provides a seven step process that creates a language-rich interactive classroom environment in which all students can thrive. Topics include differentiating instruction for students at a variety of language proficiencies, keeping all students absolutely engaged, and creating powerful learning supports.

Sheltered Instruction – a way to use second language acquisition strategies while teaching content area instruction; content-based English language instruction; a way of providing academic subject matter assistance to English learners in the form of visuals, modified texts and assignments, and attention to their linguistic needs; instruction that focuses on providing accessibility for ELLs to grade-level content standards and concepts while they continue to improve their academic language proficiency

Sheltered Instruction Plus - research-based strategies to use when integrating the English Language Proficiency Standards (ELPS) in a sheltered approach in order to help students improve their comprehension and academic English communication skills

State of Texas Assessment of Academic Readiness (STAAR) - a series of state-mandated standardized tests used in Texas public primary and secondary schools to assess a student's achievements and knowledge learned in the grade level. It tests curriculum taught from the Texas Essential Knowledge and Skills, which in turn is taught by public schools.

Summative Assessment – refers to the assessment of the learning and summarizes the development of learners at a particular time; characterized as assessment *of* learning and is contrasted with formative assessment, which is assessment *for* learning

    <u>Characteristics of Summative Assessment</u>
- Procedure to assess or grade students' level of learning in a designated period of time
- Uses well defined evaluation designs (i.e. fixed time and content)
- Provides descriptive analysis
- Positive, tending to stress what students can do rather than what they cannot

Taught Curriculum – the instructional strategies, resources, teacher-developed lesson plans used to teach the curriculum.

Texas English Language Proficiency Assessment System (TELPAS) – designed by the Texas Education Agency to assess the progress that limited English proficient (LEP) students make in learning the English language.

Texas Essential Knowledge and Skills (TEKS) – state standards for Texas public schools from kindergarten to 12th grade. They detail the curriculum requirements for every course.
- **Student Expectations** - establish what every student should be able to do
- **Readiness Standards**
  - ➤ Essential for success in the current grade or course

- ➢ Important for preparedness for the next grade or course
- ➢ Support college and career readiness
- ➢ Necessitate in-depth instruction
- ➢ Address broad and deep ideas
- **Supporting Standards**
  - ➢ Support a current readiness standard
  - ➢ Serve as a foundation for a readiness standard in another grade level
  - ➢ Address more narrowly defined ideas
- **Process Standards** – student expectations that relate to the skills of the content area. Process Standards are noted in the TEKS as:
  - ➢ Underlying Processes and Mathematical Tools
  - ➢ Scientific Investigation and Reasoning Skills
  - ➢ Social Studies Skills

Tested Curriculum – refers to that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

Texas Performance Standards Project - a resource for providing differentiated instruction to gifted/talented (G/T) students (and can be used for providing enhanced academic opportunities for all students). The TPSP provides a coherent package of standards, curriculum, and assessments for use in G/T programs from kindergarten through high school.
The goal of the TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the _Texas State Plan for the Education of Gifted/Talented Students_. At each grade level, the TPSP provides guidelines for independent learning experiences and research projects that teachers can adapt and use with their G/T students. The projects, or "tasks," are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the foundation content areas of English language arts and reading, mathematics, science, and social studies with interdisciplinary connections. www.texaspsp.org

WICOR - AVID's proven learning support structure for middle and high school which incorporates teaching/learning methodologies in the following critical areas: _Writing, Inquiry, Collaboration , Organization_, and _Reading to Learn_. WICOR provides a learning model that teachers can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels.

Woodcock-Muñoz Language Survey - Revised Normative Update (_WMLS_-R NU) provides a norm-referenced measure of reading, writing, listening, and language comprehension for English Language learners. The WMLS-R is administered individually to students by teachers or ELL Instructional Paraprofessionals upon a student's entry to DISD to determine proficiency in the assessed areas and to establish need for student placement in the ESL program. The WMLS-R is also administered at the end of each school year for all students identified as ESL in grades K-12 to monitor growth, plan future instructional programs and ensure students are provided appropriate language-acquisition support in all classes.

Written Curriculum – refers to the standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to district-developed assessments, suggested timeframes, aligned resources, correlations to the TEKS and other national assessments administered in the district.

Dickinson ISD Reading Level Expectations
2018-2019

Kindergarten

	DRA	STAR
1st 9 Weeks PR	--	--
1st 9 Weeks	**1/A**	**PP**
2nd 9 Weeks PR	2/B	P
2nd 9 Weeks	**2/B**	**P**
3rd 9 Weeks PR	3/C	.5-1.0
3rd 9 Weeks	**3/C**	**.5-1.0**
4th 9 Weeks PR	4/D	1.1-1.2
4th 9 Weeks	**6-8/E or higher**	**1.3 or higher**

1st Grade

	DRA	STAR	LEXILE
1st 9 Weeks PR	6-8/E	1.3	100-150
1st 9 Weeks	**8/E**	**1.3**	**125-150**
2nd 9 Weeks PR	10/F	1.4-1.5	175-200
2nd 9 Weeks	**12/G**	**1.6**	**225-250**
3rd 9 Weeks PR	14/H	1.7-1.8	275-300
3rd 9 Weeks	**16/I**	**1.9**	**325**
4th 9 Weeks PR	18/J	2.0-2.2	350-400
4th 9 Weeks	**18/J-20/K or higher**	**2.0-2.5 or higher**	**350-450**

2nd Grade

	DRA	STAR	LEXILE
1st 9 Weeks PR	18/J-20/K	2.0-2.5	350-450
1st 9 Weeks	**20/K**	**2.3-2.5**	**425-450**
2nd 9 Weeks PR	20/K-24/L	2.3-2.7	425-500
2nd 9 Weeks	**24/L**	**2.6-2.7**	**475-500**
3rd 9 Weeks PR	24/L-28/M	2.6-2.9	475-525
3rd 9 Weeks	**28/M**	**2.8-2.9**	**525**
4th 9 Weeks PR	28/M-30/N	2.8-3.3	525-600
4th 9 Weeks	**30/N or higher**	**3.0-3.3 or higher**	**550-600**

3rd Grade

	DRA	STAR	LEXILE
1st 9 Weeks PR	30/N	3.0-3.3	550-600
1st 9 Weeks	**30/N**	**3.0-3.3**	**550-600**
2nd 9 Weeks PR	34/O	3.4-3.5	625
2nd 9 Weeks	**34/O**	**3.4-3.5**	**625**
3rd 9 Weeks PR	34	3.4-3.5	625
3rd 9 Weeks	**38/P**	**3.4-3.5**	**625**
4th 9 Weeks PR	38/P or higher	3.6-3.9 or higher	650-675
4th 9 Weeks	**40/Q or higher**	**4.0-4.5 or higher**	**700-750**

4th Grade

	DRA	STAR	LEXILE
1st 9 Weeks PR	38/P	3.6-3.9	650-675
1st 9 Weeks	**40/Q**	**4.0-4.5**	**700-750**
2nd 9 Weeks PR	40/Q	4.0-4.5	700-750
2nd 9 Weeks	**40/R**	**4.5-4.9**	**750-785**
3rd 9 Weeks PR	40/R	4.5-4.9	750-785
3rd 9 Weeks	**40/S**	**4.5-4.9**	**750-785**
4th 9 Weeks PR	40/S or higher	5.0-5.2 or higher	800-825
4th 9 Weeks	**40/T or higher**	**5.2-5.4 or higher**	**825-850**

5th Grade

	DRA	STAR	LEXILE
1st 9 Weeks	40/T	5.2-5.4	800-850
2nd 9 Weeks	**50/U**	**5.5 or higher**	**860**
3rd 9 Weeks	50/V	5.6-5.7	875
4th 9 Weeks	**50/W**	**5.8-5.9 or higher**	**880 or higher**

6th Grade

	DRA	STAR	LEXILE
1st 9 Weeks	60/X	6.0-6.3	900-920
2nd 9 Weeks	**60/X**	**6.3-6.5**	**920-935**
3rd 9 Weeks	60/Y	6.5-6.7	935-950
4th 9 Weeks	**60/Y**	**6.8-6.9 or higher**	**960 or higher**

7th Grade

	DRA	STAR	LEXILE
1st 9 Weeks	N/A	7.0-7.2	975 or higher
2nd 9 Weeks	**N/A**	**7.3-7.5**	**1000 or higher**
3rd 9 Weeks	N/A	7.6-7.7	1000 or higher
4th 9 Weeks	**N/A**	**7.8-7.9 or higher**	**1025 or higher**

8th Grade

	DRA	STAR	LEXILE
1st 9 Weeks	N/A	8.0-8.2	1025-1050
2nd 9 Weeks	**N/A**	**8.3-8.5**	**1050 or higher**
3rd 9 Weeks	N/A	8.6-8.7	1075 or higher
4th 9 Weeks	**N/A**	**8.8-8.9 or higher**	**1100 or higher**

Guided Reading Level Conversion Chart

Stages of Reading	Grade Level	DRA	Fountas & Pinnell	STAR	Lexile
Emergent (1-16)	K	1	A	PP	BR
		2	B	P	BR
		3	C	.5-1.0	100
		4	D	1.1-1.2	200
		6-8	E	1.3	200
	1ST	6-8	E	1.3	200
Early (14-28)		10	F	1.4-1.5	200
		12	G	1.6	200
		14	H	1.7-1.8	300
		16	I	1.9	300
		18	J	2.0-2.2	300
		20	K	2.3-2.5	300
Early Fluency (18-40)	2ND	20	K	2.3-2.5	300
		24	L	2.6-2.7	400
		28	M	2.8-2.9	500
		30	N	3.0-3.3	500
	3RD	30	N	3.0-3.3	500
		34	O	3.4-3.5	600
Fluency (30-60)		38	P	3.6-3.9	700
		40	Q	4.0-4.5	750
	4TH	40	Q	4.0-4.5	750
		40	R	4.5-4.9	750
		40	S	5.0-5.2	750
		40	T	5.2-5.4	750
	5TH	40	T	5.2-5.4	750
		50	U	5.5	750
		50	V	5.6-5.7	750
	6TH	60	W	5.8-5.9	850
			X	6.0-6.3	850
			Y	6.5-6.7	850
			Z	6.8-6.9	850

DRA→ Independent Reading Level   **F&P Level→ Instructional Level**   **STAR→Renaissance**

Writing Portfolios (PK-12)
2018-19 Plan

Year 1: 2015-2016
- A collection of writings from the year
- Portfolio should contain evidence of district writing initiatives (such as, but not limited to, ABYDOS, Reading/Writing workshop, Degen Analysis, Bernebie, Rubrics, Conferences)
- Year-end self-evaluation
- Exchange of portfolios at grade-level promotion (within and between campuses)

Year 2: 2016-2017
- A working portfolio (varied writing genres; processes writings, timed writings, and drafts of writing) includes student choice and writing reflects the district's curriculum
- Table of contents that is updated as portfolio content is updated
- Should contain evidence of district writing initiatives (such as, but not limited to, ABYDOS, Reading/Writing workshop, Degen Analysis, Bernebie, Rubrics, Conferences)
- Year-end self-evaluation
- Exchange of portfolios at grade-level promotion (within and between campuses) – teacher facilitates with students portfolio pruning (what to keep)
- Facilitate class and individual student S.M.A.R.T. goals for writing
- Optional portfolio training outside of school (summer and fall 2016)

Year 3: 2017-2018
- Should contain evidence of district writing initiatives (such as, but not limited to, ABYDOS, Reading/Writing workshop, Degen Analysis, Bernebie, Empowering Writers, Rubrics, Conferences)
- Year-end self-evaluation
- Exchange of portfolios at grade-level promotion (within and between campuses) – teacher facilitates with students portfolio pruning (what to keep)
- Facilitate class and individual student S.M.A.R.T. goals for writing

Year 4: 2018-2019
- A working portfolio (varied writing genres; processes writings, timed writings, and drafts of writing) includes student choice and writing reflects the district's curriculum)
- Portfolio should contain evidence of district writing initiatives-(such as, but not limited to: ABYDOS, Reading/Writing workshop, Degen Analysis, Empowering Writers, Lucy Calkins Units of Study, Lead4ward)
- Portfolio should contain grade-level curriculum writing units as outlined in curriculum documents
- Exchange of portfolios at grade-level promotion (within campus grade-levels)
- Year-end self-evaluation/reflection by student and teacher
- Table of contents that is updated as portfolio content is updated, which includes student self-reflection
- PLC time which includes student writing samples
- All 5-12 ELA teachers attend ABYDOS Writing Institute
- Evidence of student goal setting and conferencing with teacher
- Possible portfolio showcase Parent Night

Writing Portfolio Checks (PK-12)

Checkpoint 1	Sept. 17- Sept. 21	Checkpoint 2	Nov. 3- Nov. 9
Checkpoint 3	Jan. 28-Feb.1	Checkpoint 4	Mar. 25-Mar. 29
EOY Evaluation May 20-May 24 The End-of-Year student portfolio self-evaluation and organization should take no more than 1.5 class periods. All portfolios should be prepared for passing to the next grade level.			

Independent Writing
Literacy Component Rationale

Definition: Teacher/students choose a particular form or genre and students utilize their newly acquired knowledge and skills to improve their craft and become lifelong writers. Students may practice writing numerous drafts prior to choosing one to take through the entire writing process to publication.

Rationale: To encourage students to experiment in a variety of writing genres, choose their own topics, problem-solve, monitor, and explore the use of written
language based on audience and purpose.

Teacher role:
• To create opportunities for students to engage in authentic, purposeful writing
• To respond to the content of the students' writing and give timely specific feedback
• To assist students with the revision and editing process
• To hold conferences with individual writers

Students role:
• To write for their own purpose (e.g., to document what they have learned, express feelings)
• To select the topic and content for writing
• To write in various genres and forms (Sometimes based on teacher choice and sometimes student choice)
• To revise and edit student's writing
• To accept feedback from peers and the teacher

Administrator will see
• Students engaged in the writing process
• Teacher interacting with students
• Teacher creating enthusiasm for writing in a rich literacy environment
• Teacher creating authentic purposes for writing
• Established working portfolio

Resources:
•District curriculum	•Lucy Calkins Units of Study
•Abydos and AbydosPRO	•Lead4ward instructional strategies
•Empowering Writers Expository	•TEA Scoring Guide and STAAR rubrics
•Empowering Writers Revise and Edit	•Calibration Training

Sheltered Instruction Plus/7 Steps District Plan

What is it?

- A way to use second language acquisition strategies while teaching content area instruction. (Krashen, 1983)
- It is a means for making grade level academic content (reading, math, science and social studies) more accessible for English learners while at the same time building their English language development.
- Navigating the ELPS, Seven Steps to a Language –Rich Interactive Classroom and Sheltered Instruction Plus are tools for measuring the quality of academic instruction and a way of providing academic subject matter assistance.
- The eight components of Sheltered Instruction Plus provide a blueprint for effective lessons.
- It is a scientifically validated approach to teaching English learners.
- It is effective with **all** students, not just ELs.
- It organizes best practices so they are used consistently day in and day out.
    - Standards
    - District Initiatives (Building Academic Vocabulary)
    - Differentiated Instruction
    - Cooperative Learning
    - Reading Strategies
    - Writers Workshop
    - Technology

What has been done thus far? (2013-2017)

For the past five years, extensive training has been provided for administrators, teachers and instructional support staff. Training has included:

- **Navigating the ELPS** - The English Language Proficiency Standards (ELPS) clearly defines the content-area knowledge and academic language instruction that districts must provide for English Learners. This training session addresses the requirements within the four sections of the ELPS, for teachers, administrators, and specialists. In addition, it offers a user-friendly process for meeting those requirements using a variety of hands-on, interactive strategies and activities.

- **7 Steps to a Language-Rich Interactive Classroom** - This innovative training helps all teachers transform their classrooms into vibrant spaces where students can use academic language to talk, read, write, and think about each lesson's content. 7 Steps training outlines a dynamic process for structuring, planning, and facilitating a language-rich classroom. In addition, participants gain knowledge of helpful ways to integrate both content and language standards when planning instruction. They also receive specific strategies for differentiating instruction so that all learners within the classroom can build their ability to discuss and communicate academic concepts effectively.

- **Sheltered Instruction Plus** – SIP training emphasizes research-based strategies to help students improve their comprehension and academic English communication skills. The templates and resources provided help teachers plan and implement a practical approach to instructing English Language Learners.

- **Talk, Read, Talk, Write (TRTW)** - is a practical approach to classroom instruction that helps students meet and exceed the state standards for learning in the core classes while also developing the literacy skills needed for success in the 21st century. During the training, participants experience the TRTW approach as learners themselves, and receive step-by-step instructions for how to implement the approach using actual classroom examples. Other training topics include: how to facilitate structured conversations, how to hold students accountable for active participation, how to move students toward successful independent reading and writing, and how to troubleshoot common roadblocks to reading, writing and talking in secondary classrooms. Participants leave the training knowing how to give students consistent opportunities to orally process what they are learning, to make meaning in the company of their peers, and to read and write for an authentic purposes, all while mastering academic content.

- **ELs in Texas: What Administrators Need to Know** - This training helps ensure that Bil/ESL programs for ELLs are compliant and effective, and addresses the legal, programmatic, and instructional issues that administrators and other leaders face in their work.

- **My Students are All Different! A User-Friendly Approach for Teaching ALL Kids** - This training provides educators with classroom-proven strategies to differentiate instruction in ways that maximize student success. Students enter school with different linguistic abilities, varied levels of background knowledge, a large range of language abilities and disabilities, and a great array of learning differences. In this interactive, practical training, all of these areas are addressed. Educators discover ways to create student profiles, accommodate based on student characteristics, and incorporate highly effective academic and behavioral strategies. The Diverse Learner Flip Book is the guide for this training.

What are the district expectations?

- All administrators, content teachers and instructional support staff will attend Navigating the ELPS and 7 Steps training.
- Teachers will be aware of the Proficiency Level Descriptors for all EL students.
- Teachers will prepare lesson plans that include content and language objectives.
- Focused lesson plans will target academic language and concept development.
- Content and language objectives will be posted each day in a visible area in all classrooms.
- Teachers will implement all components of 7 Steps to an Interactive Classroom.
    - Language and strategies to use when students don't know what to say
    - Speak in complete sentences
    - Randomize and rotate who is called on
    - Response signals
    - Focus on vocabulary to build background
    - Structured reading activities
    - Structured conversation and writing activities
- Posters from Seven Steps (***What To Say Instead Of I Don't Know*** and ***Please Speak In Complete Sentences***) will be displayed.

Plans for 2018-2019

- **Campus Visits** by the Educational Services Department – each campus/classroom will be visited looking for the successful implementation of 7 Steps. After the observations, reflective conversations will occur and if necessary, action plans will be developed.

- **Additional training opportunities**

- **Expanded focus on Sheltered Instruction Plus at the secondary level**

- **Continuous monitoring of district expectations**

- **Improved academic performance of EL students and ALL students**