



DISD Curriculum Audit Implementation Plan 2006-2007

Presentation to the Dallas ISD
Board of Trustees
January 18, 2006

Exemplary by 2010

- The Board of Trustees has established far reaching, ambitious student performance targets in the areas of
 - TAKS testing performance
 - College Readiness
 - Graduation Rate

- To reach these targets, we must

- 1. increase academic rigor** for our students.


- 2. address systemic issues** that will require strong and unified leadership beginning with central office and the Board of Trustees.

--Jimmy Neitzel, NCEA Auditor
December 7, 2005

FIVE RESEARCH-BASED THEMES

1. Curriculum and Academic Goals **What**
2. Staff Selection, Leadership, and Capacity Building **Who**
3. Instructional Programs, Practices, and Arrangements **How**
4. Monitoring, Compilation, Analysis and Use of Data **How Well**
5. Recognition, Intervention, and Adjustments **What If**

**National Center for
Educational
Accountability**

national sponsor of Just  the Kids

Theme #1: Curriculum and Academic Goals

School Level: District

Practice: Define Clear and Specific Academic Objectives by Grade and Subject

WHAT

1. Define clear, specific, and rigorous academic objectives by grade and subject, beginning in the core content areas (Math, Reading/ELA, Science, Social Studies), that are aligned from 12th grade to Early Education to prepare all students for advanced work in high school.

- **The Big Blue Books**

(design, development, copying, e-copying, feedback, revision, deployment)

- **Curriculum Plan**

(develop, criteria, components, determine improvements needed, prioritize, involve stakeholders—CAC,)

- **Communication and Professional Development**

(Coherence--classroom to classroom, school to school, area to area, districtwide—all students get the “good stuff” and can transition into other classrooms, programs, schools)

\$200,000
(estimate for
teacher hourly
stipends and
copying)

Theme: Curriculum and Academic Goals

School Level: District

Practice: Define Clear and Specific Academic Objectives by Grade and Subject

WHAT

2. Ensure that principals and teachers know the specific knowledge and skills to be taught and learned at each grade and in each subject.

- Tiered Content and Pedagogy Professional Development Plan and Portfolio for all Teachers

(on the same page with the “what’s” and understanding the best practices in the “how’s”)

- Common Understanding of the Principles of Teaching and Learning

(Articulate a research-based “language” that we can use to communicate clearly and learn through)

- Instructional Leadership for Teaching and Learning

(10 additional principal contract days for professional development and collaboration)

Redeployment of
Current PD Funds and
\$300,000 for Urban IFL
Collaboration

\$712,000 for Additional Contract Days

Theme: Curriculum and Academic Goals

School Level: District

Practice: Define Clear and Specific Academic Objectives by Grade and Subject

WHAT

3. Ensure that all students learn the same curriculum by monitoring principal and teacher use of district curricular documents for all grades and subjects.

- **Develop and Implement Instructional Leadership Curriculum Pacing Guides and Implementation Rubrics**
(for use in learning walks and walk-throughs and campus-based discussions)
- **Provide Focused Walk-Through and Learning Walk Training for Principals**
(content and pedagogy specific)
- **Establish Parameters/Expectations for Principal Time in Walk-Throughs, Learning Walks, and Follow-Up**
(content and pedagogy specific)

Redeployment of Current Funds

Theme: Curriculum and Academic Goals

School Level: District

Practice: Define Clear and Specific Academic Objectives by Grade and Subject

WHAT

4. Create and implement a curriculum development plan to include continual review and refinement of district curriculum by the Curriculum Advisory Council and PreK-12 vertical teams of teachers, organized by subject.

- **Develop and Implement a Curriculum Management Plan**
(stakeholder involvement, research-based, PK-12 all subjects, revision and feedback loops)
- **Involve all Stakeholders in the Process**
(Curriculum Advisory Council, CILT teams, vertical teams of teachers in all content areas)

**Redeployment of Current PD Funds and
\$200,000 for Teacher Stipends (Vertical
Teams, Curr. Adv. Council)**

Theme #2: Staff Selection, Leadership, and Capacity Building

Who

School Level: District

Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

5. Breakdown silos of communication that exist throughout DISD to improve/broaden access to principals by district administrators.

- **Establish Process for More Effective Communication with Principals**
- **Ensure Opportunities for Principals to Communicate and Participate in Decision-Making**
(Supt's. Council of Principals, Curriculum Advisory Council, Principal Representative on ELT)

No Budget Implications Anticipated

Theme: Staff Selection, Leadership, and Capacity Building

Who

School Level: District

Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

6. Structure principal evaluations to emphasize the importance of the time principals spend observing classroom instruction to monitor the instructional program.

- **Provide Professional Development for Principals in Classroom “Coaching” Time**

(Breakthrough Coach)

Redeployment of Current Budget

- **Examine Principal Evaluation for Expectations Related to Time in Classrooms**

(Establish Parameters/Expectations for Principal Time in Walk-Throughs, Learning Walks, and Follow-Up)

Theme: Staff Selection, Leadership, and Capacity Building

Who

School Level: District

Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

7. Develop internal principal candidates to maintain program consistency.

- **Develop and Implement the Leadership Development Academy**

(First cadre selected; professional development begins February 2006)

Redeployment of Current Budget

Theme: Staff Selection, Leadership, and Capacity Building

Who

School Level: District

Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

8. Build the instructional leadership capacity of principals and district administrators through differentiated, engaging, and rigorous professional development that is focused on specific academic goals and tied to student achievement needs.

- **Tiered Content and Pedagogy Professional Development Plan and Portfolio for all Administrators**
(on the same page with the “what’s” and understanding the best practices in the “how’s”)
- **Common Understanding of the Principles of Teaching and Learning**
(Articulate a research-based “language” that we can use to communicate clearly and learn through)
- **Instructional Leadership for Teaching and Learning**
(10 additional principal contract days for professional development and collaboration)

Redeployment of Current PD Funds and
See #2 IFL Urban Collaboration Initiative

Theme: Staff Selection, Leadership, and Capacity Building
School Level: District
Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

9. Organize use of instructional coaches to ensure co-accountability for learning by maximizing contact with teachers in schools with the greatest need to ensure that evidence-based teaching strategies are being implemented effectively in every classroom.

- **Tiered Campus-Based Instructional Coaching Model**
(determine need, develop coaching framework)

Reassignment of Current “Coaching”
Function Staff/FTEs and/or
Hire Additional Instr. Coaches
*(Without reassignment--app. \$2,400,000 for 48
M/Sci coaches at Tier 1 Schools Only)*

- **Phase-In Beginning at Campuses of Greatest Need**

Redeployment of Current PD Budget for
Instructional Coaches

Theme: Staff Selection, Leadership, and Capacity Building

Who

School Level: District

Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

10. Ensure that all professional development activities, especially the use of consultants, are tightly aligned to demonstrated student need and the stated district academic goals.

- **Revise and Implement Consultant Approval Process**
(aligned to the curriculum expectations and student needs)
- **Minimize the Need for and Use of Consultants**
(campus-based support, improved curriculum products and support)

**See #1 Curriculum Plan—
annual budget process as per timeline**

Theme: Staff Selection, Leadership, and Capacity Building
School Level: District
Practice: Provide Strong Leaders, Highly Qualified Teachers, & Aligned Professional Development

11. Focus role-specific staff development on the core process of teaching and learning, as opposed to simply requiring seat time, and build collaborative work time into the structure of the school day.

- Tiered Content and Pedagogy Professional Development Plan and Portfolio for all Administrators and Teachers
(on the same page with the “what’s” and understanding the best practices in the “how’s”)
- Collaborate with Other Urban Districts and Organizations for Professional Development (High Performers)
(Institute for Learning, NCEA-Just for the Kids, Dallas Achieves)

Redeployment of Current Funds and
See #2 Urban Collaboration Initiative

- Provide Compensation for Core Area Teachers to Collaborate
(elem. in workday schedule)

\$4,000,000 (est. --6-12th grade core area teachers to support two hours collaboration per week @\$20/hour for 36 weeks)

Theme: Instructional Programs, Practices, and Arrangements
School Level: District
Practice: Provide Evidence-Based Instructional Programs

How

12. Select instructional resources that are proven effective with similar student populations, aligned to district academic objectives, and thoroughly supported with district resources to ensure fidelity of implementation.

- Enhance Curriculum with Primary, Supplemental, and Intervention Resources aligned to the Curriculum Expectation (Research-based Programs and Products---The curriculum is not the “program” or “book” we use.)
- Begin Resource Alignment with Math and Science (per plan)
- Inventory Campuses for Access to Required Instructional Material

\$100,000 Math Interventions and
\$200,000 Science equipment equity
(Funds in current year workscopes for math and science revision—teacher stipends, training, and curr. revision)

Theme: Instructional Programs, Practices, and Arrangements
School Level: District
Practice: Provide Evidence-Based Instructional Programs

How

13. Require that schools use district-selected materials when student achievement does not reach determined goal levels while providing flexibility to high-performing schools (as measured by campus Exemplary status and a high percentage of students reaching the Commended standard) to continue successful practices that may differ from others in the district.

- **Develop Program Approval Process for New Instructional Materials**
(Expect and monitor the use of district-adopted instructional programs and materials)
- **Determine Performance Levels Required for Campus Flexibility in Instructional Materials Use**

No Budget Implications Anticipated

Theme: Instructional Programs, Practices, and Arrangements
School Level: District
Practice: Provide Evidence-Based Instructional Programs

How

14. Fully implement Bilingual Education Program and staffing plan.

- Accelerate the Bilingual Staffing Plan to the extent possible (exemptions reduced significantly annually and eliminated)

Budget Implications Outlined in Bilingual Staffing Plan (replacement of attrition Gen.Ed. teachers with **Bilingual teachers—stipend attached per teacher**)

- Examine the Efficacy of Dual Language Elementary Schools and Recent Immigrant “International” Secondary Schools

Theme: Monitoring: Compilation, Analysis, and Use of Data

School Level: District

Practice: Develop Student Assessment & Data Monitoring Systems to Monitor School Performance

15. Monitor student learning beginning in the early grades with a comprehensive, coherent district assessment system that includes district benchmarks to supplement state and standardized tests.

- **Assessment Committee to Examine Improvements Needed (cross-functional, feedback, evaluation)**
- **Develop/Redesign Core Content Assessments and Data Supports (as determined by Assessment Committee and Approved by Curriculum Advisory Council)**

\$180,000-teacher stipends and test item development to support release of all tests and items)

Theme: Monitoring: Compilation, Analysis, and Use of Data

School Level: District

Practice: Develop Student Assessment & Data Monitoring Systems to Monitor School Performance

16. Develop the capacity to translate the wealth of DISD data (TAKS, ITBS, district benchmarks, ACP, CEI, SEI, etc.) into actionable information that will impact instruction for teachers.

- **Improve Systems of Data Access through Technology**
(DCM, OIR, Curriculum Central, etc.....)
- **Professional Development in Use of Assessment Results**
(coherent, concise, targeted)
- **Examine Websites for Teacher-Centered, User Friendly Access and Information**
(classroom specific, linking curriculum, assessment results, and instructional supports)

\$97,000—printing, executive analyst,
contracted website services

Theme: Recognition, Intervention, and Adjustment

School Level: District

Practice: Recognize, Intervene, or Adjust Based on School Performance

What If

17. Develop an intervention plan that targets support and expert assistance to Tier 1 and Tier 2 schools and provides additional instructional time and resources to ensure that all students master the stated curriculum rather than lowering the expectations for some students.

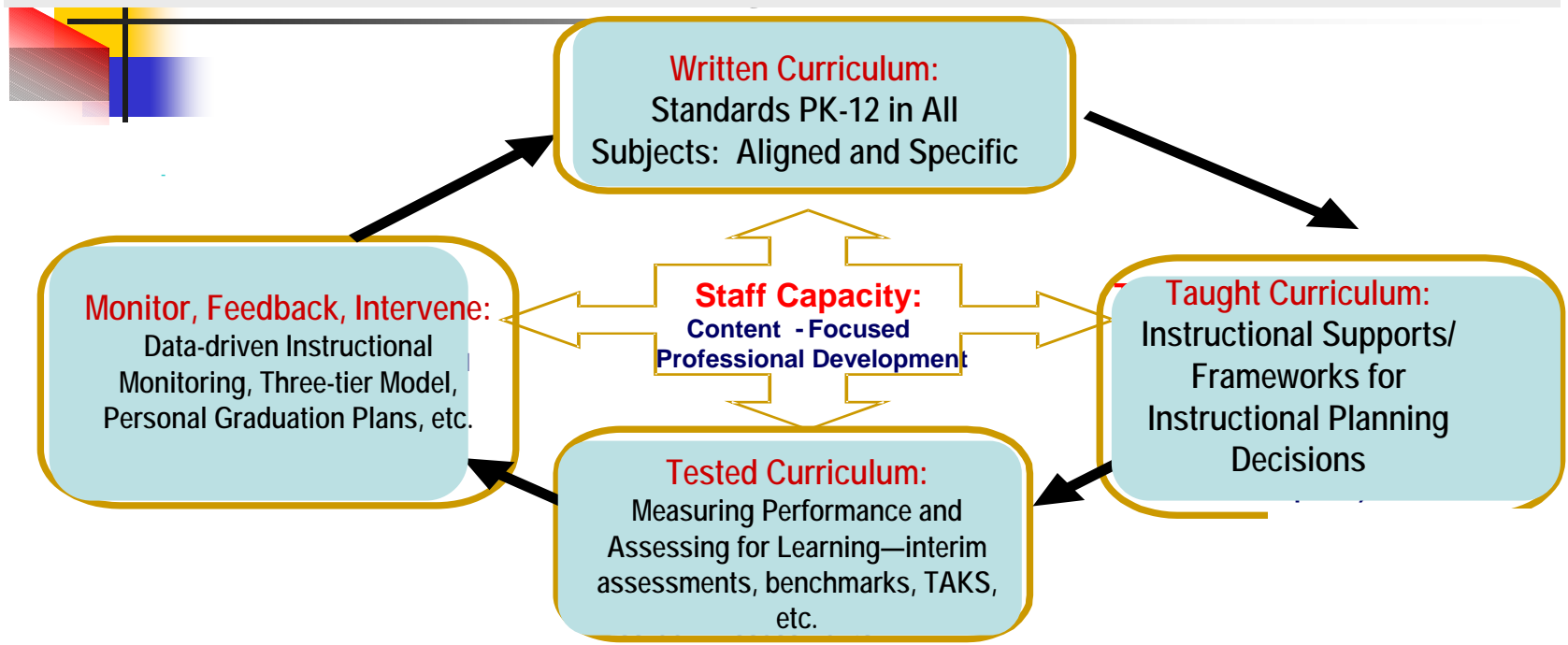
- **Design and Communicate a Three-Tiered Intervention Model for Core Content Areas**
(in classroom, during the day, outside of day/summer)
- **Review and Adopt Intervention and Supplementary Instructional Resources for Alignment to Curriculum Standards**
(purchase new resources if needed, include clear linkages to intervention in redesigned curriculum)
- **Support the Inclusion Model for Special Education Students**
(professional development and instructional tools)

See #12 Math Intervention Resources
(Funds in current year workscopes for math and science revision—other subject areas as per plan timeline)

District Design Principles—The How of Coherence

Organizing for Coherence: Designing, Monitoring, and Supporting Coherence

Coherence Across the Components of a Quality Educational System



Theory of Action about Teaching and Learning



Next Steps: Budgeting, Implementing, Monitoring, and Evaluating the Plan

Internal Evaluation Updates: To occur within the regular update meeting cycles and monitoring processes.

External Evaluation/Updates; To occur annually by the National Center for Educational Accountability.