

Dumas ISD Plan for Equity and Excellence

Table of Contents

1. Eight Steps to Success.....	3
2. Elements Common to District/Campus Level.....	4
3. Campus E and E Plan.....	5
4. Plan for 2018-2019	6

Steps to Success

Plan-Do-Study-Act

1. Disaggregate State Assessment Scores using Lead4ward methods
2. Develop Year at a Glance
3. Implement Focused Curriculum Documents
4. Develop common formative assessments and assessment dates
5. Follow PLC lesson cycle with daily assessments
6. Administer common formative assessments
7. Disaggregate assessment scores using Lead4ward methods in DMAC
8. Provide tutorials and enrichment

The challenge before each of us is to work towards the continued success of the Dumas ISD Equity and Excellence (E & E) Plan.

Changes should be made in programs, etc. if and only if the change will support this E & E Plan.

Elements Common to District/Campus Level

1. Decisions are to be data driven
2. Review current programs
3. Commitment to E & E Philosophy
4. High expectations (self)
 - Eliminate excuses
 - Examine attitudes
 - Encourage students and teachers
 - Endeavor to model
5. Provide resources
6. Be totally involved in the E & E process
7. Empower campuses and teachers
8. Test analysis to each teacher – Each core teacher will be provided STAAR Data through DMAC

Campus E & E Plan

The following components shall be included in each Campus Improvement Plan.

1. 8 Step Process

- Analyze Data

Elementary campuses must include grade 2 data for grade 3 data analysis

- Develop Year at a Glance
- Focused Curriculum Documents
- Develop Assessments and set dates
- Follow PLC lesson cycle
- Administer Assessments
- Analyze Data and Student Reflection
- Tutorials and Enrichment

2. Sharing Data

- Parents
- Students
- Staff

3. Assessment Scores (Grades 3-12)

4. Celebrations

5. Total Staff Involvement Component

- Instructional/Curriculum Focus – Core Subject Area
- Reinforcement of Core Area TEKS – Entire Faculty

Secondary E & E Plan

Analyze Data

1. STAAR/EOC
2. Grade 5
 - Grade 3 Science End of Year Test
 - Grade 4 Science End of Year Test
3. Grade 6
 - Grade 5 Writing End of Year Test
 - Grade 5 Process Skills Assessment in Social Studies
4. Grade 7
 - Grade 6 Writing End of Year Test
 - Grade 6 Science End of Year Test
 - Grade 6 Process Skills Assessment in Social Studies
5. Grade 8
 - Grade 7 Science End of Year Test
 - Grade 7 Process Skills Assessment in Social Studies
6. Grade 9 (English I)
 - Grade 8 Writing End of Year Test
7. Grade 10 (Biology and US History)
 - Grade 9 IPC EOC
 - Grade 9 Process Skills Assessment in World Geography
8. Grade 11 (US History)
 - Grade 10 Process Skills Assessment in World History
9. TELPAS Results

Develop Year at Glance

1. Must be consistent across grade level and subject area
2. If YAG is different than TRS YAG, rationale must be provided

Curriculum/Instructional Focus

1. Follow weekly FCG and add weekly notes to update the curriculum guides
2. Use TRS Unit Level Specificity for instructional planning
3. Post Content and Language Focus for each class/subject (Student friendly description)
4. Develop Opening and Closing Activities with content/TEKS in mind

PLC Lesson Cycle

1. FOCUS – Using data, the PLC creates a common assessment and lesson plans, asking, “What do we expect our students to learn?”
2. STRATEGIES – Teachers instruct using effective strategies shared from the PLC meeting
3. ASSESSMENT – The PLC team gives common formative assessment and then meets to analyze data and discuss strategies. This is the response for the question, “How will we know they are learning?”
4. RESPONSE – Teachers differentiate the learning based on the proficiency level. This is the response for the question, “How will we respond when students don’t learn or when students already know the concept?”

Assessment

1. Formative Common Assessments
 - Two FCGs per six weeks
 - Assessment given on the same day per subject
 - Results disaggregated and action plan created within 2 days of tested subject
 - Assessment Keys with TEKS coded are put in DMAC
 - Curriculum Director, Principal, Instructional Coach and Lead Teachers meet once/six weeks to review results and measure growth of students
 - Principal, Instructional Coach and PLC teams determine and implement instructional interventions and enrichment as needed
2. Curriculum Based Assessments – (STAAR tested subjects)
 - Two CBAs – one in the fall and one in late winter or early spring
 - CBAs will be developed by Curriculum Director and Instructional Coaches using released STAAR assessments

- Principal, Instructional Coach and PLC teams will review results and measure growth of students
- Principal, Instructional Coach and PLC teams determine and implement intervention and enrichment strategies as needed

Tutorials and Enrichment

1. Tutorials can be scheduled before, during or after the school day.
2. Principal's option to schedule tutorials for specific students/teachers within allocated funds.
3. Individual teacher or team option for enrichment incorporated into instructional calendar.

Elementary E & E Plan

Analyze Data

1. STAAR
2. K-2 Assessment Results and Portfolios
3. Local Assessments
4. TELPAS Results
5. Grades 3-4 Science End of Year Test

Develop Year at a Glance

1. Continue YAGs. They must be consistent across grade level and subject area.

Curriculum/Instructional Focus

1. Follow weekly Focused Curriculum Guides
2. Continue Instructional Focus Documents
3. Continue to post instructional focus for each class/subject. (Student friendly description)
4. Opening and closing activities

PLC Lesson Cycle

1. Focus
 - o Lesson plan created focusing on FCG and Common Assessment
2. Strategies
 - o Teachers instruct using FCGs and strategies discussed in PLC
3. Assessment
 - o Common Formative and District tests
4. Response
 - o Teachers differentiate instruction based on proficiency level. (How will we respond if they already know it? How will we respond if they do not know it?)

Assessment

1. Common Assessments
 - o At least once per six weeks
 - o Teacher latitude on which day the assessment is given during the specified week. The results are in DMAC
 - o Formative assessments encouraged every 1-2 weeks-campus decisions
 - o Principal/Instructional Coach meets with each grade level and/or PLC every week on instructional focus
 - o Principal/Instructional Coach with help from Curriculum Director and teachers determine the strategies to implement.
2. Curriculum Based Assessments – two per year

Tutorials and Enrichment

1. Tutorials can be scheduled before, during or after the school day.
2. Principal's option to schedule tutorials for specific students/teachers within allocated funds.
3. Individual teacher or team option for enrichment incorporated into instructional calendar.