

Dalhart ISD Curriculum Management Plan



2023-2024

Updated July 2023

Portrait of a Dalhart ISD Graduate

Dalhart ISD graduates are ready for life after graduation by being well-rounded, productive citizens with future goals that include strengths in critical thinking, communication, and 21st Century Skills

Well-rounded & Globally Competent

- A life-long learner
- Proficient with various skill sets that provide options
- Prepared for post-secondary readiness including college and the workforce
- Productive citizen
- Proud to be a product of Dalhart community and school systems

Critical & Innovative Thinker

- A risk-taker
- Creative
- Employable
- Successful on state exams
- Adaptable

Effective Communicator & Collaborator

- Empathetic
- Has integrity
- Team Player

21st Century Ready

- Leadership qualities
- Strong work ethic
- Independent and collaborative
- Strong technology skills
- Efficient time management skills

Interpersonally Skilled

- Motivation
- Confidence
- Social skills



The vision of Dalhart ISD is to provide students with the knowledge, skills and attitudes necessary to become life-long learners.

Curriculum Philosophy

Dalhart Independent School District believes that all students are learners. The learning community accomplishes this mission by providing challenging, interesting, and satisfying work that motivates all students to be engaged and to be persistent with work in order to learn what is important. This learning will allow students to meet the high standards of achievement established for all students.

Dalhart ISD believes that prime instruction aligns the written, taught and tested curriculum and reflects high expectations for all students. The development of core and enrichment curriculum is researched based, data driven and developed with an awareness of future trends. An ongoing cycle of curriculum design, delivery, monitoring, and evaluation ensures continual improvement and enhanced student achievement.

Dalhart ISD Core Beliefs

The Dalhart community supports ALL students by valuing and respecting individual differences.

Dalhart ISD makes decisions based on what is BEST for kids.

Change is an opportunity for growth.

Everyone can learn and we believe that lifelong learning is essential for personal growth.

Education is the shared responsibility of home, school, community and business.

Communication allows all stakeholders to feel involved, connected and supported.

DISD Curriculum Vision

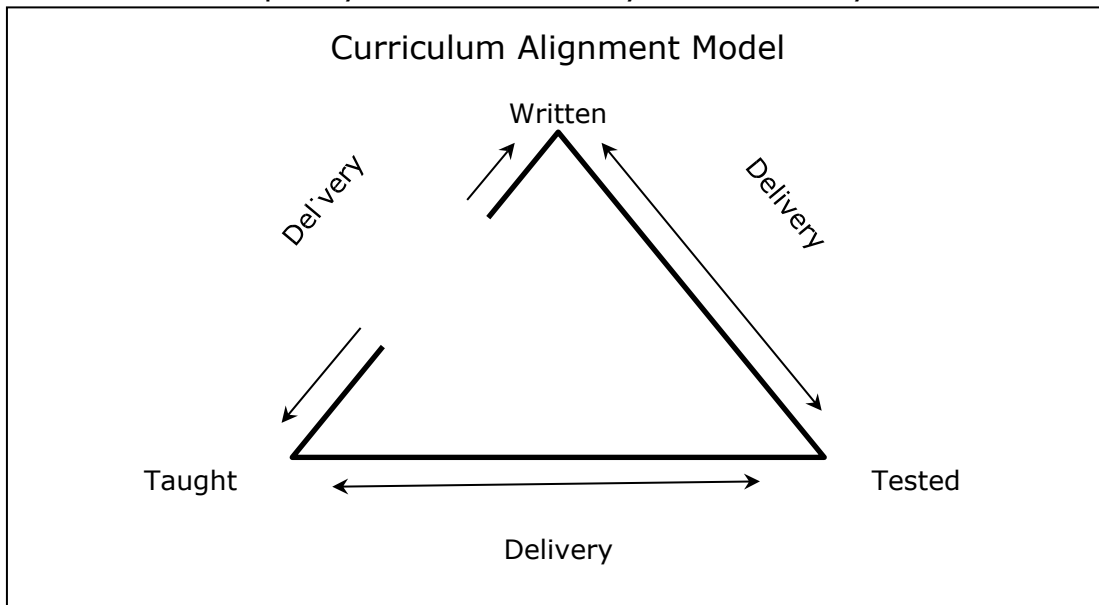
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Curriculum Management Definitions and Expectations

The role of curriculum in realizing the district’s purpose, vision, and graduate portrait, is based upon the following common definitions and principles about curriculum design, delivery, monitoring and evaluations.

Curriculum Alignment

Curriculum alignment is the coordination of what is written, taught, and assessed. It is also the acquisition of knowledge and skills from PreK-12, as well as the alignment of instruction within the department/grade level and from campus to campus. Curriculum alignment principles are to be addressed in staff development, planning meetings, instructional practices and strategies, student assessments, and budgeting. The alignment of the curriculum means equality both horizontally and vertically.



Curriculum Management System

Dalhart ISD will utilize the TEKS Resource System to manage the written, taught, and tested components of the core curriculum. This will allow staff and students to stay in their lane. TRS provides teachers with the clarity and

specificity regarding what students need to know and do; and if students are mastering the curriculum.

Dalhart ISD requires teachers to follow the Vertical Alignment Document/TEKS Clarification Document, Year at a Glance, TEKS Verification Document, the Instructional Focus Document, and the Assessment Creator from the TEKS Resource System.

Vertical Alignment Document/TEKS Clarification Document

The VAD/TCD from the TEKS Resource System outlines the standards taught and includes clarifying specificity; vertically tracks the depth and complexity of a standard through grade levels.

Dalhart ISD's expectation is for the VAD to be used as a resource in the classroom. The VAD/TCD will also be showcased in faculty meetings and during PLC's to the standards to be taught in the lesson.

Year at a Glance

The YAG from the TEKS Resource System allows educators to view standards bundled into units of instruction with a recommended order for the year. Suggested length of units of instruction is also included on the YAG.

Dalhart ISD's expectation for the YAG is to be used as the pacing standard to ensure all TEKS are covered during the calendar year. Pacing calendars will be created for core content courses and monitored frequently. If additional time is needed for the unit, communication with the Instructional Leader (Principal) is required.

TEKS Verification Documents

This document from the TEKS Resource System allows teachers to view the standards taught within the year in a single snapshot.

Dalhart ISD's expectation of the TVD is to use this resource as needed.

Instructional Focus Documents

This document from the TEKS Resource System bundles student expectations into units of instruction, with a unit overview for the bundling of

certain TEKS; provides major concepts for the unit, key academic vocabulary, key understandings and guiding questions for students. The IFD also contains formative assessment in the form of Performance Assessments. Performance Assessments offer evidence of student attainment of, and/or progression toward identified standards. The TRS also provides grading rubrics that teachers use to assess student attainment of, and/or progression toward identified standards from the Performance Assessments.

Dalhart ISD's expectation for the IFD is to be fully implemented.

Unit Assessments

Teachers will have a collection of test items in Science, Social Studies, Math and ELAR that assess the specified student expectations as noted on the IFD. It is in the format of both multiple choice and open-ended questions. Grading rubrics for the open-ended questions are provided with the assessment key.

Dalhart ISD's expectation is all core courses will use Unit Assessments to guide instruction and lesson planning. The Unit Assessments will be reviewed prior to unit instruction and collaborate with the Instructional Leader if any items need to be challenged. Unit assessments will be given with fidelity (items not shared before testing with students). Unit Assessments may be scanned into DMAC, but it is not a district requirement.

Six Weeks Tests

Six weeks tests are a measure of what has been taught. These tests focus on how to collect, interpret and use data in order to directly impact instruction.

DISD expectations of six weeks tests include assessments given throughout the school year in all core courses. Kindergarten and First Grade will initially use Performance Assessments and First Grade will transition to six weeks tests in the second semester. The purpose of the six weeks test is to check for student progress and mastery of TEKS. These six weeks tests will have an appropriate Depth of Knowledge level with increasing rigor. Six weeks tests will be created prior to instruction as a roadmap for teaching.

GRADES WILL BE GIVEN ON SIX WEEKS TESTS. The assessments will be given with fidelity (not shared with students before testing). Final approval of six weeks tests lies with the campus administrator. Six weeks tests must be scanned and disaggregated in DMAC within 3 days of administration. Results will be analyzed in PLC's and used to guide instruction.

Lesson Plans

A lesson plan is a teacher's detailed description of instruction for one course. Lesson plans are required on every DISD campus for every course. Lesson plans will be submitted Friday prior to instruction. The campus leader will check lesson plans to ensure teachers are staying in their lane and on pace. Lesson plans must be correlated to the YAG/Pacing Calendar and at a minimum include: objective, TEKS, ELPS, common vocabulary, and resources/activities. Lesson frame must be posted in the classroom containing the lesson objective and language objective (We will/I will).

Grading

DISD grades are to be updated every Tuesday on Parent Portal. There will be a minimum of 10 grades per subject each six weeks, 4-5 grades must be entered prior to progress reports. All grades must be tied to curriculum content. At the Jr. High and High School grades will be 10% six weeks tests (no retests), 30% assessments, and 60% daily work.

PLC's will create testing norms for assessments (number of questions and question framework). All assessments with a grade below 70, excluding six week tests, are eligible for one retest. Retests must occur within 3 school days of initial test. Retests cannot lower original grade and will receive a maximum grade of 70.

Written Curriculum

Written curriculum is defined as those standards and goals (Texas Essential Knowledge Statements) that students are to achieve and teachers are to teach. It contains standards which are aligned to campus/teacher developed and criterion-reference assessments, a scope and sequence with suggested pacing schedules, aligned resources, examples of instructional strategies, and state performance standards.

Taught Curriculum

Taught curriculum refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, plan for learning (lesson plans), and/or approaches to instruction for teaching the board approved curriculum.

Tested Curriculum

Tested curriculum is that portion of the written curriculum that is assessed both formally and informally to evaluate student progress towards mastery of the board approved curriculum. Tested curriculum includes students' acquisition of knowledge, data analysis, and communication of student achievement to students, parents and staff. DISD will use tested curriculum data to guide instruction design at the proper level of cognition and assist with program decisions.

DMAC

DMAC Solutions® consists of a suite of secure web-based applications developed to assist educators with their assessment and curriculum needs.

Dalhart ISD carries the State Assessment, RTI, TAG, TEKSscore, and Lead 4ward modules. Teachers are trained and expected to use the disaggregated data from DMAC to plan and deliver instruction to all students. All six weeks tests will be scanned in DMAC within a three day window of the assessment given. Data will be used to drive future instructional decisions. Administrators will use DMAC for data disaggregation.

Professional Learning Community

Professional Learning Communities are a collection of ideas generated by professionals designed to improve student learning.

Dalhart ISD's PLC's will occur monthly and will be placed on the campus calendar. Each PLC will have sign-in sheets and an agenda. The PLCs will utilize resources and data to improve instructional processes on a monthly basis. PLC's will be implemented on all campuses and include both horizontal and vertical collaboration. Intervention staff will be included in the team meetings. Professionals are expected to use the collaboration time to plan, review classroom products and disaggregate data from DMAC to increase student success. PLC's will be used to ensure continuity of professional development.

Assessment Program

Purpose of Assessments is to ensure complete alignment of written, taught and tested curriculum in order to drive instruction and to continuously improve the academic progress.

Assessments measure students' progress to empower students for identification of their academic needs. Assessments also guide teachers in their instruction at appropriate levels of challenge. Communication of results to student and parents supports learning at home with parents. Assessment results guide administrators to make appropriate instructional decisions and to help determine the efficacy of programs and student interventions. Assessment results help school leadership to make good budgetary decisions.

Assessments (formative and summative) in Dalhart ISD shall be conducted frequently with students on curriculum objectives. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends among the various groups of students and to modify curriculum and instruction as warranted by assessment results.

Student data will help the staff identify what students have learned, and determine which students require intervention in order to master expectations and objectives. Teachers will use a variety of assessments to drive instruction and learning in their classrooms.

Diagnostic Assessments

Diagnostic assessments are an evaluation of previous learning. Diagnostic assessments identify gaps in learning and determine a starting point for new instruction.

The following are examples of diagnostic assessments currently used in Dalhart ISD: TSIA, Fountas and Pinnell BAS, Pre-SAT, NWEA, CLI, TPRI, T-FAR, AR-Star Reading Assessment, Career survey, 8th Grade Technology Assessment, ACT-Plan and Explore, and FITNESSGRAM.

Formative Assessments

Frequent formative assessment is a way to gauge and improve current instruction. Students and teachers should be formally and informally checking progress of the learning goals on a regular basis. The teacher monitors and adapts instruction based on the formative assessment data. Classroom or formative assessment feedback should provide the teacher and students with a clear picture of their progress on learning goals and how they might improve.

Some examples of formative assessments are critical writing prompts, preplanned higher order questions, journal writing, rubrics, project-based learning and performance assessments from TEKS Resource System, exit out ticket, and closing activities.

Summative Assessments

Summative assessment is used to determine the mastery of learning. It is a more formal method of testing student knowledge about a previously learned concept or unit of study.

STAAR/EOC, TELPAS, ACT, SAT, TSIA, Credit by Exam, and TEKS Resource System Unit Assessments and Performance Assessments are examples of summative assessments.

Professional Development

The professional development plan for Dalhart ISD is focused on continuous improvement of instruction and is designed to provide teachers with the tools and knowledge needed to teach the curriculum as outlined in the DISD Curriculum Management Plan. Dalhart's Professional Development Plan will reflect the comprehensive needs assessment of each campus and district.

Professional Development Calendar

Campuses will create a campus Professional Development Calendar to track and evaluate professional development. Calendars should include all Professional Development offered at the campus. This includes PD that is offered in PLC's and campus-wide.