



Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Improve student's mastery of learning standards

PLAN	
<p>Review the goal area, performance objective, initiative(s), performance measures, and action steps that you are working on for this particular area. What have you completed? What can you celebrate?</p>	
<p>Strategy: Develop and pilot an instrument to measure instructional rigor in the classroom. The CIA² Task Force developed a working tool to observe and rate the degree of rigor during classroom walk-throughs. The tool is based on the six cognitive levels in Bloom's Original Taxonomy. The tool also provides key question terms at each of the six levels for teacher use with a corresponding list of verbs that describe expected student responses. Pilot use of the tool began November 2nd, and the first review of baseline data for rigor in the district's classrooms will begin on November 14th. The data from the pilot will be shared districtwide and recommendations for professional learning support will be determined from the data.</p> <p>Strategy: Ensure that the current curriculum framework is being accessed and utilized in all classrooms across the District. To ensure that the current curriculum framework is being accessed and utilized in all classrooms across the District, round one of classroom walkthroughs was conducted in August and September. All DCSD schools were included in the observations with the exception of Start-Up Charters. At least five classes per school were observed for a total of 751 observations. Below are the metrics from the round one walkthroughs:</p> <ul style="list-style-type: none"> • Use of the grade level or course curriculum is evident based on lesson planning: 87.48% • Use of the grade level or course curriculum is evident in the teaching and learning: 89.61% • Use of the grade level or course curriculum is evident in student interactions and work: 90.68% <p>The results from the first walkthroughs were presented at the September's Administrator Academy on 9-22-15. The data set was aggregated for a districtwide perspective regarding use of the curriculum framework. The results were presented to building leaders who were asked to generalize the results to their building level and talk about steps they will take in their buildings to ensure teachers are teaching the curriculum throughout the school year.</p> <p>Strategy: Develop a rigorous internal assessment system that aligns to the written, taught, learned and assessed curriculum and mirror the assessment format students will experience on state and national standardized assessments. The assessment team has developed 9-week district benchmarks. The team used input from teachers, as well as the curriculum at a glance, as guides for the benchmarks. The Department of Education's Georgia Online Formative Assessment Resources (GOFAR) platform was used to identify the questions for the benchmarks. The first 9-week benchmarks are optional administrations.</p>	

Seventy schools opted to participate in the benchmarks. The end-of-semester one benchmarks will be required.

Strategy: Complete a full audit of the current curriculum by an outside leading vendor. During the November board meeting, the Board approved Curriculum Management Solutions, Inc. (CMSi), to conduct a full audit of the DeKalb County School District's curriculum to ensure that the full focus of the District's divisions and resources are aligned to support effective and equitable classroom teaching and learning for the district's diverse student population. This audit will allow the District to strengthen the core business of teaching and learning determining if the District has a rigorous written curriculum for all grade levels and content areas, if the District is organizationally structured for achieving an aligned written, taught, learned, and assessed curriculum, if the District demonstrates control, adequacy, and equitable distribution of resources, programs, and personnel, and if the District's financial decisions, budget development, curriculum alignment, and facilities support teaching and learning outcomes.

DO

Describe the work of your team in achieving your performance objectives. Specifically address your initiatives and action steps.

Strategies: Develop a rigorous internal assessment system that aligns to the written, taught, learned and assessed curriculum and mirror that assessment format students will experience on state and national standardized assessments.

Develop the assessment structure necessary to adjust, improve, and/or abandon identified curriculum element.

The assessment team, the professional learning, and curriculum and instruction departments are working together to offer support to the teachers in schools that could potentially be in the Governor's Opportunity School District (OSD), and the state-determined focus and priority schools to develop weekly common assessments. This team is working on the structure of the support and the roll out for these assessments. The goal is to have the structure developed by early November and the roll out will start in mid-November. In addition, the assessment team is considering Measures of Academic Progress (MAP) for districtwide use. Earliest possible implementation will be sometime during 2nd Semester; however, a more realistic timeline is Fiscal Year 16-17.

Strategy: Conduct classroom visitations and examination of instructional rigor using a district-developed observation instrument to be used by central office staff.

In connection with the walkthroughs for rigor, observers will also monitor the implementation of the curriculum to ensure that the district remains focused on teaching the current written curriculum.

Strategy: Ensure that building leaders have the knowledge base to correctly identify and facilitate development of standards-based classrooms.

The task force is partnering with the Curriculum and Instruction and Professional Learning Departments to develop a Starter Tool Kit on rigor and standards-based instruction. The tool kit will include:

1. links to research to include books and articles on rigor,
2. links to video clips of examples of effective instruction in classrooms, especially science and math;
3. results from professional learning activities during the September and October Administrators' Academy on What is Rigor and What does it look like as defined by DCSD leaders
4. names of the leading researchers in the area of rigor; and,

5. a flow chart of how the District will assist with filtering information on rigor and best practices down to the classroom level.

The target date for having the Starter Tool Kit complete is November 6, 2015. Additionally, the tool kit will be updated as needed to incorporate request from building leaders.

CHECK

Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?

One of the goals of the CIA² task force is to ensure that the current curriculum framework is being accessed and utilized in all classrooms across the District. Phase one (Plan) included training for all building leaders on portal access to the course and grade level curriculum. The Curriculum and Instruction Department provided this training during the District's Summer Leadership Conference. This training was followed by step-by-step instructions on accessing the curriculum through the Principal's bulletin. Principals were expected to redeliver this training during pre-planning and monitor to ensure that teachers were able to access the curriculum framework and use it when planning for instruction (Do). The Task Force organized classroom visits to gather evidence that teachers were using the curriculum based on the expected unit of instruction for the period observed. At least five classrooms were visited in each school with the exception of the start-up charter schools, with a total of 751 classrooms visited. Core and non-core classes were visited, as well as every grade level. The data from the walkthroughs were collected, and the results shared with the building leaders (Act). Once the data was shared, building leaders engaged in conversations during the Administrators' Academy to understand the results and determine next steps.

Now that a vendor has been approved for the curriculum audit, work will begin with gathering documents needed for the audit. This pre-audit phase will be approximately four to six weeks.

To increase instructional capacity in building leaders, the CIA² Task Force has conducted whole-group and breakout sessions with the principals. The first was at the August Administrator Academy (8/18/15) in which the task force started the work of strengthening the background knowledge and understanding of curriculum from four perspectives: the written curriculum, the taught curriculum, the learned curriculum and the assessed curriculum.

The work continued in building instructional capacity during the September's Administrator Academy (9/22/15) in which leaders engaged in activities to develop an operational definition of rigor. They worked collaboratively to answer the question "What is rigor?" The responses were categorized into major themes and confirmed through comparison to research in the area of rigor.

During the October's Administrators Academy (10/20/15), the work continued with instructional leaders by posing the question, "What does rigor look like in the classroom from the teacher's perspective and the student's perspective? Again the responses were validated by comparing responses received to the research on rigor in the classroom.

ACT

What are the challenges or obstacles you are facing or anticipating? What needs to change and/or improve to reach your performance targets? How will these changes lead to progress?

The district is in the foundational stages of refocusing its efforts on becoming an organization for effective teaching and learning. Central to this effort will be the ongoing work to define, communicate and execute the systemic and comprehensive professional learning for improving teaching and learning which also includes leaders at the district and school levels.

Specific and targeted professional learning for leaders and teachers will allow research-proven practices to become routines that ensure appropriate standards-based instruction is occurring in every classroom. Professional learning communities will be formed for this purpose, and also for greater understanding about how Georgia's CCRPI is determined. This future work will assist in meeting the metrics identified in the SMART Goals.