

8 - Step Instructional Process Cameron School Success

Disaggregate Data—identifying instructional needs of students. Actively use DMAC software program to help disaggregate data. Designate the weak and strong points. (Use appropriate forms for campus/grade level/content/demographics. Use comparisons of data in years [history & trends], item analysis, student expectation mastery, TAKS mastery, etc.)

Campus Timeline—implementing a scope and sequence for curriculum. Develop a prescribed campus timeline that encompasses all TEKS objectives based on the needs and weight of the objective (use of Forethought will assist with when to teach the objectives).

Instructional Focus—analyzing the TEKS objectives to ensure that instructional alignment of TEKS takes place. TEKS need to be understood—we must continue to look at where students need to go. Task analysis is done on each objective and all teachers understand what is being taught. Lesson plans should reflect objectives being taught; principals should collect and review all lesson plans); walkthrough's by principal will detect instructional focus (dialog should occur between principal and teacher). The *Three Critical Elements of Instruction* is the framework and focus for all Instruction.

Assessment - monitoring and analyzing the progress of TEKS. Designated benchmark assessments are done throughout the year. The district will formulate progress monitoring and benchmark times utilizing calendars. (Found on website and shared Outlook calendars). Teachers should review students' missed objectives on benchmarks. Questions for these tests are accumulated from resource materials such as: Released TAKS tests, Webcat, Stepping Up, Kamico, Region IV data bank, Study Island, etc. Benchmark records on IEP should be kept updated. Bar graphs or Individual Evaluation Progress Folders for students need to be utilized to log in their own assessments is necessary. DMAC will assist with weightings and needed forms.

Tutorials—reteaching non-mastered targeted TEKS. Tutorial times should be devoted to the reteaching of non-mastered target areas (during day, after school, summer, etc.) Use skilled teachers. The use of *Study Island* along with other TAKS study guides should be utilized.

Enrichment — providing a deeper understanding for those who have mastered the TEKS. Target-related enrichment should be provided for mastery students.

Maintenance—revitalizing past learning. Small, mini-objective clusters with pre-test and post-tests in between the required benchmark dates.

Monitoring—answering accountability. Principal (the instructional leader) should be visiting classrooms on a regular basis, and complete walkthrough's and conduct meetings with teachers. Principals need to be a part of the IEP process for student monitoring all students' individual scores. The instructional leader needs to continue to monitor the classroom and keep the 8-Step Instructional Process in place.