

**Curriculum
Development
Implementation**

The design and implementation of the curriculum will be consistent with the Board's stated curriculum goals and objectives. The Board deems it essential that the school system continually develop and modify curriculum to meet changing needs. The Board authorizes the Superintendent or designee to cooperatively develop the curriculum for the school system and to organize committees to review the curriculum.

**Curriculum
Development
Management**

The curriculum will include provisions of the state laws and regulations established by the State Board and the Texas Education Agency (TEA). The curriculum will be planned and coordinated to provide a common direction of action for all instruction in the District. The curriculum will provide equal access for all students regardless of program or funding source.

The Board shall adopt the written curriculum at a regularly scheduled meeting as recommended by the Superintendent every five years or as required. Adoption dates shall be stated.

**Curriculum
Development and
Review**

The Superintendent or designee shall propose curriculum modifications, accommodations, and additions that are essential to the maintenance of a high-quality program of education from prekindergarten through grade 12.

Instructional differentiation shall occur to address the unique needs of specific students and will be derived from a curriculum common to all students and all levels of that curriculum.

**Curriculum
Philosophy**

The purpose of education is to prepare the whole student with the ability to excel in an ever-changing world. Education should equip students with the foundational skills of collaboration, communication, critical thinking, and creativity, while encouraging the development and expression of each student's innate potential and talents.

Vertically aligned standards and student performance indicators will be used to ensure District graduates possess the skills and knowledge to have successful experiences in higher education and in the workplace.

Premises

The curriculum shall be designed and delivered based on the following premises:

1. Ensure that each student will be equipped to achieve the highest level of success in all curricular areas;
2. Design, align, and implement a comprehensive, rigorous, kindergarten–grade 12 curriculum;
3. Provide innovative educational opportunities to address individual student needs; and

4. Equip teachers with strategies necessary to support student learning.

The District subscribes to an approach to curriculum and instruction that focuses and organizes all the District's efforts around the vertically aligned learning objectives and indicators of performance articulated in the District's curriculum framework and/or management system.

Planned and Written Curriculum

The District expects that learning will be enhanced by adherence to an integrated and aligned curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. Teachers are expected to follow the District's curriculum teaching assignments, curriculum framework, and/or management system.

A subject-area curriculum management system shall be utilized for all grade levels or interdisciplinary subjects in the District. The documents shall be revised/updated yearly and readopted by the Board every five years or as required.

The curriculum management framework documents shall contain the following components:

1. Program indicators of performance for the subject area with expected emphasis.
2. A scope-and-sequence or mapping chart for use in designing instruction at the appropriate level of difficulty for all learners.
3. Alignment with the Texas Essential Knowledge and Skills (TEKS) and mandated statewide assessment instruments as appropriate.
4. Recommended mappings of time allocations for curriculum areas and time range for indicators of performance (six weeks/nine weeks).

There is an expectation that all curriculum will be documented in writing (including electronic format) that the planned courses will be updated at least once every five years, that teachers will have model copies of planned curriculum documents and will use them to develop daily lesson plans, and that administrators will work with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught).

The curriculum management framework documents shall be available in electronic format to all teachers and the public. A hard copy of the curriculum management framework will be made available upon request.

Instructional materials such as textbooks, software, and other materials shall be selected based upon their alignment with the District's curriculum and the TEKS.

Utilize professional development to prepare staff members to teach the designed curriculum.

Taught Curriculum

The delivery of the curriculum will be aligned with the planned and written curriculum as presented in the District's curriculum management framework.

All curriculum, including but not limited to, elimination of programs and courses and extensive content alteration will be subject to Board approval. Curricular proposals from the professional certified staff may be presented to the Superintendent, who will be responsible for disclosing and making recommendations to the Board.

The District curriculum management framework will reflect alignment to the TEKS. The framework shall be designed to assist all users in strengthening instruction regarding the teaching of a concept.

The Superintendent shall formulate procedures for the development and use of curriculum documents based on the District's curriculum management framework.

The District has several expectations of the teaching process:

1. Teachers should deliver and teach the curriculum so that high levels of student engagement is achieved.
2. Teachers and their colleagues are working toward a common goal.
3. Faculty members have a responsibility not only to contribute to the refinements of written curriculum study but also to teach the curriculum.
4. Principals, department heads, or other supervisors shall see that optimum use is made of available instructional resources.

The District curriculum management shall serve as the framework from which a teacher will develop lesson plans and approaches to instruction that will serve the students' learning needs. Curriculum management framework documents shall be used to map the logical sequence of instruction. Teachers will adhere to the curriculum management framework. It is expected that instructional delivery will be based on sound teaching principles grounded in current educational research. Instructional supervision efforts are to focus on these sound teaching principles. A systematic process is to be in

place for planning and providing instruction appropriate to students' learning needs. This systematic process shall include:

1. Establishing a school climate that continually affirms the worth and diversity of all students.
2. Expecting that all students will perform at high levels of learning.
3. Ensuring that all students experience opportunities for personal success.
4. Varying the time for learning according to the needs of each student and complexity of the task.
5. Having both staff members and students take responsibility for successful learning performance.
6. Assessing present levels of student performance by utilizing frequent and ongoing formative and summative assessments.
7. Analyzing the content of each objective so that instructional strategies match content and assessment.
8. Scaffolding tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orienting students to the objective(s) to be learned.
10. Providing varied instructional approaches, adequate practice time, and multiple opportunities for learning and success.
11. Ongoing formative assessment of student mastery of the learning objectives to determine the readiness to move to a new instructional objective, extension/enrichment, or intervention.

The District staff development program shall include research-based approaches to instruction that will equip teachers with highly effective ways to deliver the curriculum.

**Tested Curriculum —
Evaluation**

The District shall implement varied forms of assessment to determine the effectiveness of instruction at District, school, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining their mastery of curriculum objectives and the effectiveness of instructional delivery.

The District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned, written, and taught curriculum.

The Superintendent or designee shall develop an administrative regulation in the area of program evaluation.

The assessed curriculum shall include the following components:

1. A criterion-referenced assessment system that documents, records, and reports mastery of student skill attainment.
2. State-, District-, and campus-level, criterion-referenced assessments for selected core objectives across all levels.
3. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
4. Assessment strategies, both formative and summative, for teachers to diagnose and determine instructional assignments of student learning.
5. An evaluation system that allows students to demonstrate mastery at any time (acceleration, distance learning, and/or credit by examination).
6. An assessment approach using state/local criterion-referenced tests to evaluate the status of students from a national perspective and for curriculum revision as well as program design.

**Curriculum Role
Responsibilities**

District-Level
Administrators

The Superintendent shall be responsible for the implementation of the policy and regulations and for curriculum development.

District administrators will:

1. Annually identify areas that require additional emphasis based on review of assessment results.
2. Provide local training and resources needed to implement the curriculum.
3. Conduct formative and summative evaluations to determine the impact of professional development on student achievement.
4. Conduct an annual review of student assessment to identify gaps in student learning.
5. Provide data management instruments that allow District and campus personnel to efficiently disaggregate data.
6. Provide support for campus-level administrators in monitoring the implementation of the curriculum.

7. Develop student intervention frameworks.
- Principals
- The principal is responsible for monitoring and implementing the District curriculum. The principal shall observe classes, monitor lessons, and evaluate assessments. At a minimum, principals will:
1. Monitor implementation of the curriculum using the following strategies:
 - a. Clinical supervision, observations, and conferences;
 - b. Curriculum planning meetings and review of minutes of the meetings; and
 - c. Periodic review of curriculum documents.
 2. Analyze and interpret student assessment data to make school improvement decisions.
 3. Communicate the expectation of viable curriculum and highly effective instructional practices on a regular basis.
 4. Observe classes, monitor lessons, and evaluate assessment materials.
 5. Provide campus-based professional development opportunities.
 6. Provide collaborative opportunities for teachers to discuss and share ideas, best practices, and strategies to teach the curriculum standards and objectives.
 7. Provide opportunities for parents to support student learning of the curriculum.
 8. Monitor student performance rates on state assessments by subject area, grade level, teacher, and section.
 9. Monitor teacher lesson plan design and delivery.
 10. Formally evaluate teachers' delivery of the curriculum using District-approved performance evaluation tools.
- The Superintendent or designee shall evaluate the principal's quantity and quality of documentation of classroom monitoring of instruction.
- Teachers
- Teachers are responsible for following the District curriculum management framework. Teachers will:
1. Align teaching and resources to the District curriculum.

2. Analyze and interpret student assessment data to plan appropriate instruction and provide differentiated instruction to meet each student's need.
3. Incorporate research-based instructional strategies in teaching the curriculum.
4. Seek and actively participate in relevant and current ongoing professional development.
5. Plan collaboratively with colleagues.
6. Ensure equal access to the curriculum and equitably deliver instruction to each student.
7. Partner with parents to support student learning.

Budget

It is the intent of the administration to move the District's budget toward a document that reflects funding decisions based on the organization's educational goals and priorities. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to funding levels can be addressed in those terms. The format used in preparation will reflect those considerations, and the public document eventually developed will be an interpretive document that communicates:

1. The budget to the public in consideration of the goals and priorities.
2. The expected results of proposed expenditures that will be clearly explained in the public document as well as in the proposal-preparation documents.

**Curriculum
Development Cycle**

The curriculum administrators shall ensure that a master long-range plan is in place for District curriculum development, program assessment, and testing. All prekindergarten–grade 12 curriculum areas shall undergo internal development/redevelopment cycles on a rotating basis. The purpose of such an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means by which all planned courses are revised and kept up to date.

The Superintendent will take steps to direct an annual curriculum review. The Superintendent will organize a report or presentation to the Board that demonstrates how the policy and regulations are being implemented and present such recommendations as may be necessary for the improvement of student growth. The report shall specifically cite strengths and weaknesses and form the base for later budget development.

The Board report process shall include a statement of:

1. Instructional goals by grade level;
2. Assessment on testing trends data as may be relevant;
3. Important new trends that are to be incorporated into the curriculum;
4. Recommended instructional resources (e.g., textbooks) in the curriculum; and
5. Input from administrators and the teaching staff.

The Superintendent will, whenever possible, employ one or more curriculum experts to critique the proposed or existing curriculum in light of available knowledge regarding appropriate curriculum in the areas being reviewed, and such reports/critiques shall be appended to the Board report.

When a curricular area is undergoing a development/redevelopment review, a prekindergarten–grade 12 Districtwide advisory committee composed of teachers, principals, District administrators, parents, and students, when appropriate, will be used to provide input into the development cycle. The Superintendent or designee shall establish the procedures for such an advisory committee.