

Purpose

The Board recognizes the need and value of a systematic ongoing program of curriculum review and development. The Board shall encourage and support the professional staff in its efforts to investigate curriculum ideas, develop and improve programs, and evaluate results. To ensure quality control of the curriculum and to be responsive to the school and community, as well as state requirements, the Board sets forth this policy, and a curriculum management plan shall be developed by the administration to implement it. The curriculum management plan may be found in the District's administrative regulations manual and on the District's website.

Curriculum development, implementation, and evaluation shall include the following aligned components: the written curriculum as presented in the curriculum guides, the taught curriculum as presented to students by teachers, and the assessed/tested curriculum as determined by student performance.

Written Curriculum

The Superintendent or designee shall cause a relevant and challenging curriculum to be developed for promoting achievement of the graduate profile, which shall guide teachers and the professional staff in all curriculum areas of the District.

This curriculum shall include academic standards outlining the goals and objectives students are expected to master.

Curriculum guides shall be developed in the District for all grade levels, courses, and subjects in the District. The guides shall contain, at a minimum, the following aligned components:0)

1. The District graduate profile.
2. Academic standards, including the Texas Essential Knowledge and Skills (TEKS), as well as other objectives and expectations.
3. Instructional resources.
4. Assessments.

Taught Curriculum

A systematic process shall be in place for planning and providing instruction appropriate for each student and for engaging each student until objectives are attained. This systematic process shall include:

1. Establishing a school climate conducive to learning.
2. Implementing research-based best practices and strategies.
3. Expecting all students to perform at high levels of learning.
4. Ensuring that all students experience opportunities for success.

5. Having staff, students, and parents take responsibility for learning.
6. Analyzing content objectives so that instructional strategies match content and assessment.
7. Assessing student mastery of the objectives.
8. Aligning the taught curriculum with the written curriculum.

A District staff development plan shall be developed and implemented to prepare staff to teach the designated curriculum in accordance with the District's sequence of instruction.

Assessed/Tested Curriculum

A systematic process shall be in place for assessing/testing student performance. This process shall provide for the acquisition, analysis, and communication of student performance data to:

1. Measure student progress.
2. Guide teachers' instruction at appropriate levels and ensure that assessment reflects what is taught.
3. Guide students' learning.
4. Guide District and campus improvement of curriculum alignment and programmatic decisions.
5. Communicate progress to parents to support learning.

The assessed/tested curriculum shall include the following components:

1. A criterion-referenced assessment system that uses the state-mandated assessment instruments to determine student progress, skill attainment, and award credits and grades.
2. A formative system for teachers to assess, diagnose, and determine instructional assignments for students.

A District assessment plan shall be developed and implemented as outlined in the curriculum management plan and shall be reviewed annually.

Board Responsibilities

The Board shall establish policies to ensure that all students have equal access to a rigorous, college/career-ready curriculum that is standards-based, integrates content with 21st-century skills, requires high cognitive demand, and is responsive to the needs of all learners. The Board shall annually review the scope and delivery of the curriculum and associated programs, have the opportunity to ask questions, and adopt any changes. The Board is responsible

for adopting a budget supporting the development, implementation, and training needed to effectively deliver the curriculum.

Superintendent and District-Level Staff Responsibilities

The Superintendent and District staff are responsible for setting curriculum guidelines and priorities, and organizing and facilitating curriculum committees to develop and review the curriculum. Staff members shall provide local training and resources needed to implement the curriculum. Staff members shall support principals in implementing and monitoring the curriculum on their campuses.

The Superintendent shall recommend any new or revised academic standards to the Board for approval.

Principal Responsibilities

Principals shall manage the implementation of the aligned curriculum. Strategies for managing curriculum implementation shall include:

1. Analysis of student assessment data.
2. Observations of teachers.
3. Interviews and conferences with individual teachers and teams.
4. Meetings with campus and District instructional facilitators.
5. Opportunities for campus-based training.
6. Opportunities for teachers to discuss and share ideas and strategies.
7. Assistance to parents in understanding their role in supporting learning.

Teacher Responsibilities

Teachers shall teach the aligned written curriculum as directed, and shall be responsible for assessing their teaching using a variety of tools, including any required District and state assessments. Teachers shall:

1. Involve students in the learning process.
2. Diagnose students' learning strengths and needs.
3. Communicate learning strengths and needs to students, parents, and others.
4. Encourage parents to support learning.
5. Participate in the training needed to effectively carry out these functions.

Student Responsibilities

Students shall be responsible for learning and for understanding their own learning strengths and needs. Students shall be respon-

sible for meeting learning targets based on the required curriculum. Students shall be responsible for their own behavior and its impact on their own learning and on the learning of others.

**Adoption of
Instructional
Materials**

The District shall adopt instructional materials aligning with the goals and objectives identified in the District's written curriculum and, to the extent possible, aligning with the targets and objectives of the state assessment system. The instructional materials shall in no way be construed as the guide for the curriculum. Adoptions of common instructional materials shall be aimed at promoting consistency and clarity of instructional focus. [See EF and EFA]

**Curriculum
Connectivity and
Equity**

The District's curriculum shall be articulated from prekindergarten through grade 12 and shall be coordinated across grade levels. The District shall ensure the optimum in focus and connectivity of the curriculum vertically and horizontally.