



TEXARKANA

Independent School District

Innovate. Lead. Excel

**Texarkana Independent School District
Curriculum Management Plan
2019-2024
School Year 2023-24**

Instructional Services Department

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District Mission Statement

The mission of Texarkana ISD, a culturally diverse and premier learning community, is to develop and empower every individual by providing innovative and varied opportunities to lead and excel in a global society through strong family, community, and staff partnerships.

2023-24 District Goals

Academics/Technology

Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Learning Environment

All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Human Resources and Social Emotional

Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Parental/Community Involvement

Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.



TEXARKANA ISD

INSTRUCTIONAL SERVICES

MISSION STATEMENT

The mission of Texarkana ISD Instructional Services is to empower students and educators by engaging them in a culture of learning through collaboration and innovation, while cultivating a growth mindset within our education community and nurturing a visionary future.

VISION STATEMENT

Instructional Services aspires to be the district's system of support by providing an innovative curriculum, coaching in evidence-based practices, and mentoring to create a transformative learning environment.

COLLECTIVE COMMITMENTS

We will...

- Embrace change.
- Value all stakeholders.
- Empower the leader in everyone.
- Encourage and celebrate new ideas.
- Respect individuality and cultivate an inclusive environment.
- Collaborate within and across all departments and campuses.
- Engage in and provide ongoing professional learning and coaching.
- Model optimism, enthusiasm, and flexibility through our words, actions, and attitudes.

Texarkana ISD Curriculum Philosophy

The Texarkana Independent School District believes the purpose of education is primarily to facilitate learning that encompasses essential knowledge, concepts, processes, and attitudes necessary for students to become critical thinkers and problem solvers prepared for college and/or careers.

Curriculum serves as the foundation of an effective educational program. To this end, the District shall ensure that a guaranteed, viable, and relevant curriculum is provided to all students. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. The curriculum shall reflect current research, as well as best practices and technological advancements within the disciplines and shall promote congruence among the written, taught, and assessed content.

The District shall continually develop and modify its curriculum to provide a common direction of action for all instructional programming in the District and to meet changing needs. While instructional differentiation is expected to address the unique needs of specific students, that instruction shall be derived from a set of common curriculum aligned to college and career readiness standards. All students shall have equitable access to the curriculum.

The curriculum shall be designed and implemented using a standards-based curriculum approach with the following premises:

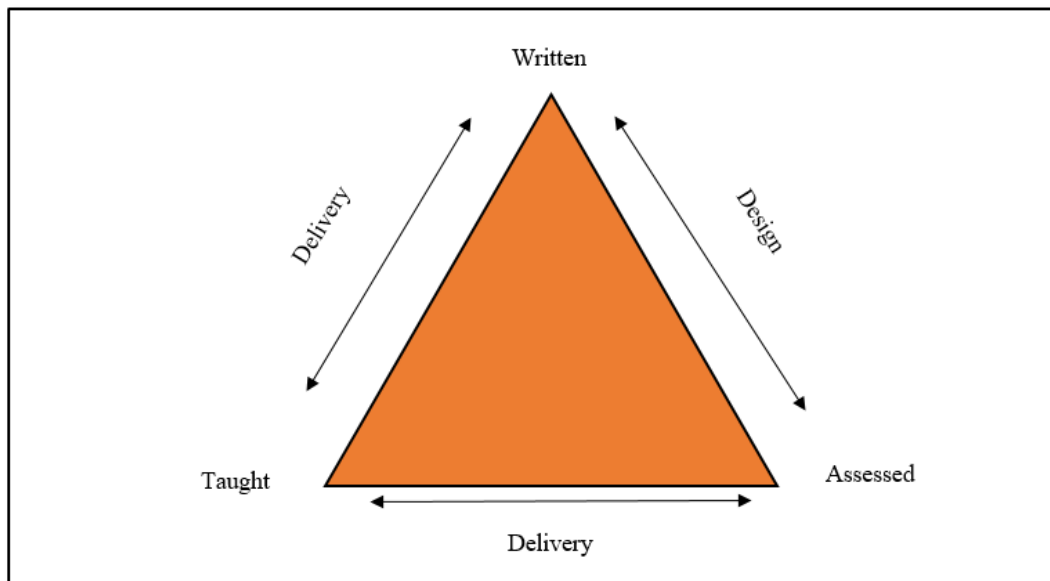
- All students are capable of learning.
- Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, formative and summative assessment of student achievement, and instructional adjustments based on assessment results.
- Successful student learning must be based on providing educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
- Ongoing, effective professional development is essential to maximizing teacher efficacy to ensure student achievement.

Curriculum Alignment

Curriculum alignment is the coordination of what is written, taught, and assessed. It is also the articulation of knowledge and skills from PK-12, as well as alignment of instruction within the department or grade level and from campus to campus.

Curriculum alignment principles are to be reflected in the curriculum guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. When the curriculum is aligned, there is congruence both vertically and horizontally.

Curriculum Alignment Model



Definition of the Written Curriculum

The Superintendent or designee shall guarantee that a relevant and rigorous curriculum is developed and documented in writing, which shall guide teachers and the professional staff in all curriculum areas in the District. The curriculum shall reflect an understanding of the growth, development, and needs of learners, the expectations of the community, state laws, and State Board rules. The curriculum shall be reviewed and updated on a regular cycle by staff.

The written curriculum is defined as those standards and goals that students are to achieve and teachers are to teach. Teachers are required by board policy to deliver the written documents. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals must be approved by Instructional Services. Written curriculum for Texarkana ISD will contain the following components: state standards, performance assessments, aligned district developed and criterion-referenced assessments; a scope and sequence with suggested pacing schedules, aligned resources, and examples of instructional strategies and activities.

Guiding principles for the management of the written curriculum include:

- curriculum guides that reflect alignment to the Texas Essential Knowledge and Skills (TEKS) and the required state assessments;
- a curriculum that is based on a set of non-negotiable, relevant, and challenging student standards which guide decisions about teaching and learning and which are aligned vertically and horizontally across campuses;
- a curriculum developed to ensure that students from teacher to teacher and campus to campus have the same opportunity to learn the same standards at each instructional level;
- a curriculum that is accessible, manageable, user-friendly, and current; and
- a curriculum that is reviewed and updated regularly at all levels: district, campus, and classroom.

Definition of the Taught Curriculum

The taught curriculum refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. A systematic process shall be in place for collaborative planning, for providing quality instruction appropriate for each student, and for engaging the student until objectives are attained.

Guiding principles for the management of the taught curriculum include:

- classroom instruction that is aligned to the district curriculum;
- professional development for teachers to fully understand curriculum standards;
- an analysis of each objective so that instructional strategies match content and assessment; instructional resources such as textbooks, software, resources, and other materials based upon their alignment within the written curriculum;
- expectations that all students will perform at high levels;
- a varied pace for learning according to the needs of each student and the complexity of the task;
- opportunities for teachers to use flexibility and creativity in their approach to instructional delivery;
- establishing a classroom climate and culture that is safe and conducive to learning; and
- implementing the TISD Common Instructional Framework across all classrooms using research-based best practices/strategies to teach the curriculum.

Definition of the Assessed Curriculum

Assessed curriculum is that portion of the written curriculum that is measured both formally and informally, to evaluate student progress toward mastery of the written curriculum. Teachers will use formative assessments to determine student achievement on given curriculum objectives and standards. Assessment data is used to make curriculum decisions for classroom instruction and individual student needs.

Guiding principles for the management of the assessed curriculum include acquisition, analysis, and communication of student achievement data to:

- guide lesson design and instruction at appropriate levels of cognition;
- guide student learning and measure student progress;
- guide district/campus improvement of curriculum alignment and programmatic decisions;
- report State level assessments as required;
- communicate student performance and progress to parents so that learning can be supported at home; and
- guide curriculum writers and reviewers in determining the effectiveness of the written curriculum documents, resources, and instruction provided by teachers.

Assessments are an important part of the curriculum plan and process. Students, teachers, campuses, and school districts are evaluated based on performance on state assessments, but that is a very small part of the importance of the assessment component. Assessments guide teachers' instruction at appropriate levels of depth and complexity as well as appropriate context as it is related to specific content.

Assessments are designed to measure student progress to allow teachers to make instructional decisions using data from assessments. Curriculum-based (unit/grading period) assessments also guide district improvement of the curriculum alignment and programmatic decisions.

Teachers shall assess student achievement through a variety of methods including observations, teacher-made tests, and other required assessments. Teachers and supervisors shall use all data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify instruction.

For a full explanation of the assessment plan along with the TISD Assessment Calendar for each grade and content area, please review the Texarkana Independent School District Assessment Plan document.

Purpose of the Curriculum Management Plan

The Curriculum Management Plan is designed to support the mission of the Texarkana Independent School District to provide a superior education in a caring environment that inspires, challenges, and engages each student through a wide range of opportunities.

The Curriculum Management Plan details a systematic, on-going program of curriculum development, implementation, and evaluation of the curriculum. The plan provides clear direction for students, teachers, and administrators and establishes a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum. (See Figure 1). TISD understands that student learning is the result of a well-written aligned curriculum delivered by highly-qualified teachers using sound instructional practices.

Figure 1: Curriculum Management Plan Components

<p style="text-align: center;">Curriculum Design</p> <p>A documented curriculum management plan includes the philosophical framework for the design of the curriculum and describes the timing, scope, and procedures for curriculum review. The plan also presents the format and components of aligned curriculum guides.</p>	<p style="text-align: center;">Curriculum Delivery</p> <p>A documented curriculum management plan provides direction for curriculum delivery. The plan identifies a comprehensive professional development program linked to curriculum design and delivery.</p>
<p style="text-align: center;">Curriculum Monitoring</p> <p>A documented curriculum management plan presents procedures for monitoring curriculum delivery in order to determine whether approved curriculum is implemented consistently in classrooms.</p>	<p style="text-align: center;">Curriculum Evaluation</p> <p>A documented curriculum management plan specifies assessment procedures to determine curriculum effectiveness and describes the approaches by which assessment data will be used to strengthen curriculum and instruction.</p>

Curriculum Development, Customization, and Revision Process

TISD has developed a model for the development, customization, and revision of the district curriculum documents.

Roles and Responsibilities

Executive Director of Curriculum and Instruction is a district leadership position that is responsible for directing the curriculum development process for the district and working in collaboration with curriculum directors/coordinators, curriculum writers, campus principals, and teachers to ensure that curriculum documents meet the district mission, beliefs, and profile of a graduate and include rigorous student goals and expectations. This position is also responsible for directing the development of professional learning necessary to successfully implement curriculum and provide strong instructional strategies for success for all students.

Instructional Services Curriculum Directors and Coordinators are responsible for curriculum design, alignment, content and program oversight. Curriculum directors and coordinators work closely with curriculum writers, campus principals, and teachers to successfully develop and implement the written curriculum. They provide training for teachers and administrators, evaluate assessment data, and create/revise curriculum documents to ensure alignment, best practices, and success for all students.

Curriculum Writers are led by the Instructional Services curriculum directors and coordinators and consist of instructional coaches and lead teachers. Instructional coaches and lead teachers (nominated and chosen by principals, curriculum directors, and coordinators) are responsible for the development and revision of curriculum documents. Curriculum writers make adjustments to curriculum documents based on data that includes but is not limited to observations, teacher feedback, assessment data, walkthrough data, and student work products.

Texarkana ISD Curriculum Development is framed by the efforts of the curriculum directors, coordinators, and writers. The teams articulate and coordinate the curriculum content for all subjects and courses. They are organized and trained to write the curriculum using a standard template. Content curriculum directors and coordinators provide input and collaboration into the curriculum development/revision and guide the writing teams. The Executive Director of Curriculum and Instruction oversees the curriculum development and revision teams. Together these groups coordinate, manage, and evaluate the overall effectiveness of the curriculum development and alignment, as well as the professional development process.

Curriculum Design

School districts are required by law to teach the state curriculum standards. TEKS Resource System (TRS) is an organizational framework for the state curriculum standards, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs). THE TEKS Resource System planning documents include clarification and specificity for each TEKS statement and Student Expectation. TRS is an automated curriculum and instructional management system that provides a solution for housing curriculum documents K-12 in the four core academic areas.

Teachers of the four core areas use TEKS Resource System planning documents to ensure all Texas Essential Knowledge and Skills and Student Expectations are taught. TRS planning documents ensure horizontal and vertical alignment of curriculum and include the following components:

- Year at a Glance
- Vertical Alignment Document
- TEKS Clarification Document
- TEKS Verification Document
- Instructional Resources
- Instructional Focus Document
- Assessments

Texarkana ISD strives to develop and implement a rigorous curriculum that develops college and career ready students. TISD has adopted the TEKS Resource System, which is developed, reviewed, and revised annually by the Texas Curriculum Management Program Cooperative for the four core areas in English and Spanish. Enhanced curriculum documents will be developed by district curriculum writers focusing on essential standards that students must know and be able to do as they progress through school.

To ensure a high quality curriculum for all students in all subjects, TISD will develop, review, and revise curriculum documents for all courses offered in grades K-12 beyond the four core academic courses across the district. Upon their completion, all core curriculum documents for TISD will be housed in the TEKS Resource System. Non Core curriculum documents will be housed in the TISD Drive Master Shared Drives in the Google Suite.

The components of the curriculum writing document strengthen and enhance the curriculum. The following guide provides a structure for curriculum writers by listing components that shall and/or may be present within the curriculum documents.

Texarkana ISD Curriculum Writing/Revision Component Guide

Standard Component	Component Description
<p>Student Standards</p>	<p>STANDARD COMPONENTS</p> <ul style="list-style-type: none"> ● Scope and sequence, including the TEKS/SEs for the subject. ● All student expectations are aligned to state standards. ● Identification of readiness and supporting standards (core content where identified by TEA). ● Identification of Essential Standards. ● Student expectations aligned within a six weeks calendar as a planning guide for teachers to follow. ● Focus on pre-requisite skills and/or necessary prior knowledge. ● Concept misconceptions outlined to help teachers with addressing common misconceptions. ● Year at a Glance with an overview of each six weeks. ● Appropriate pacing guides written and aligned using previous years’ data to ensure appropriate time allotment for difficult standards. <p>ADDITIONAL COMPONENTS</p> <ul style="list-style-type: none"> ● TEKS Checklist for course to make sure all have been included in scope and sequence documents. ● Vertical alignment charts highlighting readiness and supporting standards and the English Language Proficiency Standards (ELPS). ● Embedded technology proficiencies. ● Video links to model lessons to clarify TEKS
<p>Aligned Assessments</p>	<p>STANDARD COMPONENTS</p> <ul style="list-style-type: none"> ● Formative and summative assessments are planned out for student standards and units of study. ● Common assessments are used to help determine alignment across the district. ● Assessments are written to the level of rigor or higher as the standards are written. ● Assessments are aligned to student expectations. <p style="padding-left: 40px;">Assessments:</p> <ul style="list-style-type: none"> ● Use multiple measures ● Measure what matters ● Assess for learning; ● Align to goals of students, profile, and standards <p style="padding-left: 40px;">Assessments include:</p> <ul style="list-style-type: none"> ● Curriculum-Based Assessments ● Local and State Assessments ● Performance Assessments ● Formative Assessment Tools <p>ADDITIONAL COMPONENTS</p> <ul style="list-style-type: none"> ● Exemplars are present to ensure that performance standards are measured to the same standard. ● Rubrics are developed for assessments to ensure alignment and guide student understanding and links will be provided in the documents. ● Critical writing assessments for teachers to use in all subject areas.

<p>Aligned and Evidenced Based Best Practices</p>	<p>STANDARD COMPONENTS</p> <ul style="list-style-type: none"> ● Suggested evidenced-based best practices are provided to guide teachers’ instruction. ● Strategies should be a guide, but flexible enough for teachers to use personal experiences and students’ background knowledge in their instruction. ● Strategies for Interventions ● Suggestions for Reteaching and Enrichment ● Common Instructional Framework to guide planning ● Suggestions may be included, such as: vocabulary, technology components/applications, Kagan Structures examples, sample assessment items, journal suggestions, etc. <p>ADDITIONAL COMPONENTS</p> <ul style="list-style-type: none"> ● Anchor charts ● Cross-curricular connections
<p>Aligned Instructional Resources</p>	<p>STANDARD COMPONENTS</p> <ul style="list-style-type: none"> ● List available and approved resources for the standards/lessons being taught. ● Resources will include both instructional resources and assessment resources. ● Technology resources <p>ADDITIONAL COMPONENTS</p> <ul style="list-style-type: none"> ● Video of openings, closings, or full lessons that are accessible to teachers prior to them teaching difficult standards or concepts. ● Video links for teachers to use with students.

Standards (Readiness, Supporting, Essential)

Academic standards are determined by the State of Texas for each academic content area. The State Board of Education periodically updates content standards called the Texas Essential Knowledge and Skills (TEKS). The TEKS have been developed to help children be successful during and after school. Student expectations (SE’s) or TEKS consist of both Readiness and Supporting Standards.

The Texas Education Agency (TEA) has determined readiness standards from the TEKS, and although readiness standards are essential, supporting standards still play a vital role in student learning. Lead4ward classifies readiness and supporting standards as follows:

Readiness Standards:

- Are essential for success in the current grade or course
- Are important for preparedness for the next grade or course
- Support college and career readiness
- Necessitate in-depth instruction
- Address broad and deep ideas

Supporting Standards

- Are introduced in the current grade or course, but may be emphasized in a subsequent year
- Are reinforced in the current grade or course, but may be emphasized in a previous year
- Play a minor role in preparing students for the next grade or course, but not a central role
- Address more narrowly defined ideas

Essential Standards

In addition to the readiness and supporting standards identified by TEA, Texarkana ISD has identified Essential Standards to support the implementation of a guaranteed and viable curriculum based on a clear list of essential outcomes.

The identification of Essential Standards and how they fit into the PLC process helps answer the four critical questions of PLCs:

- What do we want students to learn?
- How do we know they are learning it?
- How do we respond when they do not learn?
- How do we respond when they have already learned?

Essential (priority) standards are a carefully selected subset of the total list of grade-specific and/or course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the next grade level or course.

These are standards that Texarkana ISD is guaranteeing that ALL students will know and be able to do at the end of the year.

They are:

- what teachers will spend the majority of instructional time teaching,
- what teachers will assess,
- what teachers will have data-driven discussions about, and
- what teachers will intervene on (enrichment or remediation).

Texarkana ISD is committed to ensuring that all students learn through a systematic process that guarantees every child receives the additional time and support needed to learn at high levels.

Curriculum Delivery

Board Policy Guiding Curriculum Design/Delivery

Per Board Policy *EH (Local): Curriculum Design*, teachers shall develop units of study, individual lesson plans, and approach to instruction based on the framework (in both scope and sequence) provided in the District's curriculum for their teaching assignment. Teachers will be trained in the delivery of the curriculum.

Campus administrators will be expected to monitor the proper implementation of the District's curriculum. District and campus personnel will be expected to provide an environment of support for the delivery of the curriculum. Through vertical and horizontal teams, writing cadres, and focus groups, staff will have the professional opportunity to help develop curriculum, review and suggest curriculum revisions, and provide direct feedback about the curriculum.

Professional Development

The professional development plan for Texarkana 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 TISD Curriculum Management Plan. It is important that professional development take place throughout all stages of the curriculum process.

Written – Professional development must take place after the written curriculum is created and prior to instruction to ensure that teachers and principals understand the document, its contents, and the standards. Prior to instruction, it is important to reflect what professional growth is required or recommended for effective delivery of the district curriculum. This professional development will be led by curriculum directors/coordinators, curriculum writers, and content instructional coaches.

Instruction – During this stage of the curriculum process, professional development needs to be done based on campus, teacher, class, or student needs. Administrators gather data based on walkthroughs, student work products, and student assessment data. Administrators use the process of needs assessment based on classroom observations to determine professional development needs. Professional development is used to ensure alignment as well as fidelity with curriculum delivery. This professional development is led by curriculum directors/coordinators, instructional coaches, principals, curriculum writers, and lead teachers.

Assessment – Student achievement data must guide instruction to improve student performance. Professional development is determined after using a variety of assessment data. During this stage, next steps need to be determined and interventions planned for increased student achievement. This stage of professional development is led by principals, instructional coaches, and teachers.

Professional development will provide for the following:

- Evidence-based best practices training opportunities in the design and delivery of curriculum
- Induction training for new teachers
- Coaching for all teachers
- On-the-job application of learning with follow-up and support
- Opportunities for teachers to share ideas and strategies
- The expectation that learning and improving is part of the job

Delivery of professional development occurs in the following ways:

- Through instructional strategies workshops followed by coaching and feedback
- Through team building exercises
- Through curriculum writing
- Through presenting at conferences
- Individually, in small groups, and in large groups
- Via online coursework and other online learning opportunities.

Resources

TISD provides resources that are both traditional and technology-driven. Due to an abundance of resources available for teachers to pull from, it is important for the curriculum to give a list of suggested resources for teachers to use for instruction within their classroom. It is also imperative that resources are approved by Texarkana ISD for proper use. Resource approval is based on the following criteria:

- Aligned with state standards
- Uses appropriate levels of depth and complexity
- Provides training for teachers and administrators in the effective implementation
- Incorporates effective evidence-based best practices

Resources not approved by Instructional Services or in the curriculum document must be submitted by the principal or their designee to the Executive Director of Curriculum and Instruction for alignment and review. The principal or designee must use the form found in the appendices. (A list of approved resources for reading and mathematics may be found in the TISD Response to Intervention Plan and is included in the appendices.)

The curriculum document also may contain external links to additional resources for teachers. These resources may include videos of lessons being taught, training or professional development pieces on specific standards, or exemplars/examples of student work.

Data Analysis

Effective use of student achievement data is critical to assessing student mastery of the standards. Data-driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, campus, and district levels.

Assessments have many purposes that are focused around student achievement:

- Diagnose student learning needs
- Measure student progress
- Pre-assess students' learning levels for diagnostic purposes
- Focus or narrow instruction by teaching to standards not mastered
- Guide teachers' instruction at appropriate levels of depth and complexity
- Vary the instructional time, setting, and/or presentation for reteach and enrichment opportunities based on student achievement data
- Evaluate performance levels of students and student groups
- Guide placement in tutoring or special programs based on assessment data
- Determine effectiveness of the written curriculum
- Evaluate effectiveness of instructional strategies
- Align classrooms or campuses
- Communicate progress to parents to support learning at home

A systematic approach to data analysis is important to ensure that data is analyzed and used to improve instruction and student achievement. TISD has information management systems to house data from state, campus, and district assessments. Principals, district leaders, and teacher leaders will lead groups through data disaggregation following assessments using the TISD Cycle of Inquiry and Action.



District Data Team Vision: Texarkana ISD will employ a clear process to purposefully collect, disseminate, and use data that is high quality, relevant, and timely in making focused, targeted decisions that positively impact student growth and performance.

Curriculum Monitoring

Principals, Instructional Coaches, Lead Teachers, and Instructional Services staff shall manage the implementation of the curriculum. Curriculum monitoring is an evaluation process that occurs during every phase of the curriculum development cycle. All instructional staff members are responsible for monitoring the curriculum to ensure that the written, taught, and assessed curricula are aligned. Strategies for curriculum management include the following:

- Analysis of student assessment data throughout the year, followed by conferences with individual teachers and/or teams
- Translate the importance of effective curriculum and instruction practices on a regular basis
- Observations of teachers (frequent informal classroom visits, formal walk-throughs, and the full lesson cycle)
- Schedule curriculum planning meetings
- Review alignment of lesson plans and district curriculum
- Campus based training opportunities on the curriculum using district approved trainers
- Opportunities for teachers to discuss and share ideas and strategies
- Opportunities for teachers to participate in learning walks to observe colleagues and provide feedback for the implementation of curriculum
- Campus and district administrators provide feedback to teachers regarding implementation of the curriculum

Campus and district administrators are responsible for monitoring curriculum delivery. Administrators should use observations, PLCs, and student data to design professional development that reinforces the expectation of quality instruction.

Curriculum Evaluation and Review

Curriculum updates are an ongoing process and curriculum is updated annually. Teachers monitor through continuous evaluation of student performance data. Throughout the year, teachers track the written curriculum, making notations for possible revisions to the written curriculum. Curriculum redesign, revisions, and updates are based on the following evaluation data:

- Disaggregated and analyzed student data
- Deconstructed tests
- Data that reflects implementation of the curriculum, such as, classroom observations, teacher feedback, walkthroughs, student products
- Teacher Needs Assessment

Curriculum Audit Expectations

District developed curriculum will be written and aligned to ensure students are provided a quality education preparing them to be successful, productive citizens. The goals and standards within each curriculum document shall be clear and concise, and incorporated into a common format for ease of use by the classroom teacher. The curriculum audit components rubric will provide a common guide for rating the quality of the documents.

The component rubric will validate the curriculum for its degree of adequacy by scoring the:

- Clarity and specificity of standards
- Congruence of the curriculum to the assessment process
- Delineation of the prerequisite essential knowledge, skills, and attitudes
- Delineation of the major instructional resources and tools
- Suggested strategies and approaches (teacher modeling)
- Suggested student work/activities for classroom use

The following rubric is used to measure the quality of the design of the curriculum documents:

Criterion Descriptors	Value
Criterion One: Clarity and validity of standards	
No standards present	0
Vague delineation of standards	1
Specifically states tasks to be performed or skills/concepts to be learned	2
States for each instructional objective the what, when (sequence within course/grade), how actual standard is performed, and the amount of time to be spent learning (requires re-write or refining of the original language of the standard). The number of instructional objectives is feasible for the time allotted.	3
Criterion Two: Congruence of the curriculum to the testing and evaluation program	
No assessment approach	0
Some approach of student assessment stated	1
States some specific skills, knowledge, concepts which will be assessed at some point (not all objectives are addressed)	2
Each instructional objective or cluster of objectives has a corresponding formative assessment, and priority or essential standards/objectives have a summative assessment, with rubrics/evaluation scales provided if required (as with performance-based assessment)	3

Criterion Three: Delineation by grade of the essential skills, knowledge, and attitudes (may be a scope and sequence, but score is related to specificity in the objectives or standards described/noted)	
No mention of required skill	0
States general knowledge students should have acquired from some prior grades/courses	1
States prior general experience/standards needed for the intended grade level standards (may not note when it was acquired, but does specify what prior knowledge/skills are needed)	2
States specific, documented prerequisite or description of discrete skills/concepts required prior to this course (specificity in the objective wording is required, such as a “3” for Criterion One)	3
Criterion Four: Delineation of the major instructional tools in the form of [multiple] textbooks and supplementary materials	
No mention of instructional resources	0
Names instructional resources for some instructional objectives (less than 50 percent)	1
Names instructional resources for most instructional objectives (more than 50 percent but less than 100 percent)	2
States for each instructional objective or cluster* of objectives the “match” between the basic resources and instructional objectives (100 percent)	3
Criterion Five: Suggested strategies and approaches for classroom use (teacher strategies and modeling)	
No approaches cited for classroom use	0
Overall, vague statements on how to approach the content in the classroom (address less than half of the content objectives)	1
Provides general suggestions for approaches; gives general suggestions for at least half of the learner objectives	2
Provides specific examples, by instructional objective or cluster* of objectives, on how to teach, model, or engage students with key concepts/skills in the classroom	3
Criterion Six: Suggested Student Work/Activities classroom use	
No inclusion of suggestions for student [practice] activities, projects, or work	0
Suggests student practice activities or assignments for some instructional objectives (less than half); activities may be the same for all students or allow for differentiation	1
Suggests some student practice activities or assignments (same or differentiated) for most instructional objectives (more than half but not all)	2
Suggests for all instructional objectives in the guide, by objective or cluster* of objectives, student practice activities, assignments, or projects that can be differentiated for content, process, and product.	3

TISD Expectations for Curriculum Documents

Year One Documents	8-11
Year Two Documents	12-14
Year Three Documents	15-18

Total Points Possible for Curriculum Document: 18

Documents will be reviewed and scored following the initial development (Year 1). Each subsequent year following the annual review – revisions will be made and documents will be rescored. A curriculum review committee will be established by the Executive Director of Curriculum and Instruction to evaluate curriculum documents. The committee will include representatives at both the district and campus levels.

Curriculum Development, Review, and Revision Timelines

[TISD Curriculum Development Timelines, All Courses](#)

Curriculum - Pre-Advanced Placement (PAP)

Texarkana ISD has joined the College Board for both grades 7-8 and 9-12 Pre-AP curriculum. The district is currently in the process of creating, merging, and enhancing the Springboard and College Board Curriculum for all levels.

Curriculum Support – Roles and Responsibilities

Exemplary curriculum design, delivery, monitoring, and evaluation result when all stakeholders know, understand, and execute their respective roles and responsibilities. The district has purposefully considered what each stakeholder does to contribute to the successful evolution of an aligned curriculum. In this section of the Curriculum Management plan, the various stakeholders have been identified and thoughtful consideration has been given to their respective roles and contributions.

Students

Students are recognized and valued as the beneficiaries, and as partners in the teaching and learning process. For optimal learning to occur, students must be active participants engaged in the learning process. Students:

- Understand their learning strengths and needs
- Meet or exceed learning requirements based on the district curriculum and standards
- Recognize the impact that their behavior has on their own learning and the learning of others.

Parents

Parents are the child's first and most influential teachers. They know their child better than anyone else. Thus, in partnership with the teacher (s), parents play a critical role in the learning process. Parents:

- Establish high expectations for learning, and nurture the desire in their child to be a lifelong learner
- Are actively involved in their child's education by:
 - Knowing their child's teacher
 - Attending meetings that provide them with information about the school
 - Attending parent/teacher conferences
 - Keeping up with their child's progress, report cards, and test data
- Help their child develop good student habits
- Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Make every effort to provide for the physical, emotional, and health care needs of their child.

Teachers

The teacher is responsible for effectively teaching the locally adopted curriculum with a variety of instructional tools and for assessing student mastery with a variety of assessment tools, including any required district/state assessments. To support learning of the required curriculum, the teacher:

- Identifies students' learning strengths and needs
- Develops a deep understanding of the curriculum and of effective ways to facilitate student learning of the curriculum
- Continues to unpack standards to better understand student expectations and rigor of learning that must take place
- Designs and implements a program of instruction that meets the strengths and needs of each student
- Engages students in the learning process
- Frequently assesses and documents student mastery of curriculum objectives and modified instruction to ensure student success
- Communicates learning strengths and needs to students, parents, and others
- Provides feedback to students on a continuous basis to help students understand needs and next steps so that they have control of their own learning
- Participates in the district/campus professional development designed to support these functions
- Demonstrates an understanding of the curriculum management plan and articulates how their work supports the curriculum mission.

Principals

The campus principal is the key to implementing and monitoring the delivery of the curriculum. The principal must transmit the importance of curriculum delivery on a daily basis. To effectively support curriculum delivery, the principal:

- Develops a working knowledge of the curriculum scope and sequence documents for all subjects/courses
- Reviews and interprets assessment data and plans for improvement of assessment results
- Updates the Campus Improvement Plan (CIP) to reflect the implementation of a highly articulated and coordinated curriculum and provides/facilitates professional development related to the campus improvement plan
- Reviews curriculum maps and lesson plans, observes teaching in each classroom on a regular basis, monitors implementation of the required curriculum, and ensures effective instructional delivery
- Participates in regular classroom walkthroughs
- Provides feedback for teachers based on classroom walkthroughs, student work, and student assessment data
- Uses walkthrough and student data to determine alignment between grade levels, campus, and district
- Collaborates with individual teachers and/or teams

- Meets with district instructional staff
- Provides opportunities for teachers to discuss and share ideas and strategies
- Participates in professional development needed to effectively carry out these functions
- Helps parents understand their role in supporting the curriculum
- Demonstrates an understanding of the curriculum management plan and articulates how their work supports the curriculum mission.

Superintendent and Instructional Services Staff Members

The superintendent is responsible for implementation of the Board's policies. The superintendent and designated instructional services staff members:

- Assist the Board in creating and revising required policies to ensure a comprehensive curriculum management system
- Analyze and interpret assessment data
- Participate in classroom and campus walkthroughs
- Provide feedback to teachers and principals based on walkthrough data and student work
- Determine alignment between campuses and district
- Set curriculum guidelines and priorities
- Organize and facilitate committees to develop and review the curriculum
- Provide/locate professional development resources needed to implement the curriculum with fidelity
- Provide support to principals and teachers in their roles of implementing and managing the curriculum on their campuses
- Demonstrate an understanding of the curriculum management plan and articulate how their work supports the curriculum mission.

Board of Trustees

The Board, through its policy-making responsibility:

- Establishes policies to direct and support ongoing curriculum development and evaluation
- Authorized the development, implementation, and review of a strategic plan for the District that identifies community expectations for curriculum
- Adopts a budget that provides for the development, implementation, and training needed to effectively deliver the curriculum
- Approves curriculum scope and sequence matrices that outline the standards, goals, and benchmarks that students are expected to master
- Demonstrates an understanding of the curriculum management plan, and articulates how their work supports the curriculum mission.

Guidelines for New Courses, Initiatives, Programs, and Instructional Materials

Guidelines for Course Additions

Initial proposal development should include campus site-based teams including the principal, assistant principals for curriculum and instruction, department or grade level chair, and curriculum director/coordinator. All proposals must include the following criteria:

- PEIMS and New Local Course Numbers
- Course Title
- Description of the course and objectives
- Amount of credit and GPA level for courses
- Grade Level
- Prerequisites
- Certification/Personnel requirements
- Budget for 1st year implementation
- Projected costs for maintaining course
- Description of professional development needed
- Technology requirements and implementation plan
- Plan for development of curriculum documents prior to the start of the school year in which the course will be taught

The Executive Director of Curriculum and Instruction will review all initial proposals and request any additional clarification that is needed. A review committee consisting of the Chief Academic Officer, Executive Director of Curriculum and Instruction, Campus Principal and Assistant Principals for Curriculum and Instruction, Curriculum Directors/Coordinators, Finance, Human Resources, Technology, and campus representatives will meet to discuss and review all final proposals. Timelines for course guide requests are outlined below:

TEXAS HIGH SCHOOL TIMELINE FOR COURSE GUIDE REQUESTS		
Course Guide Requests	Responsible	Due Date
Requests for Course Guide Additions, Revisions, and Deletions for Texas High School	THS Campus Administrators	October 2, 2023
Review initial proposals and provide feedback for Texas High School	Executive Director of Curriculum and Instruction	October 13, 2023
Campus reviews feedback and makes adjustments to recommendations if needed	THS Campus Administrators	October 20, 2023
Texas High School Course Guide Meetings for Discussion with Review Committee	Executive Director of Curriculum and Instruction will schedule	October 23-27, 2023
Final Approved Course Guide Recommendations due to Texas High School	Executive Director of Curriculum and Instruction	November 3, 2023

TEXAS MIDDLE SCHOOL TIMELINE FOR COURSE GUIDE REQUESTS		
Course Guide Requests	Responsible	Due Date
Requests for Course Guide Additions, Revisions, and Deletions for Texas Middle School	TMS Campus Administrators	November 3, 2023
Review initial proposals and provide feedback for Texas Middle School	Executive Director of Curriculum and Instruction	November 10, 2023
Campus reviews feedback and makes adjustments to recommendations if needed	TMS Campus Administrators	December 1, 2023
Texas Middle School Course Guide Meetings for Discussion with Review Committee	Executive Director of Curriculum and Instruction will schedule	December 4-8, 2023
Final Approved Course Guide Recommendations due to Texas Middle School	Executive Director of Curriculum and Instruction	December 15, 2023

All new courses recommended by the committee will be submitted to the Board of Trustees.

All approved courses will be offered for the following school year provided that the needed curriculum has been developed and approved by the Instructional Services curriculum staff.

Curriculum Development: New Courses

Semester One

Due on or before April 1 of the current school year to C. Tidwell:

- Year at a Glance with Overview of each Six Weeks (TEKS/Standards Only)
- Scope and Sequence for Course
- Semester 1 Curriculum Documents Completed (Use Sample Documents and Template provided)

On or before May 3 of the current school year, the Curriculum Review Team will:

- Review Semester 1 Curriculum Documents
- Provide feedback to Curriculum Writers

Due on or before the last day of the current school year to C. Tidwell:

- Final Semester 1 curriculum documents

Semester 1 curriculum documents will be uploaded to TEKS Resource System (Core) or the TISD Drive Masters for curriculum in Google (noncore) on or before June 1 by Instructional Services.

Semester Two

Due on or before May 14 of the current school year to C. Tidwell:

- Provide a timeline for Semester 2 Curriculum Development to include specific dates for summer and/or fall writing

(Note: Timeline must be developed to include initial completion date of October 1 for Semester 2 - see next bullet)

Due on or before October 4 of the fall semester to C. Tidwell:

- Semester 2 Curriculum Documents Completed

On or before November 1 of the current school year, the Curriculum Review Team will:

- Review Semester 2 Curriculum Documents
- Provide feedback to Curriculum Writers

Due on or before December 3 to C. Tidwell:

- Final Semester 2 curriculum documents

Semester 2 curriculum documents uploaded to TEKS Resource System on or before December 13 by Instructional Services.

Requirements for Curriculum Initiatives and Programs

New curriculum initiatives and program proposals will be accepted by the Executive Director of Curriculum and Instruction at any time. Initial development and review should include campus site-based teams including the principal, instructional coaches, and department/grade level chair or team leaders. New curriculum initiatives and programs must be research-based and aligned with district curriculum needs. All proposals must include the following criteria:

- Initiative or Program Title
- Grade Level(s)
- Student Population(s) Served
- Rational and justification in terms of student needs
- Description of the initiative/program components
- District standards/TEKS addressed
- Methods for evaluating student achievement
- Additional instructional resources and materials needed
- Budget for 1st year of implementation
- Projected costs for maintaining initiative/program
- Description of professional development needed
- Technology requirements and implementation plan
- Space/facility requirements

A committee designated by the Executive Director of Curriculum and Instruction will review all proposals. All approved curriculum initiatives and programs will be implemented in accordance with the submitted plan.

Requirements for Instructional Materials and Textbooks

Instructional materials and textbooks are an important part of the learning process and environment. TISD aligns all instructional resources to the Texas Essential Knowledge and Skills (TEKS).

Textbooks

The State Board of Education (SBOE) approves both the resources eligible for adoption and the replacement cycle timeline. TISD selects textbooks through a committee process and both the committee and selections must be approved by the TISD Board of Trustees. Each committee is composed of teachers, curriculum directors/coordinators, and administrators. The committee reviews and ranks all state-approved materials. The committee creates a rubric for teachers to use to evaluate the materials.

Representatives from each campus collect the evaluation rubrics and submit to the committee and a final decision is made. Those recommendations are submitted to the Board of Trustees for approval. In accordance with state law, the district makes the material available to all teachers, administrators, and parents to review prior to presenting its selection to the Board of Trustees for approval.

Instructional Materials

Requests for instructional materials to be purchased from the Instructional Materials Allotment should be sent to the Executive Director of Curriculum and Instruction. Those requests are reviewed and may be sent to the requestor for clarifying information. Once preliminary approval is completed, the Executive Director of Curriculum and Instruction submits the request to the IMA Committee for approval.

Review of Instructional Resources/Materials

TISD believes that instructional resources/materials that are being used by teachers must be fully aligned to the Texas Essential Knowledge and Skills (TEKS) that are being addressed at the grade level. The Instructional Services Department reviews materials for alignment to the TEKS and the written curriculum at each grade level. Teachers requesting to use a resource that has not been provided to them by the curriculum department must go through an approval process. TISD does not approve the use of materials that are not aligned to the TEKS or that have not been through the review process.

Financial Support

The budget process will ensure that district goals and priorities for the development and delivery of curriculum are met in the preparation of the district budget. Funding priorities for the curriculum and instruction department will be formulated in a manner that is congruent with the district curriculum management plan. Identified curriculum development support, technology support, and professional development needs will be an integral part of formulating the curriculum and instruction budget. Decisions related to reductions or increases in funding levels will be addressed through the district decision making process. Finally, budgeting decisions will reflect program costs that are driven by the district's curriculum and instruction focus areas, legal requirements for program delivery, growth, and district priorities.

**APPENDIX I: Texarkana ISD Approved Resources Lists for ELAR and SLAR
Approved English/Language Arts Reading Resources**

Grade	Tier I	Tier II	Tier III
KG	Phonemic Awareness: The Skills That They Need to Help Them Succeed* Johnny Can Spell* Previously adopted Reading Program Fountas & Pinnell Phonics Florida Center for Reading Research West Virginia Phonics Voyager-Sopris Power Readers TEA Literacy Academies Leveled Library	TPRI Intervention Guide Florida Center for Reading Research Voyager-Sopris Power Readers	NA
1 st Grade	Phonemic Awareness: The Skills That They Need to Help Them Succeed* Johnny Can Spell* Previously adopted Reading Program Fountas & Pinnell Phonics Florida Center for Reading Research West Virginia Phonics Voyager-Sopris Power Readers TEA Literacy Academies Leveled Library	TPRI Intervention Guide Florida Center for Reading Research LLI Voyager-Sopris Power Readers	TPRI Intervention Guide Florida Center for Reading Research LLI Voyager-Sopris Power Readers
2 nd Grade	Phonemic Awareness: The Skills That They Need to Help Them Succeed* Johnny Can Spell* Previously adopted Reading Program Fountas & Pinnell Phonics Florida Center for Reading Research West Virginia Phonics Voyager-Sopris Power Readers TEA Literacy Academies Leveled Library	TPRI Intervention Guide Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI	TPRI Intervention Guide Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI
3 rd Grade	Phonemic Awareness: The Skills That They Need to Help Them Succeed* Johnny Can Spell* Previously adopted Reading Program Fountas & Pinnell Phonics Florida Center for Reading Research West Virginia Phonics TEA Literacy Academies Leveled Library	TPRI Intervention Guide Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI Study Island	TPRI Intervention Guide Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI Study Island

4 th Grade	Phonemic Awareness: The Skills That They Need to Help Them Succeed* Johnny Can Spell* Previously adopted Reading Program Fountas & Pinnell Phonics Florida Center for Reading Research West Virginia Phonics TEA Literacy Academies Leveled Library	Phonemic Awareness: The Skills That They Need to Help Them Succeed. Johnny Can Spell Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI Study Island	Phonemic Awareness: The Skills That They Need to Help Them Succeed. Johnny Can Spell Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI Study Island
5 th Grade	Phonemic Awareness: The Skills That They Need to Help Them Succeed* Johnny Can Spell* Previously adopted Reading Program Fountas & Pinnell Phonics Florida Center for Reading Research West Virginia Phonics TEA Literacy Academies Leveled Library	Phonemic Awareness: The Skills That They Need to Help Them Succeed Johnny Can Spell TPRI Intervention Guide Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI Study Island	Phonemic Awareness: The Skills That They Need to Help Them Succeed Johnny Can Spell TPRI Intervention Guide Florida Center for Reading Research STAR Reading Voyager-Sopris Power Readers LLI Study Island
6 th Grade	Current Adoption Words Their Way? Novels	STAR Reading	STAR Reading
7 th Grade	Current Adoption Words Their Way? Novels	STAR Reading	STAR Reading
8 th Grade	Current Adoption Words Their Way? Novels	STAR Reading	STAR Reading
9 th Grade	Current Adoption Words Their Way? Novels		

Approved SLAR Resources for Tiers I, II, and III

Grade	Tier I	Tier II	Tier III
KG	<p style="text-align: center;">Conciencia Fonemica Estrellita Sound and Syllable Cards Previously adopted Reading Program Fountas & Pinnell Phonics Aprendamos a ALeer Reading A-Z Readers TEA Literacy Academies Leveled Library</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza</p>	NA
1 st Grade	<p style="text-align: center;">Conciencia Fonemica Estrellita Sound and Syllable Cards Previously adopted Reading Program Fountas & Pinnell Phonics Aprendamos a ALeer Reading A-Z Readers TEA Literacy Academies Leveled Library</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>
2 nd Grade	<p style="text-align: center;">PConciencia Fonemica Estrellita Sound and Syllable Cards Previously adopted Reading Program Fountas & Pinnell Phonics Aprendamos a ALeer Reading A-Z Readers TEA Literacy Academies Leveled Library</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>
3 rd Grade	<p style="text-align: center;">Conciencia Fonemica Estrellita Sound and Syllable Cards Previously adopted Reading Program Fountas & Pinnell Phonics Aprendamos a ALeer Reading A-Z Readers TEA Literacy Academies Leveled Library</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Florida Center for Reading Research Reading A-Z Readers Esperanza Soluciones</p>
4 th Grade	<p style="text-align: center;">PConciencia Fonemica Estrellita Sound and Syllable Cards Previously adopted Reading Program Fountas & Pinnell Phonics Aprendamos a ALeer Reading A-Z Readers TEA Literacy Academies Leveled Library</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>	<p style="text-align: center;">Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones</p>

5 th Grade	Conciencia Fonemica Estrellita Sound and Syllable Cards Previously adopted Reading Program Fountas & Pinnell Phonics Aprendamos a Leer Reading A-Z Readers TEA Literacy Academies Leveled Library	Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones	Tejas LEE Intervention Guide Reading A-Z Readers Esperanza Soluciones
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Approved Supplementary Literacy Resources

Resource	Publisher	Information
<i>Literacy Achievement Academies, Grades K-3</i> <i>Reading to Learn Academies, Grades 4-5</i>	UT-System and TEA	Some of our elementary teachers have received training in these literacy academies that provided them with research-based strategies to use in their reading classrooms. These materials can be found on the Texas Gateway: https://www.texasgateway.org/
<i>Reading Strategies & Activities Resource Book for Students at Risk for Reading Difficulties</i>	Meadows Center for Prevention of Educational Risk (MCPER)	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades K-3. Here's the website where the booklet can be downloaded: http://buildingrti.utexas.org/booklets/reading-strategies-activities-resource-book-for-students-risk-for-reading-difficulties
<i>Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades K-5. Here's the website where the booklet can be downloaded: http://buildingrti.utexas.org/booklets/essential-reading-strategies-for-struggling-reader-%C2%ADactivities-for-accelerated-reading
<i>Supplemental Instruction for Struggling Readers, Grades 3-5: A Guide for Tutors</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2-5. Here's the website where the booklet can be downloaded: http://buildingrti.utexas.org/booklets/supplemental-instruction-for-struggling-readers-grades-3-5-guide-for-tutors
<i>Effective Upper-Elementary Interventions for Students with Reading Difficulties: Word Recognition and Fluency</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2-5. Here's the website where the booklet can be downloaded: http://buildingrti.utexas.org/booklets/effective-upper-elementary-interventions-for-students-reading-difficulties-word-recognition
<i>Effective Upper-Elementary Interventions for Students with Reading Difficulties: Vocabulary and Comprehension</i>	MCPER	This booklet provides lessons and strategies that can be used to supplement whole-group and small-group instruction in grades 2-5. Here's the website where the booklet can be downloaded: http://buildingrti.utexas.org/booklets/effective-upper-elementary-interventions-for-students-reading-difficulties-vocabulary-and

Building RTI Capacity website	MCPER	In addition to some of the materials listed on this page, this website provides numerous instructional materials, lessons, and booklets that can be used to supplement core instruction. Here's the website: http://buildingrti.utexas.org/
English Learner Institute for Teaching and Excellence (ELITE)	MCPER	This project provides research-based materials for supporting English Learners' needs in literacy classrooms. Instructional resources include lesson plans in both Spanish and English that can be used PK-3. Here's the website: https://www.elitetexas.org/resources-el
<i>Write for Texas</i> and the <i>Texas Adolescent Literacy Academies</i>	UT-System and TEA	Some middle school teachers have attended these academies, which provide many research-based strategies to use in their reading classes. The reading strategies provided are appropriate for grades 3-5. The writing strategies and lessons are appropriate for grades 4-5. Here's the website: https://www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources
<i>Word Generation Elementary</i>	Strategic Education Research Partnership (SERP)	This website provides free interdisciplinary units for grades 4-5 to enhance students' vocabulary development. Lessons can be downloaded for free at: https://wordgen.serpmedia.org/t_elem.html
Read Spellers website	Real Spellers	This website provides lesson plans and strategies for effectively teaching spelling, word study, and vocabulary. Instructional strategies provided on the website include word sums and word matrices, including a tool for making your own word matrices. Here's the website: http://www.realspellers.org/resources
ReadWorks website	ReadWorks	This website provides free texts and lesson materials. Here's the website: https://www.readworks.org/
Specific Learning Difficulties Association of South Australia (SPELD-SA) Phonic Books	SPELD-SA	This association provides a set of 201 free phonic books that can be used in grades K-3 for students who need additional practice in reading specific phonic elements. Here's the website: http://www.speld-sa.org.au/services/phonic-books.html
CASL Handwriting Program	Graham & Harris	This program can be used to supplement the handwriting program being used in grades K-2. It provides lessons and activities to support students who struggle with correct letter formation and with handwriting fluency. Here's the URL for these materials: https://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf
Self-Regulated Strategy Development (SRSD) materials	Think SRSD	SRSD is a research-based method for teaching students effective techniques within the writing process. Many free materials to support the writing process are provided at this website: http://www.thinksrsd.com/free-materials/

Resources in addition to those listed in the resource lists for Tier 1 reading instruction or interventions must be approved by the curriculum and instruction department. If approved, they will be added to the "Approved Supplementary Literacy Resources" list.

APPENDIX II: Texarkana ISD Approved Resources Lists for Mathematics

Approved Mathematics Resources for Tiers I, II, and III.

Grade	Tier I	Tier II	Tier III
KG	Pearson Envision Math in Practice	SAIL- Strategies and Activities for Independent Learning (Building Capacity RTI)	NA
1st Grade	Pearson Envision Math in Practice AIRR: A BOOK OF PRACTICAL TEKS	Ultimate Math Workbook SAIL- Strategies and Activities for Independent Learning (Building Capacity RTI)	SAIL- Strategies and Activities for Independent Learning (Building Capacity RTI)
2nd Grade	Pearson Envision Math in Practice AIRR: A BOOK OF PRACTICAL TEKS	RTI Math STAR Renaissance SAIL - Strategies and Activities for Independent Learning (Building Capacity RTI)	SAIL- Strategies and Activities for Independent Learning (Building Capacity RTI)
3rd Grade	Pearson Envision Math in Practice AIRR: A BOOK OF PRACTICAL TEKS Engaging Mathematics (Region 4)	RTI Math STAR Renaissance	RTI Math
4th Grade	Pearson Envision Math in Practice AIRR: A BOOK OF PRACTICAL TEKS STAAR Math Engaging Mathematics (Region 4)	RTI Math STAR Renaissance	RTI Math
5th Grade	Pearson Envision Math in Practice AIRR: A BOOK OF PRACTICAL TEKS STAAR Math Step up to the TEKS Engaging Mathematics (Region 4)	RTI Math STAR Renaissance	RTI Math

<p>6th Grade</p>	<p>Step Up to the TEKS Practice Book Step Up to the TEKS Assessment Step Up to the TEKS TEKSitivity AIRR: A Book of Practical Math TEKS Engaging Mathematics - Region 4 STAAR Master - Student Practice STAAR Master - Student Companion Text Ultimate STAAR Math Workbook - Forde Ferrier Texas Coach - TEKS Edition Maneuvering the Middle 10 day STAAR Review Motivation Math Countdown to the STAAR Mathematics STAAR Workstations</p>	<p>STAR Renaissance Step Up to the TEKS Power Review Closing the Distance - Region 4</p>	<p>Math Readiness, Review and Assessment Sirius STAAR Readiness, Review and Practice</p>
<p>7th Grade</p>	<p>Step Up to the TEKS Practice Book Step Up to the TEKS Assessment Step Up to the TEKS TEKSitivity AIRR: A Book of Practical Math TEKS Engaging Mathematics - Region 4 STAAR Master - Student Practice STAAR Master - Student Companion Text Ultimate STAAR Math Workbook - Forde Ferrier Texas Coach - TEKS Edition Maneuvering the Middle 10 day STAAR Review Motivation Math Countdown to the STAAR Mathematics STAAR Workstations</p>	<p>STAR Renaissance Step Up to the TEKS Power Review Closing the Distance - Region 4</p>	<p>Math Readiness, Review and Assessment Sirius STAAR Readiness, Review and Practice</p>

<p>8th Grade</p>	<p>Step Up to the TEKS Practice Book Step Up to the TEKS Assessment Step Up to the TEKS TEKSitivity AIRR: A Book of Practical Math TEKS Engaging Mathematics - Region 4 STAAR Master - Student Practice STAAR Master - Student Companion Text Ultimate STAAR Math Workbook - Forde Ferrier Texas Coach - TEKS Edition Maneuvering the Middle 10 day STAAR Review Motivation Math Countdown to the STAAR Mathematics STAAR Workstations</p>	<p>STAR Renaissance Step Up to the TEKS Power Review Closing the Distance - Region 4</p>	<p>Math Readiness, Review and Assessment Sirius STAAR Readiness, Review and Practice</p>
<p>9th Grade</p>	<p>Step Up to the TEKS Practice Book Step Up to the TEKS Assessment Book Step Up to the TEKS TEKSitivity Book AIRR: A Book of Practical Math TEKS Engaging Mathematics - Region 4 Countdown to the STAAR Mathematics STAAR Workstations Volume 1, 2, & 3 HedgeHog Learning 10 Day STAAR Review</p>	<p>Step Up to the TEKS Power Review Closing the Distance - Region 4</p>	<p>Sirius STAAR Readiness, Review and Practice Algebra 1 Accelerated Intervention Modules 1-4</p>

Resources in addition to those listed in the approved resource list for Tier 1 mathematics instruction or interventions must be approved by the curriculum and instruction department. If approved, they will be added to the “Approved Mathematics Resources” list.