

**Curriculum  
Development and  
Review**

The Board recognizes the need for and value of a systematic, on-going program of curriculum development and evaluation. The Board designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education (SBOE) rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component shall be an integral part of the District's long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

There shall be equal access to the curriculum for all students, which shall be delivered in an equitable manner.

**Curriculum  
Philosophy**

The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's innate potential and talents.

The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. All students are capable of meeting high standards of excellence.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The District's curriculum shall be standards based.
4. School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student will learn, high expectations for each student, short- and long-term diagnostic assessments of student achievement, and instructional modifications based on assessment results.
5. The District's thoughtfully designed and implemented curriculum shall be correlated to meaningful assessment.
6. The community and parents shall be partners in the District's mission.

**The Planned and  
Written Curriculum**

The Board expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of

skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best available knowledge of the growth and development of learners, the needs of learners based on the nature of society, state law, and SBOE rules.

The focus of the curriculum shall ensure the following in priority order:

1. Mastery of grade-level reading and writing skills.
2. Mastery of mathematics skills.
3. Mastery of skills congruent with those tested for each grade level or course.
4. Mastery of college readiness skills to ensure students are college and career ready.

The curriculum is designed to provide teachers and students with the Board's expectations of what a student is to learn. Teachers shall implement with fidelity the scope and sequence of the District curriculum and its aligned resources and instructional strategies to ensure that students are prepared to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS).

In order to ensure equal access of the curriculum by each student, the curriculum is to be a District-level decision. Persons who have proposals to add, delete, or change the written curriculum shall submit those proposals to the central administration for its consideration.

### **The Taught Curriculum**

Professional development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for long-term institutionalization.

The Board designates the Superintendent to be the instructional leader. There must be assurance that teachers and their colleagues are working toward a common set of student objectives. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum but also to teach to the curriculum objectives. Teachers are required to use the District curriculum and instruction guides as their primary source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation of the curriculum shall be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these three components

of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special population students, shall be aligned to the District curriculum. Further, they shall be integrated in their delivery approach.

Curriculum and instruction guides shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map a logical sequence of instruction for each student. Teachers are to diagnose where each student's learning is maximized and differentiate instruction as needed. Teachers are to teach to individual student mastery.

Professional development shall be provided for teachers on research-based approaches to teaching in order to provide them with alternative ways to view the craft of teaching so that they may be as effective as possible.

**The Tested  
Curriculum  
Evaluation**

The Superintendent or designee shall establish assessment approaches for determining effectiveness of curricular and instructional programming at District, campus, and classroom levels. Assessments shall focus on diagnosing the extent to which each student is achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum to the students.

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

Teachers shall conduct frequent assessments of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers shall use test results 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 curriculum and/or instruction as warranted by assessment results.

School-based administrators shall review and interpret assessment results to help teachers ensure the assessments are congruent with the written curriculum. The data will be used to determine appropriate interventions by school-based administrators and teachers.

**Roles and Responsibilities**

Board

The Board shall:

1. Adopt a well-balanced curriculum that results in improved student learning.
2. Establish policies to direct and support ongoing curriculum development and evaluation.
3. Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.
4. Communicate to its constituents the Board's curricular expectations.

Superintendent

The Superintendent shall:

1. Develop and revise policies for adoption by the Board.
2. Establish procedures to guide curriculum design and its delivery.
3. Ensure that a functional decision-making structure is in place to carry out this policy.
4. Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum.

District-Level Administrators

District-level administrators shall:

1. Create and periodically review a master long-range plan for curriculum development, revisions, program evaluation, and student assessment.
2. Analyze data and prepare reports that evaluate the effectiveness of teaching and learning.
3. Provide professional development and resources needed to implement the District's curriculum.
4. Collaborate with campus personnel to support their delivery and management of the District's curriculum.
5. Form teams of teachers and/or administrators as needed to review and update curriculum documents.

Campus-Level Administrators

Campus-level administrators shall:

1. Develop a working knowledge of the curriculum content for all subjects/courses in order to effectively monitor its delivery.
2. Monitor the delivery of the District's curriculum through:
  - a. Walk-through observations;

- b. Formal classroom observations; and
  - c. Periodic review of lesson plans and curriculum documents.
3. Communicate on a regular basis the importance of effective curriculum and instruction to staff.
4. Collaborate with District and campus staff personnel to review and interpret assessment data, set goals, and plan for continuous improvement of achievement.
5. Facilitate and participate in campus and District professional development.
6. Facilitate parent communication concerning student progress and school events and activities.

**Teachers**

Teachers shall:

1. Deliver the District's curriculum by:
  - a. Determining students' learning strengths and needs;
  - b. Involving students in the learning process;
  - c. Using best practices to facilitate student learning; and
  - d. Using the written curriculum guide for intentional lesson planning.
2. Use assessment data to drive instructional decisions.
3. Administer state and District standardized assessments.
4. Communicate to parents their child's academic progress, learning strengths, and weaknesses.
5. Involve parents in the learning process.
6. Prepare lesson plans aligned to the District's scope and sequence.
7. Participate in District, campus, and personal professional development.

**Budget**

The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.

**Publications**

All District instructional publications, whether developed locally or obtained from state agencies or other publishers in the name of the District, shall be the property of the District and shall not belong to an individual teacher or administrator. Such publications shall remain in the District upon termination of employment or change in placement of any employee to whom publications have been assigned.