

Clear Creek Independent School District



Curriculum Management Plan

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District Vision and Mission

CCISD Vision

Empowering every student with a world-class education that ignites passions and fuels endeavors.

CCISD Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

CCISD Beliefs

- There is a collective moral imperative to invest in each person's capacity to thrive.
- People thrive when they are physically safe and emotionally resilient.
- Determination, perseverance, and resilience lead to growth and excellence.
- We are stronger because we develop each person's unique talents and abilities.
- Relationships built on trust, compassion, and respect fuel student growth.
- A culture of innovation is driven by curiosity and exploration.
- Each person is responsible for our collective success.
- Our success will be evident in each student's achievements.

The Profile of CCISD Learners

CREATORS & CRITICAL THINKERS
Students learn in a culture of innovation, wonderment, questioning, and creation. They seek opportunities to solve real-world problems and envision future possibilities. Students apply what they have learned to create new knowledge. Physical space and designated time are dedicated for creative and courageous thought and action.

COMMUNICATORS & CONNECTORS
Students seek understanding before being understood. They are respectful and effective in their written and oral communication. They are connected globally and utilize digital communication responsibly. Students offer and accept feedback to grow as learners.

COLLABORATORS & CONTRIBUTORS
Students acquire the skills to be leaders and contributors of productive teams. They share responsibility in the work and hold each other accountable. They celebrate diversity of thoughts, ideas, and abilities. Their work contributes positively to the community and the democratic society.

COMPASSIONATE & CONFIDENT
Students develop interpersonal skills to be caring individuals, exhibiting CCISD Core Values. They are physically, emotionally, and mentally healthy resulting in confident individuals who pursue their interests and conquer obstacles.

CLEAR CREEK
INDEPENDENT SCHOOL DISTRICT

CCISD Philosophy

The purpose of education is to empower all students with the knowledge, concepts, processes, and attitudes necessary to be successful in society. This includes the preparation necessary to develop higher-order thinking, creativity, innovation, and college and career readiness skills. Recognizing the characteristics unique to each student, the district provides a process for development and expression of each student's innate potential and talents.

Philosophy

District curriculum shall be designed and delivered using state standards, including a Texas Essential Knowledge and Skills (TEKS)-based curriculum management approach that provides a clear framework for prioritizing, bundling, and pacing content; aligning the written, taught, assessed, and monitored curriculum; integrating research-based instructional practices; and establishing common expectations for student engagement and demonstration of learning, having the following premises:

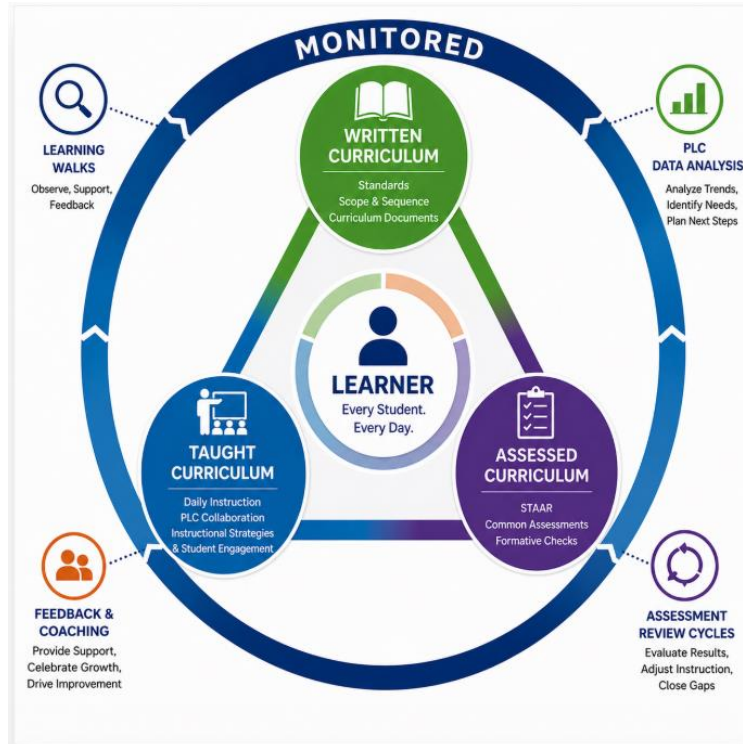
- All students can achieve excellence in learning the essentials of formal schooling.
- Success influences self-concept, and self-concept influences learning and behavior.
- The instructional process will be adapted to improve learning.
- Schools should maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, student goal setting, formative and summative assessments, and instructional differentiation based on assessment results.
- To ensure maximum student achievement, student learning is based on meaningful educational experiences.
- High levels of student achievement are the benchmarks of effective curriculum design and instructional delivery.

Curriculum Design and Requirements

Alignment of Written, Taught, Assessed, and Monitored Curriculum

Curriculum in Clear Creek ISD is defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels in Clear Creek ISD schools. The curricula specify the content of the student objectives/expectations and includes multiple contexts and cognitive types. The written, the taught, the assessed, and the monitored curriculum must be aligned. Clear Creek ISD equips campus administrators to ensure the curriculum is being implemented in the classrooms. Annually, a professional learning calendar is created to support campus administrators, such as learning walks with curriculum leaders and curriculum update sessions.

The Clear Creek Independent School District instructional design is based upon the conceptual framework by Fenwick English, 1996. The three elements of quality control, which include the written, taught, and assessed curriculum, are aligned to ensure a cohesive instructional program.



Written Curriculum Defined

The written curriculum includes curriculum documents and support materials that designate the goals and objectives to be taught and that are developed according to a common district format. It outlines the core knowledge, instructional strategies, and skills, as well as clear descriptions of student outcomes. Required components of the written curriculum are listed later in this section. The district expects adherence to the aligned, articulated curricula that promote continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school.

Taught Curriculum Defined

Teachers utilize the district approved curriculum to prepare lessons and plan for what is taught. Most of the taught curriculum is determined by the district written curriculum. Schools may enrich student experiences with additional objectives when such enrichment supports the written curriculum and does not replace, narrow, or dilute required district objectives and pacing expectations.

Assessed Curriculum Defined

The assessed curriculum shall be aligned to the written and taught curriculum and include all standards for each course. These assessments are conducted both formally and informally through assessments written at the district and campus level and shall include diagnostic, formative, and summative measures used to determine students' prerequisite skills, current mastery, and long-term retention.

Monitored Curriculum

Monitored curriculum is the intentional and ongoing process of verifying alignment and effectiveness between the written, taught, and assessed curriculum to ensure that all students are experiencing rigorous, consistent, and standards-aligned instruction. Curriculum implementation is monitored by checking alignment between what is planned and what is taught through observations and PLCs. Student data and assessments are used to measure learning and identify gaps in instructional practice. Teams adjust instruction based on findings. Ongoing feedback from campus leadership ensures continuous improvement.

Curriculum Alignment

Alignment is the degree to which the written, taught, and assessed curricula are aligned. Research supports that adherence to a tightly aligned curriculum will result in higher student achievement, and that the linkages provide instructional focus. Curriculum principles are to be translated in documents, instructional practices, and student assessments through the development of an aligned written, taught, and assessed curriculum system.

Components of the Written Curriculum

The Clear Creek ISD curriculum is organized into instructional unit/modules. Each unit/module is further broken down into manageable building block/topics of learning. Curriculum guides include a focused and prioritized set of precise student objectives/student expectations that are reasonable in number, sequenced for mastery, and aligned to the content, context, and cognitive rigor required by the standards and district expectations.

- Year at a Glance.
- Unit/Module of study overview, including content overview, standards covered in the unit/module, unit/module time frame, list of building block/topics that make up each unit/module, and evidence of learning.
- Building Block/Topics for each unit/module, including building block/topic time frame, alignment to previous grade levels, alignment to future grade levels, student outcomes written in student-friendly “I can...” statements, guidance regarding prerequisite skills, scaffolds for students requiring additional support, extensions for students who demonstrate readiness to move ahead at a more challenging pace, learning experiences, instructional strategies, differentiation recommendations, evidence for learning, assessment samples, academic vocabulary, and suggested resources and materials.
- Assessment items and/or tasks that measure student progress, guide teachers’ instruction at appropriate levels of challenge, guide students’ learning, guide district/campus improvement of curriculum alignment and programmatic decisions and communicate progress to parents to support learning at home.

Distribution of the Written Curriculum

Subject-area written curriculum guides are developed for all grade levels and subjects. After subject-area curricula development is completed, curricula will be disseminated as follows:

- Curricula originals are stored electronically by the Curriculum and Instruction department.
- All teachers have access to curriculum guides for courses they teach.
- Campus administrators have access to curriculum guides for all courses.
- Curriculum information is available to the public on our district website.

Cognitive Taxonomy

Clear Creek ISD has adopted Bloom’s revised taxonomy as a guide to curriculum development. This taxonomy provides a common language for describing the cognitive levels embedded in the written, taught, and assessed curriculum.

Tightly-held and Loosely-held

Items within the written, taught, assessed, and monitored curriculum may be understood through those elements that are district expectations (tightly held) and those elements that allow for professional decision-making at the classroom and campus levels (loosely held).

Tightly held expectations in Clear Creek ISD include the standards-based curriculum, district curriculum units/modules, prioritized standards, pacing expectations, aligned assessments, district instructional expectations, and the monitoring processes used to ensure alignment.

Loosely held elements include the lesson delivery, grouping practices, classroom-based formative checks, and responses to student needs that do not replace or narrow the written curriculum.

Curriculum Development

Strategies for Curriculum Development

Clear Creek ISD strives to develop a well-crafted, focused, and clear curriculum to direct teaching. Curriculum is developed through a frontloaded design process grounded in the standards and informed by a backloaded review of state, national, and local assessment expectations.

- Embed external assessment target objectives in the written content standards and link them to the state standards.
- Have clear and precise district curriculum objectives with the appropriate content, context, and cognitive type.
- Deeply align objectives from external assessments.
- Sequence objectives for mastery well before they are tested.
- Provide a feasible number of objectives to be taught.
- Place objectives in a teaching sequence.
- Provide access to written curriculum documents and direct the objectives to be taught.

Roles and Responsibilities

School Board

- Adopt district curriculum and instructional materials
- Establish vision, goals, and learner outcomes
- Approve policies guiding curriculum development and review cycles
- Allocate funding for curriculum, resources, and professional learning
- Monitor district-wide student achievement data

Superintendent

- Translate Board vision into district priorities
- Allocate resources (time, personnel, funding)
- Hold departments accountable for student outcomes
- Foster a culture of continuous improvement

Teaching and Learning Leaders

- Design and implement a coherent professional learning plan
- Support effective implementation of curriculum
- Monitor impact of professional learning through data and feedback
- Develop leadership capacity (principals, PLC leaders)

Curriculum Coordinators

- Lead curriculum development (Standards alignment, assessments, unit/module design)
- Ensure vertical and horizontal alignment
- Develop scope & sequence, unit/module plans, and assessments
- Design and facilitate professional learning to support curriculum implementation
- Support campuses with content expertise and data analysis
- Monitor and refine curriculum based on outcomes

Principals

- Ensure fidelity of curriculum implementation
- Build a culture of high expectations and collaboration
- Protect time for PLCs, planning, and intervention
- Conduct learning walks and data meetings
- Support teacher growth and remove barriers

PLC Leaders

- Facilitate PLC meetings (planning, data analysis, student work)
- Ensure alignment to curriculum pacing and expectations
- Support accountability for student outcomes

Teachers

- Implement curriculum with fidelity
- Engage in PLC collaboration and lesson internalization
- Use data to adjust instruction and provide interventions and extensions
- Differentiate instruction to meet student needs
- Create learning environments that supports the profile of CCISD learners
- Provide feedback on curriculum effectiveness
- Participate in professional learning designed to facilitate curriculum implementation

Curriculum Development and Review Cycle

The district develops curriculum guides for new courses according to a cycle that allows for a pilot-year working draft, feedback and revisions, final document review and approval, an implementation/expansion phase, and an update review.

All curriculum guides will be reviewed and/or revised every year or as directed by the Superintendent or Designee. Annual review may include technical updates, clarifications, and minor revisions. In addition, formal review shall include analysis of student performance data, stakeholder feedback, vertical and horizontal alignment, assessment results, instructional resource alignment, program evaluation findings, and revisions to State standards. Revisions may also be initiated by the need to include new instructional strategies or materials.

Components of Curriculum Design

1. Unpacking Standards and Assessment

- Analyze standards and assessments (State and National assessments)
- Identify skills, specific concepts, vocabulary, context, question types, and rigor
- Select district high priority learning standards

2. Vertical Alignment

- Align standards across grade levels (prior and future learning)
- Identify prerequisite skills and readiness expectations

3. Assessment Development

- Design common unit/module/ summative assessments
- Ensure alignment to standards and rigor
- Develop or use exemplars and scoring criteria

4. Curriculum and Unit/Module Design

- Develop year-at-a-glance and unit/module plans
- Define key concepts, vocabulary, and learning outcomes
- Embed instructional strategies, differentiation, and scaffolds
- Create/curate lessons and aligned resources
- Provide aligned student learning experiences and instructional strategies

5. Monitoring and Continuous Improvement

- Analyze student data and PLC feedback
- Conduct learning walks and data meetings
- Adjust instruction and curriculum materials
- Maintain a continuous feedback loop

Curriculum Delivery and Support

The Taught Curriculum

All teachers are expected to teach and assess the written curriculum; the taught curriculum should be aligned to both the written and assessed curriculums. Clear Creek ISD believes that students learn best when they are provided opportunities to engage in relevant, authentic learning tasks.

Teachers are encouraged to integrate technology when it enhances instruction by engaging students in multiple contexts and cognitive types, including inquiry, discussion, application, analysis, creation, and performance.

Expected CCISD Instructional Practices

The following instructional practices are aligned to the Texas Teacher Evaluation and Support System (T-TESS) and are expected in CCISD classrooms. These practices promote student-centered, personalized learning opportunities for students and establish observable expectations for student engagement, academic discourse, cognitive rigor, formative checks for understanding, and student ownership of learning.

- **Achieving Expectations**
Students ask questions to drive their own learning, set goals for themselves, and can respond to the prompt, “What are you working on and why?”
- **Content Knowledge and Expertise**
Teachers model thinking and skills related to visible outcomes and provide opportunities for different types of thinking. Students utilize appropriate academic language to describe their thinking and understanding. Teachers strategically use direct instruction for new learning for students and anticipate common student misunderstandings.
- **Communication**
Teachers skillfully balance wait time and questioning techniques to clarify, elaborate, and extend learning. Questions are used to support students’ creative, evaluative, and analytical thinking. Students collaborate with peers and provide evidence to support their thinking.
- **Differentiation**
Teachers provide a wide variety of opportunities for students to access new information, engage with content, and demonstrate learning.
- **Monitor and Adjust**
Teachers utilize discreet, explicit checks for understanding to maintain student engagement. Student feedback influences instructional decisions throughout the lesson. Students can articulate progress toward their learning goals.

- **Classroom Environment, Routines, and Procedures**
Teachers establish and use classroom systems for learning. Teachers equip students to take primary leadership and responsibility through predictable classroom routines, transitions, and procedures.
- **Professional Learning**
CCISD provides a comprehensive professional learning program linked to curriculum design, delivery, assessment, and monitoring for teachers, campus administrators, and central office staff. All core teachers receive at least two days of CCISD curriculum training applicable to their grade level and content area. In addition, each year, new teachers to the district receive an overview of the standards for the subjects they teach, even if they have taught in other districts. Professional learning during the year and summer focuses on specific areas of need. Curriculum, support resources, and professional learning tools are housed in the district's learning management system.

Assessment and Student Progress Monitoring

Assessment

The assessed curriculum shall be aligned to the written and taught curriculum and include all standards for each course. These assessments are conducted both formally and informally through assessments written at the state, district and campus level. Clear Creek ISD utilizes a variety of assessments to support teachers and students regarding individual and group achievement. Assessment data is also used to inform instructional teams about the effectiveness of the taught curriculum and support decision making about intervention and enrichment.

Beliefs Regarding Assessment

- Students should be provided with a balanced and comprehensive approach to assessment using multiple tools, rubrics, and processes for the purpose of improving student learning.
- Assessment should portray an accurate record of a student's learning over time.
- Assessments should provide an opportunity for students to transfer what was learned to a new context or situation.
- Assessments should evaluate and measure the individual and collective progress of students to guide instruction at the classroom level and programmatic decisions at the district level.
- Teachers play a fundamental role in student assessment and should seek out ongoing professional learning in assessment development, implementation, and data analysis.
- Instruction should be aligned to the level of assessment while meeting the diverse needs of all learners.
- All stakeholders, including students, teachers, parents, and community members, should clearly understand, in advance, the purposes for which an assessment is given.

Types of Assessments

Clear Creek ISD uses a variety of assessments and assessment data, including national, state, and local assessments.

Local Assessments

The curriculum coordinators develop/curate local assessments in the core areas to check progress toward mastery of the standards. Local assessments include curriculum-based, formative, and summative unit/module assessments. All assessments are developed to assess student mastery at the intended rigor and cognitive level of the standards. Assessment results are analyzed by teachers, campus leaders, and curriculum coordinators to identify student strengths and needs, determine prerequisite gaps, adjust instruction, revise intervention and extension supports. Additionally, data may be used to recommend revisions to the written curriculum when patterns indicate a need for clarification, re-sequencing, or additional rigor.

Curriculum Monitoring

The curriculum serves as the road map for instruction in classrooms. It is a dynamic tool for creating high quality student learning opportunities. It requires an ongoing process for monitoring its implementation. A districtwide focus on monitoring both curriculum implementation and instructional practices will strengthen the principals' leadership.

Campus leaders serve as the first line of monitoring the curriculum. It is the responsibility of administrators and campus leaders to observe instruction and collect student work artifacts to determine what is being taught and whether it aligns in content, context, and cognitive type with the written curriculum. This is distinct from monitoring for instructional strategies; instead, it focuses on whether the written curriculum is being faithfully carried out in the classroom. In addition, curriculum coordinators monitor curriculum delivery as they visit schools on a frequent and regular basis.

Frequency

The district curriculum team conducts regular curriculum learning walks on each campus every year. Data collected is shared among the team to determine the next steps for curriculum revisions and professional learning for teachers.

Campus administrators are expected to conduct regular walk-throughs to observe instruction. Data collected is utilized to develop conversations and reflection regarding teaching and learning, inform mentorship and professional learning, and identify needed curriculum adjustments and follow-up monitoring.

Tools for Monitoring the Curriculum

- Analysis of student assessment data
- Observations of teachers
- Review of lesson plans and instructional unit/modules

- Campus-based professional learning opportunities
- Curriculum surveys and focus groups
- Opportunities for teachers to discuss and share ideas and strategies

Communication and Supporting Consistency

Communication Plan

To ensure all stakeholders understand curriculum expectations, timelines, changes, and resources.

- **Audience**
School board, superintendent, teaching and learning leaders, curriculum coordinators, principals, instructional specialists/content specialists, PLC leaders, and teachers.
- **What is Communicated**
Curriculum vision and goals, adoption or revision updates, pacing expectations, assessment alignment, instructional resources, professional learning, implementation timelines, monitoring processes, and support available to campuses.
- **Methods of Communication**
Leadership meetings, principal meetings, curriculum coordinator meetings, PLC meetings, email updates, newsletters, curriculum guides, shared digital folders, professional learning sessions, and board presentations.
- **Communication Cadence**
Annual communication for major curriculum priorities, periodic check-ins on implementation, and ongoing weekly or monthly communication through PLCs and campus leadership structures.
- **Roles and Responsibilities**
Curriculum Coordinators communicate the vision, expectations, and major changes. They also provide content-specific guidance and resources. All curriculum documents relevant to implementing and maintaining the curriculum management plan are available to all district personnel. Principals communicate campus expectations and monitor implementation; PLC leaders and teachers collaborate on unit/module internalizations instructional needs, feedback, and student learning evidence.
- **Feedback**
Principals monitor curriculum implementations and meet with individual teachers following classroom observations