
Note: Curriculum and instruction are integral parts of a public school system. The state’s curriculum standards, called the Texas Essential Knowledge and Skills (TEKS), are periodically updated by the State Board of Education (SBOE). Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that is in accordance with state law. [See EHAA(LEGAL)]

Curriculum Development and Delivery Management

Curriculum Model

The design and implementation of the curriculum will be consistent with the Board’s stated curriculum competencies and objectives and with applicable state requirements. The curriculum will be planned and coordinated to provide a common direction of action for all instruction in the District. The Superintendent will recommend all new and revised curriculum to the Board for approval.

Before Board adoption, the District’s curriculum will be reviewed by a process that:

1. Includes teacher input;
2. Includes a meeting of the Board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and
3. Provides members of the public and District employees with the opportunity to comment on the initiative.

Information on all District initiatives designed to improve student learning will be presented to the Board for periodic review along with information regarding the effect of the initiative in terms of student learning.

Curriculum Philosophy

The primary purpose of education is to impart basic knowledge, concepts, processes, and attitudes necessary for students to successfully function in society, while recognizing characteristics unique to each student and providing a process for development and expression of each student’s innate potential and talents.

The curriculum will be designed and implemented using an approach with the following premises:

4. All students will have access to a high-quality curriculum that will enable all students to access multiple avenues following

high school graduation, including a high-tech workforce, community college, or university.

5. All students are capable of achieving excellence in learning the essentials of formal schooling.
6. Success influences self-concept; self-concept influences learning and behavior.
7. The instructional process can be adapted to improve learning.
8. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short- and long-term assessment of student achievement, and modifications based on assessment results.
9. Successful student learning must be based on appropriate educational experiences at an appropriate level of challenge to ensure maximum student achievement.
10. High levels of student achievement are the benchmarks for effective curriculum design and delivery of instruction.

The goals of the District will be multidisciplinary in nature and will focus on the delivery of the District's mission. [See AE(LOCAL)]

Planned and Written Curriculum

The Board expects learning to 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 will reflect the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the District, state law, and SBOE rules.

The curriculum will emphasize reading at grade level and mastery of the basic skills of writing and mathematics.

Curriculum objectives will be derived from state and national assessments.

The curriculum will be designed to provide teachers and students with the Board's expectations of what students are to learn. Teachers will be expected to teach the curriculum of the District.

The District will develop and implement written curricula and instructional guides for all grade levels and subjects in the District with the expectation that:

11. The District will document all curricula in writing;

12. The District will review curriculum on a regular cycle and update as necessary;
13. Teachers will have copies of guides and will use the objectives in the guides to develop daily lesson plans; and
14. Administrators will work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.

The District will select instructional resources, textbooks, technological resources, and other instructional materials, based on their conformity to the curriculum objectives and priorities of the District. [See EF and EFA]

A focused staff development plan will be designed and implemented to prepare staff members to teach the designed curriculum, principals to facilitate and monitor the curriculum, and parents to assist students in the learning of the curriculum. The staff development will focus on research-based approaches to teaching and alternative ways for teachers to view their responsibilities and be as effective as possible.

The Taught Curriculum

The components of the written performance-based curriculum are:

- Graduation requirements, which are defined by the SBOE and the District, that dictate the courses students need to complete to graduate from high school. The program or endorsement plan requires evidence of certain courses that have been successfully completed to demonstrate that the graduation exit competencies have been met. [See EIF]
- Level or course objectives that describe standards in specific terms of what students will be able to do at the end of a year/semester/level in a particular area. Benchmark standards will be established as a recognized quality of student performance deemed acceptable at a particular level or course. Assessments built around benchmark standards will be used to determine acquisition and mastery of the learning.
- A scope and sequence chart for use in designing instruction at the appropriate level of difficulty for all learners;
- Level or course learner objectives derived from the content standards for the subject area at all instructional levels, which identify the specific content skills, attitudes, concepts, and Instruction will be consistent in delivering curriculum

objectives and will be based on sound teaching principles grounded in educational research.

The Tested Curriculum

The Superintendent or designee will establish with District staff assessment approaches for determining the effectiveness of instructional programming at the District, campus, and classroom levels. Assessments will measure the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum in the classrooms.

District staff will 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 will conduct assessments based on the District's assessment schedule. Teacher-made tests, as well as standardized criterion-referenced tests, will be used to determine patterns of student achievement. Teachers and supervisors will use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends among various groups of students, and to modify curriculum and instruction as warranted by assessment results.

Principals will review assessments to ensure they are aligned with the written curriculum.

Roles and Responsibilities

Board

The Board will:

1. Review the curriculum scopes and sequences and adopt instructional resources for teacher use within the constraints of state law and SBOE rules [see EFA];
15. Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement;
16. Communicate to its constituents the Board's curricular expectations; and
17. Fund, through the budget process, adequate resources to implement the curriculum.

Central Administration

The Superintendent or designee will:

18. Enforce the use of District curriculum;
19. Ensure that a functional decision-making structure is in place to carry out this administrative regulation;
20. Ensure that a master, long-range plan is in place for curriculum development, revision, program evaluation, and student assessment;
21. Implement the master, long-range plan, providing technical and expert assistance as required; and
22. Assist principals in monitoring implementation of the curriculum.

Principals

Principals will:

23. Monitor the implementation of the curriculum;
24. Communicate the importance of effective curriculum and instruction practices on a regular basis;
25. Observe classes, monitor lessons, and evaluate assessment materials used on the campus; and
26. Use, as a minimum, the following basic strategies to monitor curriculum:
 - a. Formal observations (generally 45 minutes in length) and walk-through observations;
 - b. Curriculum planning meetings or reviews of minutes of such meetings; and
 - c. Periodic review of curriculum documents.

Teachers

Teachers will:

27. Teach the District curriculum;
28. Frequently assess and document student mastery of curriculum objectives, modifying instruction to ensure student success; and
29. Participate in curriculum development and revision activities.

Budget

The administration will ensure that the District's budget reflects funding decisions based on the District's educational goals and priorities. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reductions or increases in funding levels are addressed in those terms. [See CE]