



Mansfield Independent School District
Curriculum Management Plan



UPDATED: June 2026



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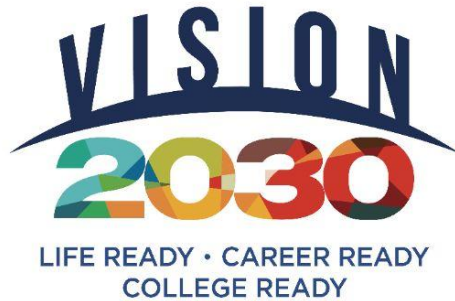
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GLOSSARY





Mansfield Independent School District



Mission To inspire and educate students to be productive citizens.

A destination district committed to excellence. **Vision**

Values

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relationships
- Resiliency



Motto MISD: A great place to live, learn, and teach.

Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

DISTRICT SCORECARD



Department of Instruction 2021-2026

1. Vision 2020 Guiding Statements									
	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24*	24-25*	25-26*	Status
1.1	% Reading On/Above Level by Start of Gr. 3	82%	73%	73%	72%	74%	76%		
1.2	% of Students Mastering Algebra 2	80%	69%	76%	77%	74%	74%		
1.3	% of Students Graduating Life Ready	80%		58%	76%	63%	84%		
1.4	% of Students Graduating College &/or Career Ready	88%		66%	78%	96.5%	92%		
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24*	24-25*	25-26*	Status
2.1	% of Grade 4 th /6 th /8 th on or Above Level per MAP Reading	70%	62%	61%	61%	55%	57%		
2.2	% of Grade 4 th /6 th /8 th on or Above Level per MAP Math	70%	59%	57%	56%	53%	51%		
2.3	% Completing Student Scorecard	80%		74%	*	58%			
3. English-Language Arts									
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24*	24-25*	25-26*	Status
3.1	% of 4 th /6 th /8 th STAAR Reading @ Met Standard (1x)	60%/60%/60%	49%/40%/54%	61%/45%/62%	54%/57%/65%	57%/65%/62%	63%/63%/66%		
3.2	% of 4 th /6 th /8 th Meet or Exceed BOY-EOY Growth Projection - Reading	60%/60%/60%	43%/46%/44%	53%/48%/52%	43%/44%/44%	47%/43%/34%	50%/44%/49%		
3.3	% of E1/E2 STAAR EOC @ Met Standard (1x)	75%/79%	69%/73%	56%/66%	61%/62%	66%/68%	61%/66%		
4. Math									
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24*	24-25*	25-26*	Status
4.1	% of 4 th /6 th /8 th STAAR Math @ Met Standard (1x)	60%/60%/60%	47%/51%/27%	51%/49%/36%	55%/50%/48%	53%/49%/39%	55%/51%/42%		
4.2	% of 4 th /6 th /8 th Meet or Exceed BOY-EOY Growth Projection - Math	60%/73%/66%	44%/67%/60%	68%/60%/47%	46%/49%/38%	48%/47%/29%	58%/43%/48%		
4.3	% of Algebra 1 STAAR EOC @ Met Standard (1x)	63%	57%	60%	62%	68%	67%		
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24*	24-25*	25-26*	Status
5.1	% Grade 8 STAAR Social Studies @ Met Standard (1x)	60%	37%	41%	44%	35%	37%		
5.2	% STAAR EOC US History @ Met Standard (1x)	84%	78%	78%	76%	77%	74%		
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24*	24-25*	25-26*	Status
6.1	% of 5 th /8 th STAAR Science @ Met Standard (1x)	60%/60%	37%/50%	44%/53%	39%/58%	30%/47%	33%/55%		
6.2	% of 5 th /8 th Meet/Exceed BOY-EOY Growth Projection - Science	60%/60%	54%/54% BOY-EOY	65%/60%	62%/58%	65%/54%	64%/66%		
6.3	% of STAAR EOC Biology @ Met Standard (1x)	73%	67%	62%	63%	68%	67%		
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24	24-25	25-26	Status
7.1	% of AP exams scoring 3 or better	TBD	40%	40%	43%	49%	59%		
7.2	# of National Merit Scholars	10	2	3	0	4	6	4	
#	Key Strategic Measure	5 Year Goal	Baseline 20-21	21-22	22-23	23-24	24-25	25-26	Status
8.1	% Earning LOTE Credit Level 1/Level 2	90%/90%	81%/78%	92%/93%	93%/89%	95%/93%	91%/89%		

*Indicates STAAR Redesign data

Texas formally implemented the redesigned STAAR during the 2022-2023 school year, with the first full administration appearing in spring 2023 (redesign baseline data).

Met or Exceeded 5 Year Goal	On Track Towards Meeting Goal with a Positive Trend	Did Not Achieve Yearly Goal-Improvement Effort Suggested	Current Progress Did Not Achieve Goal-Improvement Effort Required
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MISD CURRICULUM BELIEFS

In MISD, we believe, value, and embody the following...

INTEGRITY is upheld when the curriculum reflects progression towards student mastery. Effective teachers utilize the district curriculum as part of the process of teaching and learning. Using the TEKS as the foundation, teachers begin by thoughtfully considering what skills and standards students need to master. MISD has a district-developed Curriculum Management Plan and Scope and Sequence for all core subject areas. In MISD, teachers are required to follow the district curriculum, in adherence to board policy.

Curriculum should **COMMUNICATE** clear and effective expectations for teaching and student learning. This is essential in curriculum development as it ensures that the goals, objectives, and instructional strategies are aligned. Through clear and open dialogue, curriculum designers can gather valuable feedback, adjust resources, and address gaps, fostering a more responsive and engaging learning experience and ultimately leading to **CONTINUOUS IMPROVEMENT** for all.

Putting **STUDENTS FIRST** and creating **POSITIVE RELATIONSHIPS** are foundational to a district curriculum because they foster trust, collaboration, and a supportive environment among educators, students, and families. When teachers and administrators cultivate strong connections, it encourages open communication and a shared commitment to instructional goals, ensuring that curriculum decisions made through the Professional Learning Community (PLC) process reflect the diverse needs of the community.

RESILIENCY is woven into a district curriculum by building students' skills in adaptability, problem-solving, and emotional regulation, which prepare them to face challenges both in and out of school. Through lessons and activities that encourage perseverance, critical thinking, and self-reflection, the curriculum fosters a growth mindset, helping students view setbacks as opportunities for learning and providing them with transferable skills that will lead them to be Life, Career, and College Ready.



In Mansfield ISD, parents and students have the opportunity to choose the educational pathway that is the best fit. The Power of Choice allows students of all ages to take advantage of specific programs that are tailored to their needs, even if it is located outside of their designated attendance zone.

MISD's The Power of Choice includes:

- Alma Martinez Intermediate School STEM and Fine Arts Academies
- ALPHA GT Academy at Glenn Harmon Elementary
- Brenda Norwood Elementary School STEM and Fine Arts Academies
- Carol Holt STEM Academy
- Charlene McKinzey Middle School STEM Academy
- Charlotte Anderson Preparatory Academy
- Cross Timbers Fine Arts Academy
- Della Icenhower STEM Academy
- Donna Shepard Intermediate School Leadership Academy
- Dr. Sarah K. Jandrucko Early Learners Academy at Jandrucko
- Early College High School at Timberview High School
- Frontier High School STEM Academy
- Jerry Knight STEM Academy at Wester Middle School
- Kenneth Davis Fine Arts Academy
- Louise Cabaniss Elementary Academy of Young Scholars
- Martha Reid Leadership Academy
- Roberta Tipps STEAM Academy
- Summit P-TECH Academy
- Tarver Rendon School of Agricultural Leadership
- Innovative Learning Academy at Elizabeth Smith Elementary
- Willie Brown Elementary Academy of Young Scholars
- Two-Way Dual Language at Asa Low Intermediate
- Two-Way Dual Language at Alice Ponder Elementary
- Two-Way Dual Language at Charlotte Anderson Preparatory Academy
- Two-Way Dual Language at D. P. Morris Elementary
- Two-Way Dual Language at Donna Shepard Leadership Academy
- Two-Way Dual Language at Erma Nash Elementary



MANSFIELD ISD

Overview of the Curriculum Management Plan



The Curriculum Management Plan communicates the intent and direction for the Mansfield ISD in the areas of curriculum, instruction, and assessment. The plan coordinates improvement efforts in the development and implementation of the curriculum. It outlines the expectations and procedures for the written curriculum, taught curriculum (instruction), and assessed curriculum (tested) in accordance with Board policy.

The MISD Board of Trustees designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum consistent with the Board's adopted mission and applicable goals, State laws, and State Board of Education (SBOE) rules. The Board deems it essential for the school system to continually develop and modify its curriculum to provide a common direction of action for all instructional and programmatic efforts 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.

The MISD Curriculum Management Plan (CMP) provides information about the coordinated and focused program for student learning. The CMP conveys the following:

- Provides clear direction for students, parents, teachers, and administrators in the system.
- Serves to focus instruction and facilitate the design, delivery, and assessment of the curriculum.
- Establishes a framework outlining guidelines and procedures for the development, adoption, scope, sequence, alignment, delivery, evaluation, and revision of the written curriculum in all subject areas.
- Provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and necessary resources.



Mansfield ISD is dedicated to a curriculum that empowers students with the knowledge, skills, and attitudes required to compete in a global society. Our vision and philosophy for effective teaching and learning focuses on cultivating essential 21st-century skills, specifically communication, critical thinking, problem-solving, collaboration, creativity, character, and citizenship, to ensure every student is college, career, and life ready. To support this, the district fosters an environment for innovative instructional approaches and remains committed to the continuous improvement of the entire teaching and learning process.

Related Links

- [MISD Board Policy AE\(LEGAL\), Issue Date 10/13/2021](#)
- [MISD Board Policy AE\(LOCAL\), Issue Date 6/8/2021 \(Updated\)](#)



The purpose of the Department of Curriculum, Instruction, and Assessment is to provide leadership, service, and support to district staff, parents, and community, and to focus the educational environment, practices, and programs of the district on student learning.

Within the Department of Curriculum, Instruction, and Assessment, the CMP acts as a roadmap that aligns district efforts (curriculum, instruction and assessment), so that the purpose of supporting all stakeholders and prioritizing student learning is not just stated, but systematically achieved. This ensures that all are moving in the same direction by:

- Establishing a structured framework that outlines specific guidelines and procedures for the development, adoption, and revision of the written curriculum across all subject areas.
- Defining clear expectations for the written curriculum, the taught curriculum, and the assessed curriculum.
- Ensuring quality control structure to maintain internal consistency between the curriculum designed and the curriculum actually delivered in the classroom.
- Coordinating improvement efforts, ensuring that curriculum development and implementation are not fragmented but remain focused on student learning.
- Providing the necessary structure to ensure that instructional resources are allocated and utilized in a way that supports the delivered curriculum.
- Facilitating the design and delivery of instruction, helping the department meet changing educational needs while remaining aligned with Board policy.

Related Links

- [MISD Organizational Chart](#)
- [C&I Core Processes](#)



MANSFIELD ISD

Management of the Curriculum



In MISD, curriculum is defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels/areas and courses. Content of the learning objectives/expectations are specified and include aligned cognitive, conceptual, and contextual components within the written, taught, and assessed curriculum. Adherence to a tightly aligned curriculum provides instructional focus and equitable learning objectives that results in higher student achievement.

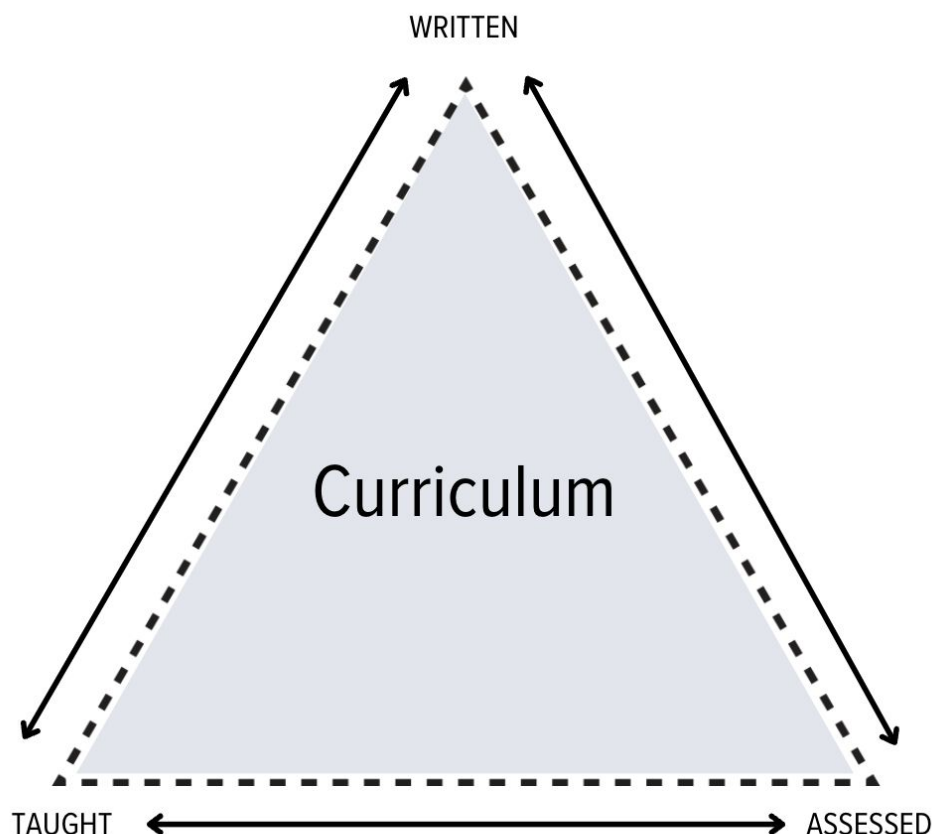
The Board expects a consistent, managed curriculum will be followed across the district. Teachers are to teach the curriculum of the district in accordance with the Curriculum Management Plan. While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum goals common to all students. There shall be equal access to the curriculum for all students, which will be delivered in an equitable manner.

In MISD, the following beliefs are included in the design, delivery, and management of the district curriculum:

- Curriculum internalization and its delivery are the primary work of the campus.
- Curriculum development is a participatory process involving Department of Instruction, teams of teachers, along with support of central office staff.
- A well-designed written curriculum is aligned vertically and horizontally, delivered with fidelity and evaluated periodically.
- Curriculum is based on student objectives and skills, as outlined in the Texas Essential Knowledge & Skills (TEKS).
- Student engagement is essential in curriculum design, making learning meaningful, motivating, and relevant to students.
- Data informs curriculum revisions by highlighting areas for improvement, tracking student progress, and aligning instruction with learning needs.
- The needs of all students must be equitably addressed.



Curriculum alignment is the horizontal and vertical coordination of what is written, taught, and assessed. It is also the articulation of the curriculum from Early Childhood to Grade 12, as well as the congruence of instruction within the department/grade level and from school to school. Curriculum alignment is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting. In MISD, alignment of the curriculum results in systemic agreement and connectedness by providing a coherent system through which students matriculate, reducing the effect of random variation and creating equitable learning environments.





MISD Tightly Held vs. Loosely Held curriculum components framework ensures a guaranteed and viable curriculum for every student. The tight elements establishes the district essential coherence and equity by standardizing core learning standards, common assessments, and the overall curricular flow. The loose elements provide necessary flexibility and teacher autonomy over instructional methods and delivery. This balance allows the curriculum to be implemented with high fidelity to its core principles while empowering educators to innovate and adapt their practice to meet the unique needs of their diverse learners.

 MISD Tightly vs. Loosely Held Curriculum Components		
	TIGHTLY-HELD	<i>loosely-held</i>
 Curriculum Maps & Planning	- District-mandated scope and sequence - PLCs follow the same pacing/timeline of a unit	PLCs may adjust pacing within a unit/window based on student needs
 Standards	- Essential standards must be taught and assessed - The process of unpacking standards and calibrating work is aligned to the Three Cs to ensure appropriate rigor is maintained	PLCs may add essential standards based on campus data
 Assessments	Common district assessments (Benchmarks, CBAs, DUAs) are required	- PLCs can create and use their own formative assessments. - In subjects/grades where DUAs are not provided, PLCs must create common summative assessments
 Instructional Materials	Required use of district-approved core resources and materials	PLCs may use pre-approved and calibrated supplemental resources to support instruction based on campus/student needs
 Instructional Block/Time	Mandated time allocations for subjects/instructional block	Flexibility in how time is used within the instructional block
 Instructional Strategies	- District provides models or expectations for core instructional delivery and practices - Differentiation must be planned and delivered to address student needs	- PLCs choose classroom strategies and routines that best fit their students and context - Grouping and differentiation methods are campus/student-based
 Professional Learning	Required district PL is aligned to curriculum and instructional priorities	Campus-based PL is tailored to campus/teacher/student needs



Calibration is a process with a focus on aligning the curriculum in a systematic way. Curriculum writing, instructional resource creation, lesson design, instructional delivery, student work tasks, and student assessment tools are analyzed for alignment of concept, context, and cognitive level as it relates to the district curriculum, the Texas Essential Knowledge & Skills (TEKS), and the State of Texas Assessment of Academic Readiness (STAAR).

The MISD core process of calibration is the foundation for building deep knowledge and understanding of the TEKS to effectively design aligned lessons, deliver aligned instruction, and assess student mastery of the curriculum and state standards. Campus and district administrators monitor the fidelity of curriculum design and delivery through lesson calibrations.

Formal calibration processes and procedures are intended to develop collective capacity among instructional personnel to inform instructional decision making. The process results in rich professional conversation about teaching and learning resulting in a common framework for critical analysis of curriculum standards, instructional strategies, instructional delivery, and learning resources. District provided guidelines and forms are used for formal campus and district calibrations. Routine calibration skills applied to weekly lesson planning do not require the district forms, but they may be used as a guidance document.

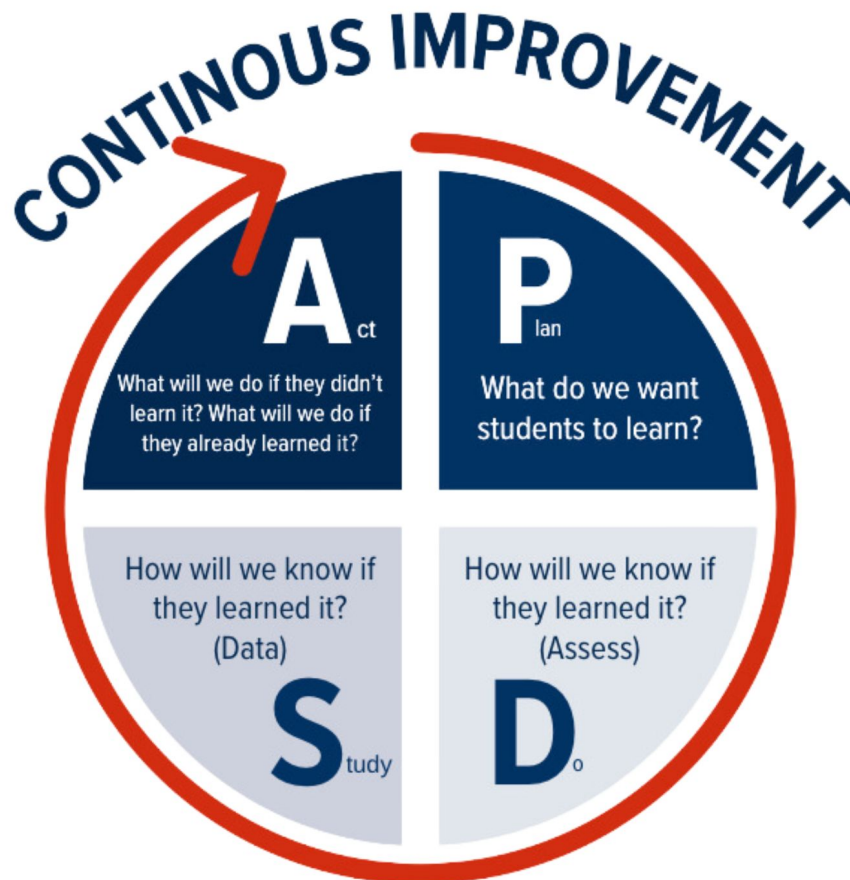
Related Links

- [MISD Calibration Worksheet](#)



The purpose of a Professional Learning Community (PLC) is to create a supportive and collaborative environment where educators are formed in collaborative teams that engage in professional growth and learning and to improve student achievement. PLCs aim to enhance teaching effectiveness and, consequently, student learning outcomes by fostering collaboration, professional growth, and data-driven decision making.

The PDSA cycle guides the district curriculum work in a PLC. It outlines the types of tasks and products that teams analyze and create in each phase of the cycle as well as addressing the 4 PLC questions.



Related Links

- [MISD PLC Handbook](#)



Mansfield ISD PLC Flowchart

Question 1: What do we want all students to learn?

Determine standard or learning target and identify essential standards

Unpack standard or learning target

Question 2: How will we know if they have learned it?

- Develop CFA
- Set CFA proficiency
- Set Protocols for when and how CFA will be given
- Set SMART goal

- Teach
- Check for understanding
- Adjust appropriately
- Differentiate

Give common formative assessment

Analyze data

Plan based on results of the CFA

Question 3: How will we respond when learning has not occurred?

Reteach: Individualize, small group, etc...

Reassess learning target

Question 4: How will we respond when learning has already occurred?

Enrichment and extension lessons

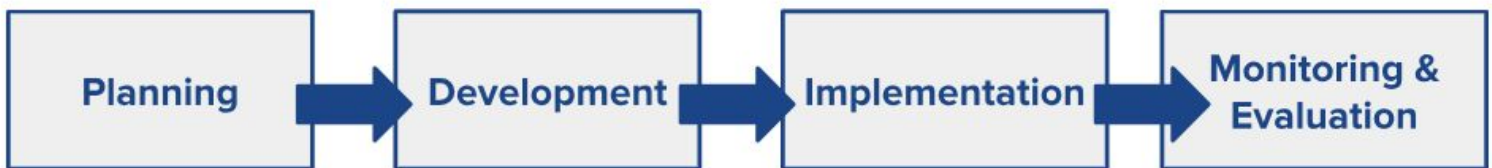
Produce a product based on standard or learning target



All PK-12 core courses offered in Mansfield ISD have a written curriculum. The intent of curriculum development in MISD is to ensure that a coherent curriculum is designed, implemented, and supported in order for all students to reach their full potential. Curriculum updates are an ongoing process and curriculum is updated annually. Curriculum Coordinators and Directors monitor curriculum through teacher and campus feedback and continuous evaluation of student performance data.

Throughout the year, Curriculum Coordinators and Directors track the written curriculum, making notations for possible revisions to the written curriculum. During this process, Curriculum Coordinators/Directors guide curriculum redesign, instructional planning, and programmatic decisions based on student achievement within their program area, which is the basis for the district curriculum review process.

Continuous Improvement Cycle for Managing District Curriculum



Related Links

- [Curriculum Feedback Form](#)
- [Mansfield ISD: DOI Curriculum Review & Revisions](#)
- [MISD Curriculum Review & Revisions: Needs Assessment Process \(based on Achievement Data\)](#)



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 the written, taught, and assessed curricula are aligned.

Instructional staff shall monitor the curriculum through continuous evaluation of student performance data. Instructional staff shall identify the instructional needs of individual students and of groups of students, and then modify instruction based on need. Instructional staff shall provide feedback and possible revisions to the curriculum using the online Curriculum Feedback Form.

As the instructional leader of the campus, the principal has the primary responsibility for monitoring the implementation and delivery of the written curriculum. The principal along with the campus instructional leadership team shall monitor the following:

- Analysis of class, campus, district, and state assessment data
- Review, deconstruction, and analysis of the TEKS
- Systems for aligned lesson planning and development through Professional Learning Communities (PLC)
- Review of district curriculum documents and resources
- Differentiation to meet the needs of each learner
- Alignment and analysis of lead fidelity and performance measures
- Analysis of lag performance measures
- Calibration of the design and delivery of instruction and student work tasks
- Analysis of individual student and group performance data
- Evaluation of content and pedagogical expertise of instructors
- Evidence of social-emotional learning

District administrators shall monitor the curriculum through the following:

- Learning/Calibration Walks
- Fidelity and performance lead measures
- Lag measures
- Cadence of Accountability
- Professional Learning Communities (PLC)
- Curriculum documents and resources
- Lesson calibration including design, delivery, assessment, and student work tasks
- Classroom observations
- School and student performance data
- Academic growth data



Curriculum management audit is a process whereby quality control of the written, taught, and assessed curriculum occurs resulting in increased student growth and achievement for each student. It includes provisions for conducting an audit of the curriculum, including a comprehensive review of alignment to State standards, differentiation to meet the needs of all learners, and review of the cultural relevance of instructional materials, so that development is dynamic, delivery is more consistent and coherent, access is equitable, and evaluation is formative.

In MISD, instructional leaders are trained in the Curriculum Management Audit process. District curriculum documents are scored and considered adequate with a minimum score of fourteen out of eighteen points on the CMSi Curriculum Guide Quality Analysis. The desired standard for all curricula is the maximum of eighteen points.

Related Links

- [MISD Board Policy EH\(LOCAL\), Issue Date 6-30-22](#)



MANSFIELD ISD

Written Curriculum



Written Curriculum

The Board expects learning will be enhanced by adherence to a district curriculum promoting continuity and cumulative acquisition of skills and knowledge from grade to grade, course to course, and campus to campus. The curriculum reflects the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, differentiation for students, the desires of the residents and taxpayers of the district, state laws, and State Board of Education (SBOE) rules. Written curriculum and instructional frameworks is developed for all grade levels and subjects in the district. Administrators work with teachers to maintain consistency between the written, taught, and assessed curriculum.

The focus of the curriculum encompasses:

- Tier 1 instruction
- Academic growth
- Emphasis on reading on or above grade level (Guiding Statement #1)
- Emphasis on conceptual understanding and skill mastery supporting Algebra readiness (Guiding Statement #2)
- Mastery of skills/standards:
 - Texas Essential Knowledge and Skills
 - Integration of Texas Technology Applications Standards within the foundation curriculum
 - Texas Pre-Kindergarten Guidelines
 - Career and Technical Education Industry Standards
 - English Language Proficiency Standards
 - Advanced Placement (AP)

Related Links

- [MISD Curriculum Map](#)
- [Texas Essential Knowledge and Skills](#)



According to Board Policy EFA (LOCAL), the Board approves a wide range of instructional resources in addition to adopted textbooks and instructional materials for students and staff that present varying levels of difficulty, diversity of appeal, and a variety of viewpoints. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the district's written, taught, and assessed curriculum.

Instructional resources such as textbooks, software, supplemental resources, and other materials are selected and developed based upon alignment with the curriculum objectives and curriculum priorities of the district. Additionally, district curriculum documents and resources provide support for teacher lesson planning to meet the needs of students in his/her classroom.

Selection of instructional resources in Mansfield ISD must adhere to a review process to ensure alignment to the state standards and the district curriculum. According to Board Policy EFA (LOCAL), the district follows the state adoption list for approved instructional materials. An Instructional Materials Selection Committee comprised of professional staff, the majority of which is classroom teachers, is appointed by the Superintendent or Designee.

Related Links

- [MISD District Resources by Content/Grade Level](#)
- [MISD District Digital Resource Guide for Parents/Families](#)
- [MISD Board Policy CMD\(LEGAL\), Issue Date 10/13/21](#)
- [MISD Board Policy EF\(LEGAL\), Issue Date 10/13/21](#)
- [MISD Board Policy EF\(LOCAL\), Issue Date 9/28/22](#)
- [MISD Board Policy EFA\(LEGAL\), Issue Date 11/11/2017](#)
- [Supplemental Resource Request](#)
- [TEA Instructional Materials and Technology Allotment](#)
- [MISD IMA Resources & Forms](#)
- [Instructional Technology Plan](#)



Academic standards are determined by the State of Texas for each academic content area. The State Board of Education (SBOE) periodically updates content standards called the Texas Essential Knowledge & Skills (TEKS). In the written curriculum, student expectations (SEs) consist of both Readiness and Supporting Standards.

Readiness Standards are:

- Essential for success in the current grade or course
- 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
- Play a minor role in preparing students for the next grade or course
- Address more narrowly defined ideas
- Reinforced in the current grade or course, but may be emphasized in a previous year
- Lay the foundation for the Readiness Standards



Essential Standards Defined

Priority standards are a carefully selected subset of the total list of the grade-specific and 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 to enter the next grade level or course.

(Ainsworth, Rigorous Curriculum Design, 2010)



Essential Standards

Endurance	Knowledge and skills that will last beyond a class period.
Leverage	Knowledge and skills that cross over into many domains of learning.
Readiness	Knowledge and skills important to subsequent content or courses.
Assessment	Knowledge and skills that will appear on high-stakes assessments.
Teacher Judgement	A professional's expert opinion on which knowledge and skills are more important for students to master.



**Essential standards are determined by district and teacher committees.*

Related Links

- [Essential Standards as defined by Mansfield ISD](#)

DISTRICT CURRICULUM

Calibration is intended to be used as a common framework for MISD educators to inform the design, delivery, and assessment of lessons. Instruction shall be aligned to the content, cognitive level, and context of the TEKS for the course. Within the Instructional Unit Plan (IUP), TEKS clarifiers are provided to guide teachers in unpacking a standard through the calibration process. The TEKS clarifiers suggest multiple contexts and cognitive types found in both the Student Expectations (SE) and knowledge and skills statements.

- The **Cognitive** Demand is what the Student Expectation (SE) requires students to be able to do.
 - The cognitive demand is typically the verb(s) of the SE.
- The **Content** of the Student Expectation states what students are required to learn.
 - The WHAT
- The **Context** of the Student Expectation (SE) is where/when/how the learning should be taking place. The context may be articulated in the Expectation itself, or the TEA Supporting Information (math and science) or the TEKS Knowledge & Skills Statement may articulate the context for the Expectation.
 - The HOW

In MISD, every core content across grades K-12 has the following for written curriculum:

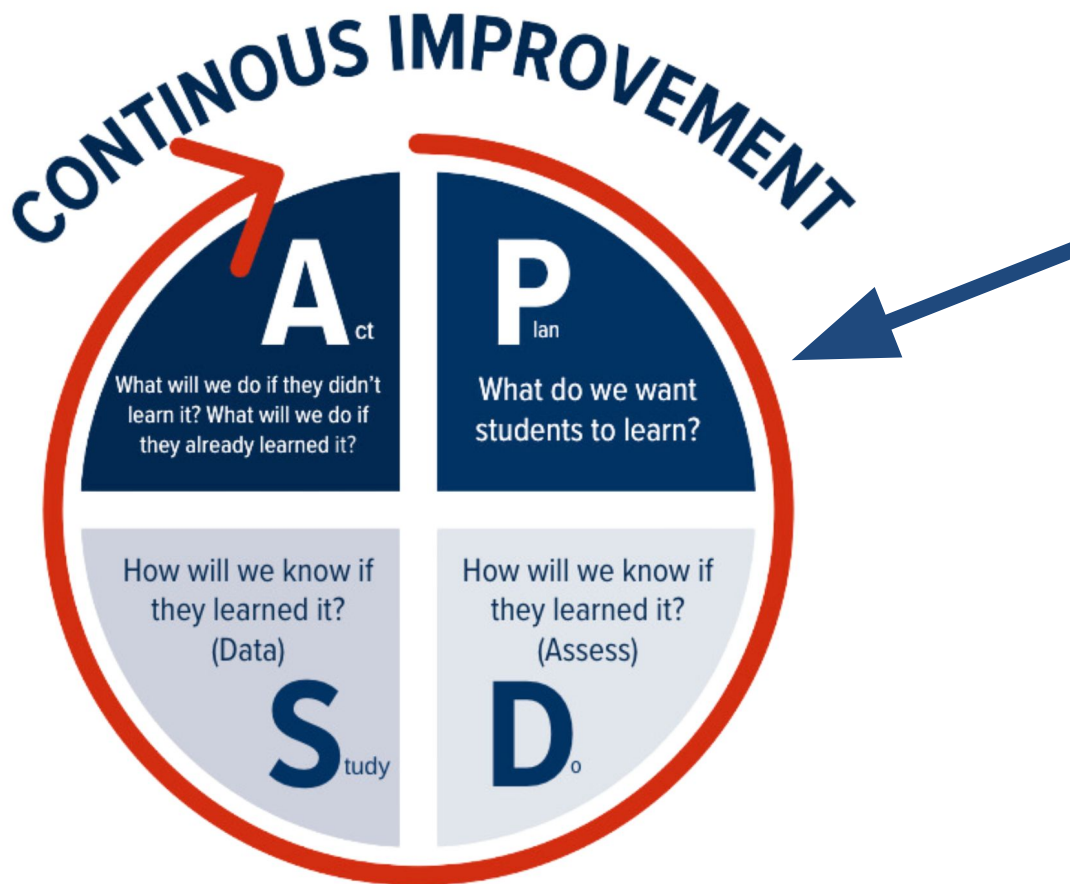
- Year-at-a-Glance (YAG)
 - A Year at a Glance (YAG) is a document that outlines the key topics, units, and standards to be covered throughout the academic year for a specific grade level or subject. It provides a high-level overview, helping teachers, students, and parents understand the curriculum's scope and sequence
- Pacing Guide
 - A Pacing Guide is a more detailed instructional tool that maps out the sequence and timing of curriculum delivery over a specified period, such as a grading period or academic year. It breaks down the curriculum into manageable units or lessons, ensuring that all necessary content is covered within the designated time frame. Pacing guides help teachers stay on track and make adjustments based on student needs and learning rates
- Instructional Unit Plan (IUP)
 - An Instructional Unit Plan (IUP) in MISD is a detailed guide that outlines learning objectives, instructional strategies, assessments, and resources for a specific unit to ensure alignment with curriculum standards and effective teaching.

WRITTEN CURRICULUM & THE PLC

PLCs are committed to the idea that all students actually acquire the essential knowledge, skills, and dispositions of each unit, course, and grade level.

With PLC Question #1, the collaborative team will utilize the district written curriculum to answer the following:

- What do we want students to know and be able to do? (knowledge and skill that every student acquires as a result of a unit of study)
- Unpack standard(s) to identify learning targets
- Identify and pace standards within the IUP/Year-at-a-Glance (YAG)
- Look at where students were and where they need to go (vertical alignment)
- Academic vocabulary needed to master the skills of the unit



IUP: INSTRUCTIONAL UNIT PLAN

Having a district written curriculum template across grade levels and content areas creates a cohesive learning journey for MISD students, enhances collaboration among teachers, ensures alignment with educational standards, and supports equity in instruction. It also aids in efficient PLC collaboration, planning, assessment, and professional development, all contributing to a high-quality, consistent educational experience for students.

Instructional Unit Plans bundle TEKS by unit, provide pacing, and prioritize essential standards for teachers. This highlights for teachers which concepts or skills are most important and should receive the greatest attention, as well as informing the structural organization of the curriculum itself.

MISD Department of Instruction worked with teachers, campus administration and instructional facilitators to develop a template to house curriculum for all core content areas, the IUP (Instructional Unit Plan).

District curriculum is crafted around the 4 PLC questions:

- Q1: What do we want them to learn?
- Q2: How will we know they got it?
 - Q2.5: How will we teach it?
- Q3/4: What will we do when they do/don't get it?



IUP: INSTRUCTIONAL UNIT PLANS



Within the IUP (Instructional Unit Plan) is the following:

- What do we want our students to learn?
 - Before you begin...
 - Unit Overview
 - Unit TEKS
 - Essential Standards
 - Additional Standards
 - Common Misconceptions
 - Unit Vocabulary
 - Vertical Alignment
- How will we know students have learned it?
 - Formative Assessments
 - States Assessment Items and examples
 - Unit Assessments
- How will we teach it?
 - Focused set of precise and measurable content objectives
 - Instructional suggestions and resources
 - Embedded supports and extensions
- What will we do if students learn it or not learn it?
 - Special Education Resources
 - ELPS Resources
 - Advanced Academics Information
 - Reteach
 - Extensions



MANSFIELD ISD

Taught Curriculum



Taught Curriculum

The Board has several expectations of the teaching process. There must be an assurance that teachers and their colleagues are working collaboratively toward a common set of student objectives. All instructional staff have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum objectives. The district curriculum and instructional standards serve as the primary sources of instructional direction from which a teacher will develop units of study, lesson plans, and approaches to instruction to meet a student's unique needs at a particular time. The principal ensures optimum use is made of available written curriculum materials and instructional time. Teachers are required to use the district curriculum and to teach to the curriculum objectives.

Teachers shall adhere to the curriculum frameworks developed by the district, which include the essential knowledge and skills for each subject mandated by the State, curriculum objectives, recommended pacing schedules, aligned teaching resources, and aligned assessment resources. Staff development is designed and implemented to prepare teachers to deliver the approved curriculum to meet the needs of their students inclusive of cultural relevance.

Taught curriculum refers to instruction, the process by which the teachers plan, organize, and deliver instructional strategies for teaching the written curriculum. The teaching of the curriculum is aligned with the written curriculum and assessed curriculum. All programs, including those for special populations, are aligned to the district curriculum. Teachers are required implement and utilize students IEPs and 504 plans to modify the curriculum and/or make necessary accommodations for students to succeed. Instructional planning includes collaboration among teachers and support staff. In addition to the consistent systematic delivery of the objectives in the curriculum, instructional delivery is based on sound teaching principles grounded in scientifically-based educational research or evidence-based practice that is culturally responsive and meets the needs of all learners. Instructional supervision efforts focuses on these research-based teaching practices.



The systemic process includes:

- Establishing a school climate that continually affirms the worth and diversity of all students
- Expecting that all students perform at high levels of cognition
- Ensuring that all students experience opportunities for personal success
- Having staff members take responsibility for successful learning
- Analyzing the content, cognition, and context of each Student Expectation so that learning objectives, instructional planning, instructional delivery, and assessment are aligned
- Sequencing, scaffolding, and extending tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery within the MTSS process.
- Pacing of curriculum design and delivery to ensure instruction of required state standards.
- Assessing student mastery of the objectives to determine readiness for movement to a new instructional objective or the need to extend, enrich, or differentiate instruction
- Embedding technology into the curriculum that is aligned with academic content to engage, extend, and enhance learning
- Implementing backward design to achieve congruency with written curriculum and state standards

TAUGHT CURRICULUM & THE PLC

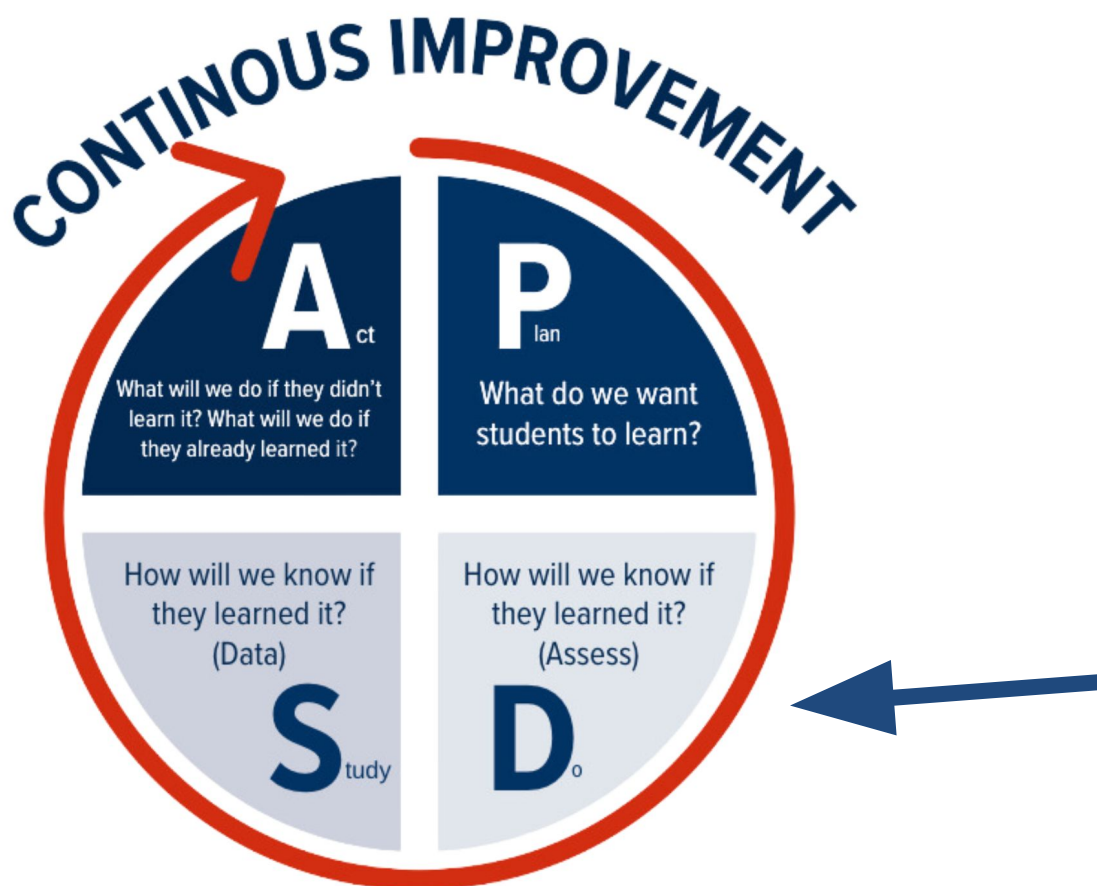
PLCs promote collaboration among educators, encouraging them to work together towards shared goals. By collaborating, teachers can learn from one another, share effective teaching strategies, and collectively solve problems.

With PLC Question #2, the collaborative team focuses on...

- How will we know if they have learned it?

During this focus, the PLC will utilize the district taught curriculum to also answer the following:

- Q2.5: How will we teach it?



UNPACKING THE STANDARD

Unpacking the standard in MISD involves breaking down a curriculum standard into specific knowledge and skills, making it easier for teachers to plan and deliver instruction and assessments effectively.



unpacking STANDARDS

Mansfield ISD Curriculum & Instruction

**STANDARD**

Read the entire cluster of the SE, including the K&S / Process Standard where applicable.

type here

**COGNITIVE**
(We will)

The verb. What is the cognitive requirement (the thinking and / or action) of the standard?

type here

**CONTENT**
(We will)

The what. What content is addressed in the standard?

type here

CONTEXT
(I will)



The how. In what context will students perform this standard? Remember to use the K&S and process statement and TEA supporting information (if applicable)

type here

**LEARNING TARGETS**
I CAN...

type here



MISD district curriculum and instruction components serves as the foundation from which teachers will develop aligned lesson plans and approaches to instruction that will serve the needs of each student. The curriculum frameworks are to be used to map a logical sequence of instruction.

Lesson planning is a cognitive and intellectual event where teachers in a PLC are engaged and collaborate with colleagues to produce desired learning outcomes for each student. Teachers purposefully plan as a PLC team for engaging lessons using research-based practices including calibration and differentiation.

MISD utilizes instructional practices such as The Fundamental Five

- Framing the lesson
- Working in the Power Zone
- Frequent small group purposeful talk
- Writing Critically
- Recognize and Reinforce

Another component of lesson planning is internalization. This means to understand how a MISD district IUP is laid out and to understand each unit prior to teaching, including what students will be learning, how students will be assessed, and the scope of learning.



In MISD, to differentiate the written and taught curriculum is to design and deliver in a way that is responsive to the needs of all learners by focusing on processes and procedures that ensure effective learning for varied individuals.

Differentiated instruction supports inclusive education because it is a teaching philosophy that views diversity as natural and recognizes that instruction must adapt to student differences because one size does not fit all. It assures that all members of the class are welcomed and valued because their learning preferences are identified and used to facilitate their learning. Differentiated instruction supports diverse learners and leads to empowerment and self-determination by allowing students choice and providing students multiple options for accessing the curriculum, taking in information, making sense of ideas, and expressing what has been learned. (*Jacqueline Thousand and Richard Villa*).

Differentiation is structuring content, learning activities, outcomes, and environment based on individual student learning styles and needs so that all students can access and participate in equitable learning experiences. It is an intentional way of adjusting methods to meet each student's academic and social-emotional needs and preferences to maximize growth as a learner. Differentiation can occur through content, process, product, and learning environment.

Differentiation ideas/activities can be found with the district's Instructional Unit Plans embedded in the instructional strategies sections.

INTEGRATION OF TECHNOLOGY

Technology integration in the MISD taught curriculum involves blending technology-based teaching strategies to enhance the learning process. This integration allows students to acquire, organize, and demonstrate information more effectively. By incorporating digital tools and resources, teachers can create engaging, interactive, and personalized learning experiences that align with curriculum standards and objectives.

The integration of technology into the curriculum is a collaborative effort between the Digital Learning Team, Technology, the Curriculum, Instruction, and Assessment departments, aimed at supporting student learning and preparing them for college, careers, and life. By learning to use digital tools for communication, creativity, critical thinking, and collaboration, students become tech-savvy, digitally literate, and responsible digital citizens.

The Digital Learning Team assists by providing teacher coaching and professional development to shift teaching methods towards authentic learning experiences. They model the effective use of instructional technology tools and resources, and create technology-integrated curriculum resources to help teachers design and implement personalized learning experiences that engage, enrich, and extend learning for each student.

Related Links

- [Instructional Technology Plan](#)



MANSFIELD ISD

Assessed Curriculum



Assessed Curriculum

The assessed curriculum refers to student assessment, both formal and informal, used to evaluate individual student progress toward mastery of the written curriculum. Assessments are focused on determining the extent to which each student is achieving and maintaining mastery of curriculum objectives and the extent to which each teacher is displaying effective conveyance of curriculum in the classrooms.

District staff 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 conduct frequent assessment of student progress toward the mastery of the curriculum objectives. Teachers and supervisors then use test results to evaluate the status of individual student achievement, inform instructional decisions, continuously regroup students for skills-based instruction, identify general achievement trends of various groups of students, establish learning growth goals with individual students, and modify instruction as warranted by assessment results. Principals review assessments to help teachers ensure congruence with the written curriculum, align instruction, and provide equitable learning experiences.

Effective disaggregation and use of student achievement data are critical to assessing student mastery of the learning objectives. Data-informed instruction occurs when assessment data is used to align instructional decisions at the student, classroom, grade, campus, and district levels.

The assessed curriculum...

- Aligns teachers' instruction to the appropriate levels of depth and complexity
- Informs decisions related to the instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data
- Informs placement in intervention and/or enrichment programs based on assessment data
- Informs district and campus improvement of curriculum alignment and programmatic decisions
- Identifies general achievement trends for all student groups
- Communicates academic progress to students and parents
- Establishes success criteria that the learner understands and can articulate

Related Links

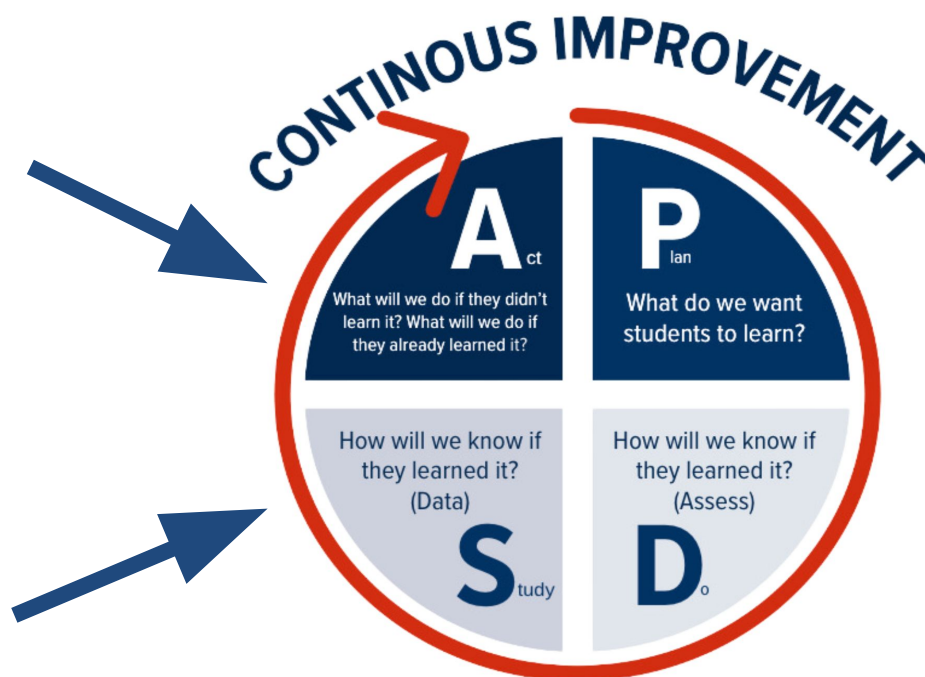
- [MISD Assessment, Accountability, & Analysis Website](#)

ASSESSED CURRICULUM & THE PLC

PLCs emphasize the use of data to inform instructional decisions. Teachers analyze student performance data, identify areas for improvement, and develop targeted interventions to enhance student learning outcomes.

With PLC Question #2, Question #3, and Question #4, the collaborative team will utilize the district assessed curriculum to answer the following:

- How will we know if they have learned it?
 - Develop and/or calibrate common end-of-unit (summative) assessments
 - Develop and/or calibrate common formative assessments
- How will we respond when some students do not learn?
 - Analyze assessment results to identify students requiring additional time and support
 - Identify strategies for intervening with students who require additional support as well as those practices that are effective
- How will we extend the learning for students who are already proficient?
 - Identify strategies for extending the learning of students to achieve mastery of the essential skills and standards
 - Design units that integrate and reinforce concepts from other disciplines and/or relevant to real-world applications



DEFINITION OF ASSESSMENTS



In MISD, assessments refer to a range of methods and tools used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessments help educators determine how well students are understanding the material, meeting learning goals, or where they might need additional support. They come in many forms, including:



FORMATIVE

These are ongoing assessments used throughout the learning process to monitor student progress and provide feedback. Examples include quizzes, class discussions, and drafts of work. Formative assessments inform instruction and help teachers adapt their teaching strategies to improve student learning.



SUMMATIVE

These are evaluations at the end of an instructional period (like a semester or unit) to measure students' understanding and mastery of the content. Examples include DUAs, final exams, and major projects.



BENCHMARK

This is a spring assessment used to evaluate students' progress toward meeting end-of-year goals. They provide insights into whether students are on track and can guide adjustments in teaching (STAAR/EOC-like).



PERFORMANCE-BASED

These require students to apply their knowledge and skills to complete a task or project, such as a research project, presentation, or lab experiment. They assess students' ability to perform real-world tasks rather than answer questions on a test.



The purpose of data analysis in the PLC process is to inform instructional decision-making, promote collaborative dialogue, and drive continuous improvement in student learning and achievement. In MISD, data analysis plays a crucial role in the PLC process, serving the following key purposes:

- **Assessing Student Progress:** Data analysis allows teachers to assess student progress and achievement.
- **Identifying Trends and Patterns:** Data analysis enables teachers to identify trends and patterns in student performance across classrooms, grade levels, or subject areas.
- **Making Data-Informed Decisions:** Data analysis provides a foundation for making data-informed decisions within the PLC process.
- **Monitoring the Impact of Instructional Practices:** Data analysis helps teachers monitor the impact of their instructional practices.
- **Facilitating Collaborative Dialogue:** Data analysis promotes collaborative dialogue and collective problem-solving within the PLC process.
- **Setting Goals and Priorities:** Data analysis helps set goals and priorities for instructional improvement.
- **Assessing the Effectiveness of PLC Practices:** Data analysis allows educators to assess the effectiveness of their PLC practices.

By conducting data analysis within the PLC process, teachers and support staff gain valuable insights into student learning, instructional practices, and areas for improvement. This data-informed approach fosters collaboration, supports evidence-based decision-making, and drives continuous improvement in teaching and learning to enhance student achievement.



STATE/NATIONAL

- STAAR (State of Texas Assessments of Academic Readiness) - Grades 3-8
- STAAR EOC (End-of-Course) - Grades 9-11
- TELPAS (Texas English Language Proficiency Assessment System) - Grades K-12
- PSAT 8/9 - Grade 9
- PSAT/NMSQT - Grades 10-11
- SAT - Grade 11
- AP Exams (Advanced Placement)- Grades 9-12
- TSIA (Texas Success Initiative Assessment) - Grades 11-12
- IBCs (Industry-Based Certifications)



DISTRICT

- DUA (District Unit Assessment)
- Semester Exams - Grades 7-12
- CBA (Curriculum Based Assessment) - Grades 2-12
- MAP (Measures of Academic Progress) - Grades 3-8
- District Benchmark - Grades 3-10
- mClass - Grades K-2
- QPS (Quick Phonics Screener) - Grades K-4
- GT Screener - Grade 2
- CIRCLE Assessment - Pre-K
- AP Progress Checks- Grades 9-12
- AP Courses - Grades 9-12
- Summit (TELPAS) - Grades 2-12



CAMPUS

- Common Formative Assessments - Grades 2-12
- Common Summative Assessments - Grades 2-12
- Standards-Based Grading - Grades K-2



MANSFIELD ISD

Professional Learning



MISD's professional learning framework is designed to be responsive, inclusive, and sustainable. It incorporates ongoing feedback from educators, campus leaders, and instructional teams to ensure that offerings remain relevant and impactful. Feedback is gathered through surveys, PLC discussions, coaching sessions, and implementation reviews, and is used to refine content, delivery methods, and support structures. This continuous feedback loop ensures that professional learning evolves alongside educator needs, instructional priorities, and student outcomes.

To further strengthen the impact of professional learning, MISD emphasizes differentiated pathways for growth. Opportunities are tailored to meet the diverse roles and experience levels of staff—from new teachers to veteran educators, paraprofessionals to campus leaders. By aligning professional learning with real-time feedback and instructional goals, MISD ensures that every learning experience contributes meaningfully to educator development and student success.

MISD offers professional learning that provides instructional staff knowledge of the written curriculum and the tools that support effective delivery of instruction (taught curriculum). The purpose of the program is to ensure professional growth for improving job performance and organizational development that ultimately results in student achievement. The district believes that all employees impact student learning. Sustained individual growth is a professional expectation for all district personnel.

Mansfield ISD offers professional learning that:

- Reflects the district's mission, vision, core values, and guiding statements
- Aligns individual, campus, and district goals to promote student success
- Provides central administration assistance that supports and invests in the campus principal as an instructional leader
- Supports participants during the implementation stage
- Integrates and implements research-based practices



Professional learning is designed to provide:

- Research-based instructional practices
- Curriculum support and standards alignment
- Familiarity with state accountability standards
- Strategies for disaggregating and analyzing student performance data
- Onboarding of new teachers and leaders on the MISD Curriculum and Instruction Core Processes
- Compliance requirements
- Customer service
- Follow-up and support
- Continuous improvement processes and tools
- Capacity building to improve teaching and learning
- Coordination with special programs in the written, taught, and assessed curriculum
- Strategies for supporting social-emotional health and restorative practices
- Strategies and resources for culturally relevant and responsive teaching

Professional Learning Opportunities

- Book studies/research
- Campus staff development
- District staff development
- Instructional coaching support
- Mentoring/onboarding
- Online/virtual trainings
- Out-of-district workshops
- In-person workshops
- Professional conferences
- Professional Learning Communities (PLCs)
- Calibrations

Related Links

- [MISD Board Policy DMA\(LEGAL\), Issue Date 7/29/2020](#)
- [MISD Campus Required Training](#)
- [MISD Professional Learning Hub](#)
- [MISD Professional Development Plan](#)
- [Department of Instruction Professional Development Planning Procedures](#)
- [Organizing Professional Learning](#)
- [Requesting Professional Learning](#)



MANSFIELD ISD

Roles & Responsibilities



The roles and responsibilities of all stakeholders involved in curriculum work are outlined to promote clarity, consistency and collaboration across the district. This ensures alignment and supports effective instruction and student learning. The list includes, but is not limited to the following:



The **BOARD OF TRUSTEES** shall...

- Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement
- Approve the written curriculum scope
- Approve the instructional calendar
- Approve instructional resources to teach the curriculum
- Provide funding for staff development opportunities that focus on and support curriculum design and delivery for increased student achievement
- Communicate to its constituents the Board's curricular expectations through the establishment of policy, goals, and support of administrative procedures
- Fund, through the budget process, resources (time, personnel, training, and materials) needed to develop and implement the curriculum based on data to support the success of each student



The **SUPERINTENDENT** shall...

- Develop and revise policies for adoption by the Board
- Implement the policies of the Board
- Recommend a budget to support curriculum design, delivery, and assessment work
- Recommend staff to be hired
- Establish procedures to guide curriculum design, delivery, and assessment
- Report annually to the Board concerning implementation of the curriculum
- Ensure a functional decision-making structure is in place to carry out policy
- Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum
- Be responsible for system coherency and capacity
- Oversee the work of district staff in accomplishing their responsibilities



DISTRICT LEVEL ADMINISTRATORS shall...

- Develop a long-range plan for curriculum management, development, customization, revision, evaluation
- Establish curriculum regulations, guidelines, and priorities
- Implement district-level policies and procedures
- Provide district-wide professional development needed to implement the curriculum
- Provide support for campus-level administrators in monitoring the implementation of the curriculum to meet the needs of all students
- Analyze data and prepare reports for staff and Board consideration
- Participate in SchoolView, Calibration and instructional delivery visits to monitor the fidelity of implementation of the district curriculum at the campus level
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports the curriculum vision
- Provide expertise for Professional Learning Communities



DOI STAFF shall...

- Communicate legal mandates impacting curriculum and instruction
- Stay current with knowledge of state standards
- Provide job-embedded professional learning for teachers to support aligned curriculum design, delivery, and assessment resources and strategies to reach all learners
- Lead professional development sessions
- Assist teachers in using student performance data to make instructional decisions
- Model instructional best practices for classroom teachers and campus leaders
- Provide expertise for Professional Learning Communities
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports the curriculum vision
- Write and revise aligned curriculum. Communicate curriculum revisions
- Monitor student performance data to evaluate quality of the district curriculum
- Analyze, interpret, and communicate data to inform instructional programming and decisions
- Support the implementation of curriculum through classroom observation, calibration, and support of lesson design
- Share and model best practices to engage and differentiate for all students
- Build campus instructional leadership capacity
- Support campus improvement targets



CAMPUS LEVEL ADMINISTRATORS shall...

- Serve as the primary instructional leader of teacher leaders and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum to meet the needs of all learners
- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor lesson design, lesson delivery, and formative/summative assessment of the curriculum
- Analyze and interpret student assessment data to use in making school-improvement decisions
- Monitor the implementation of the curriculum using the following strategies:
 - Teacher appraisal observations and conferences using the Texas Teacher Evaluation and Support System (T-TESS)
 - Frequent walk-through and follow-up conversations including targeted best practice and fidelity observations
 - Periodic review of lesson plans and curriculum documents
- Translate the importance of effective curriculum, instruction, and assessment practices on a regular basis
- Observe classes, monitor lessons, and evaluate assessment materials utilized on campus
- Conduct targeted calibration and instructional delivery observations to monitor the implementation of the district curriculum at the campus level
- Lead calibration meetings reviewing alignment of student work, instructional delivery, and student assessment
- Provide opportunities for teachers to discuss and share ideas and strategies to teach and assess mastery of the curriculum standards
- Lead continuous improvement processes including Root Cause Analysis at the campus
- Update the Campus Improvement Plan and monitor lead performance and fidelity measures to support effective curriculum management and continuous improvement
- Lead and oversee campus-based professional development
- Help parents understand their roles in supporting the learning of the curriculum
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports the curriculum vision
- Comply with law, regulations, and Board policy
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports the curriculum vision
- Provide leadership with Professional Learning Communities



TEACHERS shall...

- Align resources used to teach the district curriculum
- Plan collaboratively to design aligned instructional plans
- Align instruction to the district curriculum and state standards
- Analyze and interpret student assessment data to assess each student's learning
- Differentiate instruction to meet the individual needs of each student
- Incorporate research-based instructional strategies in the teaching of the curriculum
- Actively seek and constructively engage in appropriate and ongoing professional development and planning
- Participate collaboratively with colleagues to reflect on teaching practices
- Ensure equal access to the curriculum and equitable delivery to each student
- Encourage parents to support student learning
- Communicate student progress in achievement regularly to students, parents, and others as appropriate
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff
- Collaborate during planned meeting times with peers and supervisors to improve student learning
- Deliver classroom instruction by using lesson plans that are designed and proven to promote high student engagement
- Demonstrate an understanding and commitment to the curriculum alignment process, which includes aligning instruction to the content, context and cognitive level of the state standards
- Participate in curriculum development, customization, revision, and evaluation activities as appropriate
- Engage parents in the learning process through communication and resources
- Engage in Professional Learning Communities to align instruction to the needs of each student
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports the curriculum vision



STUDENTS

- Be an active partner in the learning and assessment process
- Understand his/her learning strengths and weaknesses
- Meet or exceed learning requirements based on the district curriculum and state standards
- Exhibit behavior that is conducive to learning for self and others
- Attend school regularly
- Engage in progress monitoring of academic growth
- Monitor personal scorecard to guide educational path to college, career and life readiness



PARENTS shall...

- Be valued partners in the learning process
- Establish high expectations for learning and nurturing the desire to be a lifelong learner
- Be actively involved in their child's education by:
 - Knowing their child's teacher(s)
 - Attending meetings that provide parents with information about the school and district
 - Attending parent/teacher conferences
 - Keeping up with their child's progress, report cards, test data, and scorecard
 - Making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools
- Accept a shared responsibility working with the teacher in the learning process
- Support the development of academic, communication, life, and technology skills
- Help their child develop effective study habits
- Support school policies including the discipline management plan
- Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Make every effort to address the physical, emotional, and health care needs of their child



Glossary



504 Plan	a blueprint developed by a committee for how the school will provide supports and remove barriers for a student with a disability, so the student has equal access to the general education curriculum
Accountability	the ability to report progress or lack of progress using numbers
Alignment	the degree of congruency between the written, taught, and assessed curriculum; the extent to which the curriculum is used to guide decisions about lesson planning, instructional delivery, instructional materials, formative and summative assessment, professional learning, facilities, and budgeting
Backward Design	a method of designing curriculum and lessons by setting goals before choosing instructional methods and forms of assessment; backward design typically involves three stages: 1) identify the results desired (big ideas and skills within the TEKS), 2) determine acceptable levels of evidence supporting desired results have occurred (culminating assessment tasks), and 3) design activities that will make desired results happen (learning events)
Best Practices	optimally effective professional behaviors that are confirmed by sound research
Cadence of Accountability	a recurring cycle of planning and accounting for results
Continuous Improvement	the ongoing betterment of products, services, or processes through incremental and breakthrough improvements
Curriculum	knowledge, skills, concepts, processes, and attitudes to be taught and learned at the appropriate levels/courses in our schools; the word curriculum refers to what is written, taught, and assessed
Curriculum Based Assessment (CBA)	district developed common assessments used to track student progress on taught standards to evaluate the quality of the curriculum and to monitor the movement of the district toward the desired student performance goals
Curriculum Delivery	the act of implementing the curriculum, along with the identification of professional development procedures to assist in the implementation



Curriculum Design	the act of creating the curriculum via specifications or templates
Data-Based Decision Making	critical education decisions made based on assessment results and data collection; data is carefully analyzed to determine why academic or behavioral problems exist
Differentiate	to design and deliver in a way that is responsive to the needs of all learners by focusing on processes and procedures that ensure effective learning for varied individuals
District Unit Assessment (DUA)	district developed assessment with its primary function to measure student learning and proficiency at the conclusion of a specific instructional unit
Emergent Bilingual (EB)	student receiving services of language assistance such as English as a Second Language; includes students who were not born in the United States and/or students whose primary language is non-English
English Language Proficiency Standards (ELPS)	required curriculum standards outlining English language proficiency level descriptors and student expectations for English Learners
Fidelity	the degree of exactness with which something is copied or reproduced; the degree to which the delivery of instruction, assessments, and progress monitoring is carried out as it was designed to be
Individualized Education Plan (IEP)	a plan developed to ensure that a child with an identified disability receives specialized instruction and related services. The IEP is developed by an ARD committee to support a child's access and progress in the general curriculum based on the child's most recent evaluations and present levels of educational performance.
Instructional Resources	anything which is read, listened to, manipulated, observed, or experienced by learners as part of the instructional process
Learning Objective	student skill/competency expected for mastery of a course or discipline



Least Restrictive Environment (LRE)	legal requirement for a student who has a disability to have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate; access to the general education curriculum, or any other program that non-disabled peers can access
Professional Learning Community (PLC)	regular cadence of meetings at the campus level for the purpose of working collaboratively to continually improve teaching and learning
Rigor	instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging as defined by alignment with the content, context, and cognitive level of State standards
Root Cause Analysis (RCA)	use of continuous improvement tools to identify what, how, and why an event occurred so that steps can be taken to realize desired outcomes; RCA may be used to target opportunities for system-wide improvement by specific underlying causes that can be reasonably identified, are within management's control to remedy, and which generate effective solutions
Specially Designed Instruction (SDI)	specialized teaching strategies and methods used by teachers to instruct students with identified learning disabilities
State of Texas Assessment of Academic Readiness (STAAR)	series of State mandated standardized tests used in Texas public primary and secondary schools to assess a student's achievements and knowledge learned in the grade level; it tests curriculum taught from the Texas Essential Knowledge and Skills (TEKS), which in turn is taught by public schools
Texas Essential Knowledge and Skills (TEKS)	state standards for Texas public schools from Kindergarten through Grade 12, which detail curriculum requirements for every course
Three Cs	Unpacking a standard involves deconstructing it into the Three Cs—Content, Cognitive Demand, and Context—to ensure clarity in instruction. By identifying the Content (what students must know), the Cognitive level (the thinking skills required), and the Context (the conditions or constraints of the task), teachers can align their instruction directly with the standard's intent.