

CURRICULUM PLAN

For

Eustace ISD

I. CURRICULUM DEFINED

The role of curriculum in realizing the district's purpose, vision, and Graduate Profile is based upon the following common definitions and principles about curriculum design and its implementation.

CURRICULUM ALIGNMENT

Curriculum Alignment is an agreement of what is written, taught, and tested. It is expected that adherence to a tightly aligned curriculum will result in greater student success and greater student learning.

CURRICULUM DEFINITIONS

Written Curriculum is defined as non-negotiable standards, objectives, and expectations that students are to achieve while in school. The written curriculum will have at its core the Texas Essential Knowledge and Skills (TEKS). The written curriculum is the roadmap used to ensure that each student meets the objectives stated in the Graduate Profile. The Board of Trustees shall officially adopt the Eustace ISD Graduate Profile and standards.

Taught Curriculum refers to instruction, the process by which teachers develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. The taught curriculum is the utilization of the roadmap. The major objective of the taught curriculum is to impart to the student the knowledge, skills and information necessary to successfully achieve the objectives of the Graduate Profile.

Tested Curriculum is assessment of the taught curriculum. It is used to measure the success and usefulness of the roadmap. The tested curriculum's main objective is to look for holes in students' learning.

CURRICULUM PRINCIPLES

- The design of the curriculum (written, taught, and tested) establishes the framework and parameters that guide educational decision-making at all levels of Eustace ISD.

- Only a tightly aligned, well-written, and thoroughly assessed curriculum will help negate SES (socio-economic status – income level, minority status, etc.) effects among our students.
- Curriculum development is a participatory process involving teams that include various Stakeholders: teachers, principals, administrators, students, parents, and/or community as appropriate.
- The curriculum is based on a core set of non-negotiable, relevant and challenging student expectations that guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within an instructional level). The core of these expectations will be the TEKS.
- Curriculum is developed to ensure that students from teacher to teacher and school to school have the opportunity to learn the same core of significant objectives at a particular instructional level.
- The curriculum is accessible and manageable.
- The curriculum is assessed regularly at all levels: district, campus, classroom, and individual student.

INSTRUCTIONAL PRINCIPLES

- The design and implementation of teaching/learning processes hold the greatest potential for improving student achievement.
- Pre-tests and post-tests are fundamental and critical components of the curriculum.
- Teachers are encouraged to use flexibility and creativity in the “how” of teaching (instruction), not the “what” of teaching (curriculum expectations to include the TEKS).
- Teachers may arrange the order of a subject as they see fit; however, it is expected that all teachers in a grade level will follow the same order.
- Instructional resources and programs such as textbooks, software, and other materials are selected by the curriculum development team and/or teachers based upon their alignment with the curriculum.
- Staff development is designed and implemented to prepare staff members to teach the curriculum.

- Students are responsible for their learning. We will offer many different ways for students to master the learning; however, ultimately, the students are responsible.

ASSESSMENT PRINCIPLES

Student assessment must provide for the acquisition, analysis, and communication of student achievement and process data to:

- Understand the impact that the design of curriculum, instruction, and evaluation have on student achievement
- Look for holes in student learning
- Measure student achievement
- Guide teachers' design and redesign of instruction at appropriate levels of challenge
- Guide students' learning
- Guide district/campus improvement of curriculum alignment and programmatic decisions
- Communicate progress to parents to support learning at home

II. CURRICULUM EXPECTATIONS

The Written Curriculum

Research has shown that learning will be enhanced by adherence to a tightly aligned, articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. With this expectation, the PK-12 curriculum shall be based on a core set of expectations that are clearly articulated and aligned to the Graduate Profile and to standards in each discipline and/or course of study. These expectations will have at their core the Texas Essential Knowledge and Skills (TEKS).

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

- Curriculum originals will be stored at the Curriculum and Instruction department
- All teachers will have copies of curriculum guides for courses they teach
- Principals will have overviews/copies of curriculum guides for all courses taught on their campuses
- Copies of curriculum information will be available to the public
- Curriculum standards/expectations will be made available on the district website
- Overviews of the curriculum will be sent home to parents
- The taught curriculum will be prominently displayed in classrooms

COMPONENTS OF THE WRITTEN CURRICULUM

Curriculum guides shall, at a minimum, contain the following components:

1. Introductory Pages
 - District Mission Statement
 - Graduate Profile
 - How to use the document
 - Calendar of objectives
2. Scope and Sequence
 - A scope and sequence detailing K-12 strands.
 - A copy of the TEKS for the subject area

3. Instructional Alignment Charts

At a minimum these Alignment Charts should contain:

- Objective, Prerequisite Objective, and Subsequent Objective
- Graduate Profile Statement
- Time Frame
- Bloom's Taxonomy Statement
- High level, TEKS based assessment
- Instructional Strategies
- Resources
- Web Resources
- Other Information

4. Assessment Instruments

- Pre-tests and post-tests, written at high levels of achievement, based on the written curriculum
- There should be pre-tests/post-tests for each six weeks
- Assessment instruments may be of multiple formats
- Assessment instruments should be used to look for holes in student learning
- Assessment instruments should be used to guide teachers instruction based on results

The guides may contain additional components as directed by the appropriate curriculum development team.

The Taught Curriculum

Curriculum guides are to serve as a framework from which teachers develop units of study, lesson plans, and/or approaches to instruction that will serve their students' needs. All teachers have a responsibility to contribute to the development and/or refinement of written curriculum, and also to teach the curriculum once written, as established in Eustace ISD Policy EG (Local). Teachers are expected to teach and assess the expectations as aligned and articulated in their subject-area curriculum guides, as well as any required units/activities as directed. Instructional support staff and campus administrators are expected to be knowledgeable about the written curriculum and to support teachers in the implementation and evaluation of the curriculum. This expectation provides an assurance to all teachers that they and their colleagues are working toward a common purpose.

INSTRUCTIONAL MODEL

In addition to consistent delivery of the learning expectations in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in educational research. The instructional delivery process is to include:

- Establishment of a school climate conducive to learning
- Implementation of research-based practices/strategies to teach the curriculum
- The expectation that all students can be successful and will perform at high levels of learning
- Varying the time for learning according to the students' needs
- Having both staff members and students take responsibility for learning
- Determining students' current Skills/learning to guide instruction at appropriate levels
- Basing instructional decisions on student achievement data (see below)
- Matching instructional strategies and assessments to the Expectations
- Teaching to the Expectations using approaches to meet a variety of learning styles
- Providing progression to a more challenging level for students who master the expectations
- Providing reteach/acceleration opportunities for students who do not attain mastery
- Using technology as a tool to teach and learn the required curriculum
- On-going assessment of the teaching/learning process to understand the impact of the design of the curriculum (written, taught, and tested) on student achievement

DATA-DRIVEN INSTRUCTION AND LEARNING

Effective use of process data and student achievement data is critical to achieving the district's Graduate Profile. This type of "data-driven instruction" occurs when students are regularly assessed for mastery of the curriculum, and the assessment data is used to guide instructional decisions at the student, classroom, campus, and district levels. Evidence of "data-driven instruction" includes such things as:

- Pre-assessment of students' learning levels for diagnostic purposes

- Focusing/narrowing instruction by teaching to expectations not mastered
- Flexible grouping and regrouping of students within the classroom
- Varying the instructional time, setting, and/or presentation for reteach and enrichment opportunities based on student achievement data
- Students communicating about their learning and achievement
- Students participating with the teacher to set learning goals for themselves and the classroom that achieve the curriculum expectations
- Understanding the variation that exists within a given context (examination, class activity, TAKS results, etc.) to distinguish between common cause and special cause
- Identifying and understanding capacity of processes initial to student achievement
- Placement in tutoring/special help programs based on assessment data
- Placement in advanced courses/programs based on assessment data
- Using data to identify general achievement trends across the district
- Class/campus/district improvement plans based on data
- Adopting, evaluating, and improving instructional programs based on student achievement data and other relevant data

INSTRUCTIONAL STAFF DEVELOPMENT

As outlined in the Eustace ISD Staff Development Plan , the training program for instructional staff is focused on continuous improvement of instructional strategies and is designed to provide teachers with the tools and knowledge needed to teach the curriculum as outlined in the instructional model above. Staff development should provide for:

- Research-based training opportunities in the design and delivery of curriculum
- Using data to improve teaching/learning processes
- Induction training for new teachers

- Understanding the classroom/school/district as a system
- Understanding their role as managers of their system
- Mentoring and coaching for all teachers
- On-the-job application of learning with follow-up and support
- Understanding variation and its use in improving student achievement
- Opportunities for teachers to share ideas and strategies
- The expectation that learning and improving is part of the job

MANAGING CURRICULUM IMPLEMENTATION

Principals shall manage the implementation of the aligned curriculum. Strategies for curriculum management include:

- Managing the campus system within which teaching/learning occurs
- Development of a working knowledge of curriculum documents for all courses/subjects
- Support teachers in the use of data to focus and improve instruction
- Regular observation of teaching in all classrooms
- Support and educational meetings, interviews, and conferences with individual teachers and/or teams
- Meetings with campus/district instructional facilitators
- Participation in research-based professional development activities
- Campus-based training opportunities
- Create conditions for teachers to discuss and share ideas and strategies
- Confer with other principals

THE TESTED CURRICULUM

Appropriate and timely process and student achievement data are needed to support “data-driven” instruction of the written curriculum. Therefore, the tested curriculum, as outlined in the Eustace ISD Student Assessment Plan, must provide for the acquisition, analysis, and communication of process and student achievement data to:

- Understand the impact that the design of the curriculum (written, taught, tested) has on student achievement
- Measure student progress
- Look for holes in student learning
- Guide teachers’ design and redesign of instruction at appropriate levels of challenge
- Guide students’ learning
- Guide district/campus improvement of curriculum alignment and programmatic decisions
- Communicate progress to parents to support learning at home

To this end, the tested curriculum includes the following components:

1. A district-wide criterion-referenced and/or performance-based assessment system that determines, documents, records, and reports student mastery of the curriculum in subject areas as directed by the superintendent or designee.
2. A variety of process and results-oriented assessment tools to assess students, programs, and curriculum including:
 - District-developed assessments (Benchmarks, course exams, etc.), the Texas Assessment of Knowledge and Skills (TAKS), State-Developed Alternative Assessment (SDAA), Texas Primary Reading Inventory (TPRI), Iowa Test of Basic Skills (ITBS), Cogat, Reading Proficiency Tests in English (RPTE), college entrance exams (SAT/ACT), and/or college placement exams (AP), Preliminary Scholastic Aptitude Test (PSAT), and Armed Forces Vocational Aptitude Battery (ASVAB)
3. An information management system that provides timely, efficient district assessment feedback to students, teachers, parents, principals, and district administrators.
4. Ongoing classroom-level assessment of student learning in a variety of formats (CRT, portfolio, performance, production, demonstration, etc.).

5. Adequate practice and assessment in the testing format of required tests (TAKS, TPRI, SAT, ACT, AP, etc.).
6. An assessment process that allows students to demonstrate and receive credit with no prior instruction in a particular course.
7. A process evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area.

EUSTACE ISD
CURRICULUM DEVELOPMENT CYCLE

Subject-area written curriculum guides shall be developed for all grade levels and subjects in the district. As directed by the superintendent or designee, district-wide vertical alignment curriculum development teams and subject-area curriculum coordinators will provide input to the curriculum development process. Curriculum coordinators and selected members of the vertical alignment teams will then write the curriculum based on this input.

DEVELOPMENT CYCLE

The curriculum development cycle will include three phases:

- Phase I – Planning and Development

Graduate Profile, Purpose, Standards, Scope and Sequence Alignment, Assessment/Measurement Guidelines, Collect/Preview Resources, Develop District Assessments/Measures, Select Resources, Alignment of Resources/Instruction/Activities, Provide Staff Development, etc.

- Phase II – Pilot the Curriculum

Pilot in Selected Classrooms, Evaluate and Revise Curriculum and Assessments as Needed, Provide Staff Development for All Teachers of the Curriculum and Others as Appropriate, etc.

- Phase III – Implement the Curriculum

Implement the Curriculum district-wide

The development cycle should require two to three years to complete, depending upon the complexity of the task and current status of the curriculum. Upon completion of the pilot, the curriculum will be implemented throughout the discipline/course. Curriculum guides will be reviewed and/or revised every five years, or as directed by the superintendent or designee.

Five-Year Cycle for Curriculum Development and Review

Year	Phase I Planning & Developing the Curriculum	Phase II Piloting the Curriculum	Phase III Implementing the Curriculum
01-02	Mathematics (PK-12) English/Language Arts (PK-12)		
02-03	Social Studies (PK-12) Science (PK-12)	Mathematics (PK-12) English/Language Arts (PK-12)	
03-04	Technology (PK-12) Languages other than English (PK-12)	Social Studies (PK-12) Science (PK-12)	Mathematics (PK-12) English/Language Arts (PK-12)
04-05	Physical Education and Health (PK-12) Fine Arts (PK-12)	Technology (PK-12) Languages other than English (PK-12)	Social Studies (PK-12) Science (PK-12)
05-06	Career and Technology (6-12)	Physical Education and Health (PK-12) Fine Arts (PK-12)	Technology (PK-12) Languages other than English (PK-12)
06-07	(Repeat the five-year cycle)	Career and Technology (6-12)	Physical Education and Health (PK-12) Fine Arts (PK-12)
06-07			Career and Technology (6-12)

CURRICULUM ROLES AND RESPONSIBILITIES

Board of Trustees

The Board is responsible for establishing policies that support ongoing curriculum development and evaluation. The Board is responsible for adopting a budget that supports the development, implementation, and training needed to effectively deliver the curriculum. The Board officially adopts the Eustace ISD Graduate Profile and curriculum standards that students are to be expected to master.

Superintendent and District Staff Members

The superintendent is responsible for the implementation of the Board's policies. The superintendent and designated administrative staff member(s) are responsible for:

- Setting curriculum guidelines and priorities
- Organizing and facilitating teams to develop and review the curriculum
- Providing/locating training and resources needed to implement the curriculum
- Providing direction and support to principals in their role of implementing and managing the curriculum on their campus

Principals

The campus principal is the key to implementing and monitoring the curriculum. The principal must translate the importance of curriculum delivery on a daily basis. To effectively support curriculum delivery, the principal is expected to use strategies such as:

- Developing a working knowledge of the curriculum matrices and instructional programs for all subjects/courses available at the campus
- Participating on one or more curriculum vertical teams
- Analyzing student assessment data
- Regularly observing teaching in each classroom
- Interviewing and conferencing with individual teachers and/or teams
- Meeting with campus/district instructional facilitators
- Managing the clinical supervision of the professional development process
- Providing campus-based training opportunities
- Providing opportunities for teachers to discuss and share ideas and strategies
- Helping parents understand their role in supporting learning of the curriculum

Teachers

Teachers are responsible for effectively planning and teaching the required curriculum as directed and for assessing student mastery with a variety of

assessment tools, including any required district/state assessments. To support learning of the required curriculum, teachers should:

- Involve students in the learning process
- Determine students' learning strengths and needs
- Communicate learning strengths and needs to students, parents, and others
- Encourage parents to support learning of the curriculum
- Participate in the training needed to effectively carry out these functions

Parents

Parents are encourage to participate in the education of their children through such things as attending student/teacher/principal conferences, supporting students as they complete homework, volunteering at school when possible, and communicating regularly with teachers. Parents are also encouraged to provide their children with the nutrition, rest, and materials needed to be ready for school participation. Parents are encouraged to support learning through their children's prompt and regular attendance at school.

Students

Students are responsible for learning and for understanding their learning strengths and needs. Students are responsible for meeting learning goals based on the required curriculum. Students are responsible for their behavior and its impact on their own learning and the learning of others.

Budget

The budget process will ensure that district goals and priorities are considered in the preparation of budget proposals and that decisions related to reduction or increase in funding levels can be addressed in those terms. Budgeting decisions will reflect a curriculum-driven budgeting philosophy.