

Curriculum Management Plan



GILMER
INDEPENDENT
SCHOOL DISTRICT

Curriculum & Instruction Department

Gilmer ISD, 500 S. Trinity, Gilmer, TX 75644

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Educational Mission

Gilmer ISD:

- prepares every student for the workforce or postsecondary training;
- recognizes and educates each child as a unique individual;
- nurtures academic, social, and cultural differences; and
- develops responsible citizens who contribute to the community's success and strength

Educational Vision

Our school believes:

- everyone can learn;
- every child should feel welcome, loved, and safe;
- a solid educational foundation prepares students to fulfill their life's ambitions and dreams;
- extracurricular and co-curricular activities enhance academic achievement;
- every staff member is vital to the educational experience;
- students, educators, parents, and community members share in the responsibility for the encouragement and success of students; and
- learning is a consequence of thinking and doing.

District Goals

- Ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address discipline and safety
- Provide a quality education with rigorous instructional standards that adequately prepares students for the college and/or career path of their choice
- Recruit and retain a high quality workforce to improve student academic performance to ensure that graduates are college and career ready
- Build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus activities to communicate and to provide access to educational information
- Maintain strong management practices and capital improvement plans to achieve districtwide efficiency
- Ensure that all students read at grade level or higher each academic year, no later than grade 3, and that they progress at grade level or higher in reading across the instructional areas

Section I: Gilmer ISD Curriculum Management Plan Philosophy

Purpose Statement

The Gilmer ISD curriculum management plan is designed to increase student learning by guiding the educational experiences that ensure high school graduation and postsecondary success. The purpose of this plan is to coordinate efforts in designing, developing, and delivering curriculum that is aligned from school to school and from classroom to classroom to meet the needs of a diverse student population. The plan outlines the expectations and procedures regarding the written curriculum (scope and sequence and unit planning guides), the taught curriculum (resources and instruction), and the assessed curriculum (assessments) in accordance with Board regulation (EHAA, Legal).

Vision Statement

The Gilmer ISD Curriculum Management Plan will provide a foundation for student-centered instruction that is based on an aligned focused, standards-based curriculum. As a foundation for all other components of the plan, the curriculum philosophy, vision, belief statements, and Graduate Profile were developed.

Gilmer ISD Graduate Profile

Gilmer ISD graduates are self-directed lifelong learners who

- Prepare for college and workforce opportunities
- Commit to learning and recognize education as a lifelong course
- Demonstrate mastery of required curriculum and skills
- Work to set, attain, monitor, and evaluate personal goals
- Create and pursue an educational and professional plan

Gilmer ISD graduates are innovative thinkers and leaders who

- Create intellectual, artistic, practical, and physical products
- Exhibit leadership, display time management, and demonstrate organizational skills
- Have a sense of confidence and self-worth
- Think critically and analytically to acquire and apply new knowledge
- Employ higher-order thinking and sound reasoning

Gilmer ISD graduates are accomplished communicators who

- Communicate respectfully with peers and others
- Recognize and respect individual differences, diverse opinions, and ideas
- Use effective leadership skills to establish cooperative relationships with and among others in culturally diverse work, community, and family settings
- Resolve conflicts positively and peacefully
- Have pride in one's own culture, appreciate the contributions of all cultures, and value cultural diversity

- Use multi-media and technology tools in professional and personal situations

Gilmer ISD graduates are conscientious citizens who

- Understand the value of rewards and work
- Know the importance of morals and values and have a sense of social responsibility
- Exhibit self-discipline, honesty, respect, and integrity
- Initiate and accept personal accountability for actions
- View and participate in the democratic process
- Serve the community through volunteerism and civic duties

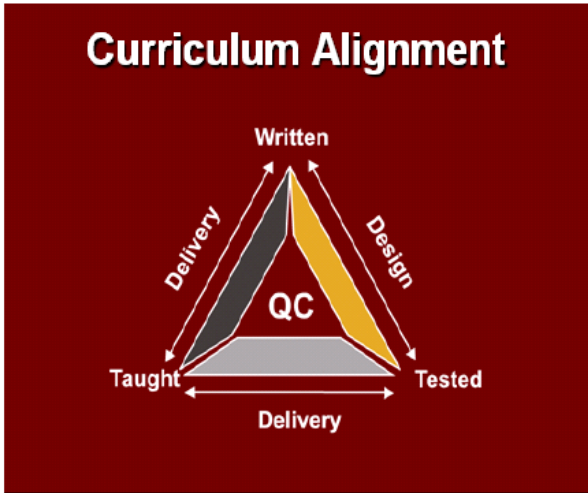
Definition of Curriculum

Gilmer ISD defines curriculum as the knowledge, skills, and processes to be taught and learned at the appropriate levels. A comprehensive curriculum provides a written plan to guide the design of student experiences for learning, development, and goal attainment.

Philosophy Statement

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 higher student achievement. Curriculum development, implementation, and evaluation shall include the following aligned components: the written, the taught, and the assessed curriculum as follows:

Curriculum Alignment Model



(Fenwick English, 1995)

Belief Statements

Curriculum designed, developed, and implemented in Gilmer ISD should be centered around the following core beliefs:

We believe that:

1. Curriculum becomes the backbone of the instructional program by establishing PK-12 framework in all curricular content areas so there is sufficient direction and specificity provided to teachers.
2. An effective curriculum is vertically aligned and articulated to prevent gaps from occurring as students matriculate through the system.
3. Curriculum is aligned to the state Texas Essential Knowledge and Skills Readiness and Supporting Standards.
4. Curriculum represents what students are to learn and is one of the key components to determine student success.
5. Teachers play an active role in determining the successful implementation of the curriculum.
6. Differentiating the delivery of the curriculum is based on factors that consider the needs of students.
7. Curriculum-based assessments help to evaluate the efficacy of the curriculum and its delivery.
8. Teacher collaboration, when focused upon curriculum standards and assessment results, is correlated to high student performance.
9. Curriculum design is based upon vertical alignment, horizontal coordination, and system coherency.
10. Curriculum drives instruction.
11. A successful curriculum and instructional program requires that everyone in the district commits to and advocates for the same goals.
12. Implementation of the curriculum requires appropriate professional development for teachers.
13. An effective curriculum delivery system is supported by adequate time, trained personnel, and aligned resources.
14. A teachable and viable curriculum means that teachers know and understand what the essential requirements are for each grade level/content and that they have fidelity in delivering the curriculum as they plan for instruction.
15. Teachers collaborate with administrative staff to develop/implement curriculum and provide valuable feedback for evaluation and revision purposes.
16. Curriculum is non-negotiable and held tightly, while instruction is adaptable to meet the specific needs of students as identified through data, observations, and other programmatic information.

Section II: Curriculum Management

Executive Summary

This section outlines the management principles governing the development in Gilmer ISD. These principles help coordinate the development of the written, taught, and assessed components which guide the delivery of instruction.

Key Points

- Board Policy EHAA (Legal) directs administration to develop an articulated written curriculum for all content areas.
- Board policy directs teachers to teach the curriculum and for administrators to monitor the delivery of the curriculum to ensure optimal use of curriculum materials and instructional time.
- Curriculum management principles are used to guide the curriculum development process, the instructional delivery of curriculum, and the assessment program to ensure quality control of the system.
- The district will use aligned curriculum-based and benchmark assessments to evaluate the overall effectiveness of the curriculum in producing desired student achievement results.
- Curriculum alignment is the degree to which the written, taught, and tested curriculum is congruent and used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting.
- The written curriculum is defined as those standards/objectives that students are to achieve and teachers are to teach, including the Texas Essential Knowledge and Skills, both readiness and supporting standards, units, concepts, key understandings, and guiding questions.
- The taught curriculum refers to the delivery of the written curriculum which is defined as instruction.
- The tested curriculum is the portion of the written curriculum that is assessed by national, state, and locally developed or purchased assessments that are administered based upon a district-developed assessment calendar.

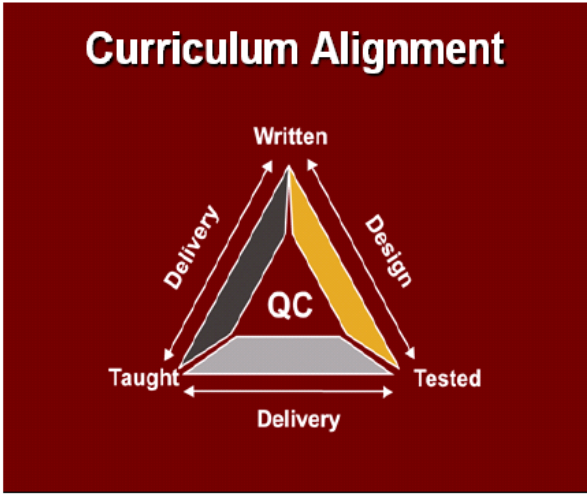
Curriculum Mission Statement

Gilmer ISD is committed to providing students with educational experiences that ensure high school graduation and post-secondary success. We will provide curriculum, assessments, and instructional programs aligned to the state standards and assessments in order to meet the educational needs of each student. Administrators, instructional leaders, and teachers will work collaboratively to ensure that both design and delivery of the written, taught, and tested curriculum are aligned throughout the district. Teachers will use a variety of research-based instructional strategies to actively engage students in activities that promote conceptual understanding. Teachers, instructional leaders, and administrators will be provided professional development to enhance and support instructional delivery of the curriculum and to meet the differentiated needs of all students. Student achievement data will be used to evaluate and to improve all aspects of the curriculum and instructional program.

Curriculum Model

The curriculum model used by Gilmer ISD is based on Fenwick English’s (1995) alignment model that includes three components: the written, taught, and assessed curriculum. The basic assumption of this model is that the district must manage for quality control through the design and delivery of the curriculum. With the use of well-written curriculum documents, aligned to state standards and state assessments and implemented by teachers that have been trained to deliver the curriculum through aligned professional development, the district has created a coherent system that can be managed and controlled for quality purposes and improvement over time.

Curriculum Alignment Model



(Fenwick English, 1995)

Curriculum Definitions

Curriculum alignment is the degree to which the written, taught, and assessed curriculum is congruent. It 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. If there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically. This provides a coherent system through which students matriculate and reduces the effects of random variation.

Written curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to the state curriculum framework (Texas Essential Knowledge and Skills), district and campus developed assessments, suggested timeframes, instructional strategies, grouping arrangements, programs, resources, correlations to state assessments, and other district used assessments such as Advanced Placement, SAT/ACT, as well as any assessment associated with certifications, licensures, and end of course.

Taught curriculum refers to instruction and the process by which the teachers plan, organize, and deliver instructional strategies for teaching the written curriculum. Teachers are required to develop lesson plans and to implement best practices when teaching the written curriculum.

Tested curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. Gilmer ISD is accountable for students achieving the passing standard on state assessments, curriculum-based assessments, and local benchmarks.

Curriculum Management

The following principles are based upon the Curriculum Management Audit standards and are rooted in the theory of rationality and quality control. According to English (1995), *“a rational organization develops goals, translates them into activities that are congruent with the goals, portions its resources based on goal priorities, and translates both into tangible jobs to be performed and subsequently evaluated. Based upon feedback obtained from evaluation, the cycle is repeated until the desired results are obtained at the lowest possible cost”* (p. 329). Over time, when this cycle is systematically repeated, the organization achieves sustained improvement in results. Such an organization has purpose and institutes management principles to help maintain what Deming referred to as *“constancy of purpose”* and quality control of products and services.

Curriculum Management Principles

- Curriculum development is dynamic and includes processes for the management, development, and delivery of the curriculum.
- Curriculum development reflects the best understanding of the growth and development of learners in a changing society, the needs of the community, research-based practices, state law, and State Board of Education requirements.
- Standards and student expectations are based upon the TEKS, ELPS, and CCRS, and provide a framework for the development of a core set of non-negotiable and measurable learner objectives/student expectations that are vertically and horizontally aligned. The results are well-articulated scope and sequence documents for all content areas and grade levels that guide decisions about teaching and learning.
- Curriculum documents are aligned and accessible.
- Curriculum is assessed by formative and summative assessments at the campus, classroom, and individual student level.

Instructional Management Principles

- Teachers are required to use the district's assigned curriculum.
- Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum to include all skills and content required by the standards-based scope and sequence for the subject/course being taught.
- Teachers select instructional resources such as textbooks, software, community resources, and other materials based upon a review process to ensure alignment to their required district curriculum.
- Professional learning is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum and to differentiate instruction based upon identified needs of students.

Assessment Management Principles

- Student assessment data is disaggregated, distributed, and used to
 - Guide teachers' lesson design and instruction at appropriate levels of depth and complexity
 - Plan for student learning
 - Direct continuous district/campus improvement
 - Modify instruction
 - Make programmatic decisions
 - Communicate student performance progress to parents

- District curriculum will be assessed to evaluate its overall effectiveness and its capacity to produce desired student achievement results. This will be achieved through the use of aligned benchmark and curriculum-based assessments.
- Assessment data is used as the basis for quality control of the system.

Section III: Curriculum Expectations

Executive Summary

This part of the Curriculum Management Plan focuses on the written curriculum and the criteria used by the district to develop, customize, and/or revise curriculum.

Key Points

- All district curriculum documents are aligned to the Texas Essential Knowledge and Skills (TEKS) and include standards articulated from PK – 12, sequenced-based upon grading periods, non-negotiable for teacher use, and measurable based upon district and campus assessments.
- Gilmer ISD curriculum provides public access to scope and sequence documents and pacing calendars for core curriculum areas and instructional calendars and six week snapshots for elective courses. These documents are found under the Parent Resources tab on the Gilmer ISD website.
- The Graduate Profile highlights the intent of the curriculum.

The Board of Trustees shall approve all course offerings and state-approved resources for local adoption purposes.

The Written Curriculum

Learning will be enhanced by adherence to the district’s written, aligned, and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. the curriculum should reflect the best knowledge and research regarding the growth and development of learners; the content requirements as set by the state, local, and national standards of the various content disciplines; consideration of the unique and special needs of students who attend the Gilmer Independent School District; and stakeholder input for preparing students to become successful, responsible citizens in an ever-changing society.

The PK-12 curriculum shall be based on a core set of non-negotiable and measurable student expectations/objectives and skills mandated by the state that prepare students to be college, technical school, or workforce ready and to be responsible community members.

Components of the Written Curriculum

Gilmer Independent School District

The district curriculum is aligned to ensure that students are prepared to be successful learners. District-developed scope and sequence documents for grades PK-12 in the core curriculum areas will be followed. District-developed instructional calendars for electives and courses offered in Advanced Placement, fine arts, and CTE courses will be followed as well. All documents are housed on the GISD website for teacher access. The district will enter into an annual contractual agreement with the Region 7 ESC to provide curriculum and curriculum management in the four core curriculum areas to serve as an additional resource for teachers.

Gilmer ISD Curriculum Components

Curriculum Component	Document Contents	Document Purpose
Scope and Sequence Document	TEKS are bundled into units for each of the six or nine week grading periods. This document serves the core curriculum areas and Spanish.	Following an overview of when the TEKS are covered during the year allows a clear picture of what is to be taught and helps ensure consistency across the grade levels. This document is available for parents and guardians for what will be taught each six/nine weeks in the core curriculum areas and Spanish.
Unit Planning Guides	This document contains the bundled strands to be taught within a unit, including the TEKS, ELPS, and Technology Application TEKS. Also included is the time frame for teaching the unit, academic vocabulary, objectives, TEKS, resources, guiding questions, formative/summative assessment plans, and vertical alignment for the subject area.	The unit planning guide is to be used by teachers when planning for the unit's instruction.
Pacing Calendar	TEKS and main topics for each six/nine weeks.	This is used to inform parents and guardians of what will be taught each six/nine weeks in each core curriculum area.
Instructional Calendar	Each elective area has a calendar of TEKS and main topics for each six weeks. Significant dates may also appear on this document	Following an overview of when the TEKS are covered during the year allows a clear picture of what is to be taught and helps ensure consistency across the

	regarding beginning and ending of units and dates for assessments.	grade levels. This document is available for parents and guardians for what will be taught each six weeks in the elective areas.
Six Weeks Snapshot	TEKS and main topics for each six weeks.	This is used to inform parents and guardians of what will be taught each six weeks in the elective areas.
District-based Assessments	TEKS aligned, STAAR-like questions based on the standards taught. Designed to be administered during a single class period.	These district-generated formative assessments are designed to give teachers and instructional leaders data on student performance at the SE level.
TEKS Audit Documents	All TEKS for each core curriculum area are listed with a column for each grading period. It is noted in the column whether the TEK is taught (T) or receives ongoing instruction (O) within the grading period.	This document provides assurance that 100% of the TEKS are covered within the curriculum. This document is retained in the curriculum department.

Development and Distribution of the Written Curriculum

The Board expects that a consistent, managed curriculum will be followed across the district. Teachers are expected to teach the curriculum of the district. The curriculum is designed to provide teachers and students with the Board’s expectations of what students are to learn. The developed curriculum will ensure the following:

- The curriculum will emphasize reading and writing at grade level.
- The curriculum will provide for a mastery of grade level standards in mathematics, science, and social studies.
- The curriculum will prepare students for state and national assessments.

Development and Revision

Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the district. The following are expectations for the development of the curriculum:

- The curriculum is developed within the district by the curriculum writing committees composed of selected teachers, instructional design coaches, curriculum coordinators and administrators, and is based on state standards and research-based practice.
- Developed and revised curriculum will follow the uniform component format established by the district's curriculum department. Changes to the component format will be discussed and agreed upon prior to the occurrence of revision work impacting the following school year.
- Revisions to the curriculum will be made based on state TEKS revisions, assessment data, and teacher feedback. Curriculum documents for the core areas will be reviewed annually. Changes to the Unit Planning Guides will be revised annually, but the TEKS addressing each unit will remain static unless revisions are necessary with regard to local assessment or state assessment data.
 - Teachers will be given the opportunity to submit feedback and revisions annually.
 - Feedback will be reviewed by content-area experts including content coordinators and instructional coaches.
 - Warranted curriculum changes will be made in writing prior to implementation in the following school year.
- Mandated or directed revisions will occur following the time frame indicated by the directive.
- Major curriculum revisions will occur based on the schedule of the implementation of new or revised state standards. The schedule of curriculum revision will be based on state expectations and district needs. Currently, the core curriculum areas and Spanish I – V follow the curriculum components for a scope and sequence, unit planning guides, and pacing calendars. As state standards for all other courses are revised, those courses will follow the curriculum components: scope and sequence, unit planning guides, and pacing calendars. As these curriculum components are developed, the instructional calendars and six week snapshots will be unavailable.
- An annual curriculum update and revision summary will be prepared by the Assistant Superintendent for Curriculum and Instruction and submitted to campus administrators and the Superintendent prior to each school year.

Technology Applications TEKS and Technology Integration Activities shall be included and developed for each core content area at grade levels K-8.

Instructional resources, such as textbooks, software, and other materials, shall be selected based upon alignment with the curriculum objectives and curriculum priorities of the district.

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

Distribution

Subject area written curriculum and instructional guides shall be made available digitally for all grade levels and subjects in the district. The following are expectations for the distribution of the curriculum.

- The curriculum documents are available for district stakeholders in a web-based format.
- Teachers shall access the web-based curriculum documents, located on the Curriculum page of the Gilmer ISD website, to develop daily lesson plans.
- Parents will have access to scope and sequence documents, instructional calendars, six-week snap shots, and pacing calendars via the district website or upon request to a school administrator.
- The district curriculum documents are developed for and used by Gilmer ISD employees only.

Section IV: Instructional Expectations

Executive Summary

Instruction is defined as curriculum plus teaching. Teachers are required to use the district curriculum as their primary source of instructional direction. There must be assurance that teachers and their colleagues are working toward a common set of student objectives as evidenced by walkthroughs and lesson plan review. This section of the Curriculum Management Plan delineates the instructional expectations and how professional learning opportunities will be provided to build the capacity of teachers in providing quality instruction for students.

Key Points

- Teachers are required to use the district curriculum as their primary source of instructional direction.
- Teachers will access the written curriculum and instructional components supporting the curriculum through the curriculum link on the district website to develop daily lesson plans.
- Lesson planning occurs at the teacher level, is monitored for composition by principals and instructional leaders, and will include research-based components that focus on student learning at high levels of engagement.
- Effective lesson planning is central to effective instruction, but it is not the only contributing factor to student achievement.
- Effective use of student achievement data is critical to the attainment of the district's goals for student learning and is used to guide instructional decision making.
- A quality professional learning program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching and learning and continuous improvement of the system.
- Professional learning needs to be designed to meet the needs of teachers based on where teachers are in their professional career.
- Professional learning must be planned to enhance student learning of the curriculum.
- Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught and tested.
- All programs, including those for special population students, shall be aligned to the district curriculum and be integrated into their delivery approach.
- It is expected that instructional delivery will be based on sound teaching principles grounded in educational research and supports the district's mission.

Components of Lesson Design

District curriculum and instruction components shall serve as the framework from which a teacher will develop individual lesson plans and approaches to instruction that will serve the students’ particular needs at a particular time. The unit guides shall be used to map a logical sequence of instruction. The sequence of instruction should be planned keeping in mind the allotted minutes per class period as defined by the master schedules for each campus.

Planning for instruction is a cognitive and intellectual event where teachers are engaged and collaborate with colleagues to produce desired learning outcomes. Teachers should purposefully plan for engaging lessons using research-based instructional strategies and engagement activities (e.g. Jensen and MTV). Formative assessments should be used daily. All lessons require teacher planning but those involving low performing standards require extensive planning.

The district expectation for unit planning is that teachers will follow the backward design process before planning the lessons that include formative assessments and lead to the summative assessment. It is the expectation that lesson plans are written for each instructional day following the district lesson planning process.

Lesson Planning Process Components
<ul style="list-style-type: none">▪ Engage in TEKS breakdown▪ Determine ELPS for essential understanding▪ Determine the essential questions and big ideas▪ Determine the appropriate academic vocabulary for student learning▪ Develop formative assessments to measure student growth during instruction▪ Develop summative assessment to measure student mastery at the end of the unit▪ Prime the students for learning (engage with a hook)▪ Frame the lesson using We will.... and I will.... statements▪ Design appropriate instructional strategies that will allow student interaction through dialogue, reflective thinking, and movement▪ Design engaging opportunities for practice and checking for understanding (worksheets are discouraged)▪ Provide opportunities for students to write critically▪ Close the lesson to solidify daily learning objective(s) [completing the lesson frame (debrief; review daily objective(s))]

The above mentioned components reflect what teachers consider when designing quality work that students see as value-added and worthy of effort.

Instructional Design Characteristics and Processes

The District has several expectations of the teaching and learning process. There must be assurance that teachers and their colleagues are working toward a common set of student standards. All faculty members have a responsibility to teach to the curriculum standards. Principals shall ensure that optimum use is made of the curriculum, instructional time, aligned resources, and the lesson planning tool that is provided to teachers to access their respective curriculum documents and assessments.

When planning for units of instruction, teachers and instructional leaders should follow research-based practices. The use of a planning/learning cycle model allows teachers to use the backwards design process to build units of instruction that are based on state standards.

All programs, including those for special population students, shall be aligned to the district curriculum and support students assigned to the various programs in the acquisition of the required content and skills for mastery. This will necessitate integration and collaboration by teachers assigned to the various programs as they work with the general education teachers as providing appropriate interventions for students.

The curriculum documents will provide a scope and sequence with time allocations that will provide direction to teachers in the lesson planning process. Instruction will consistently address the state standards and be based upon sound teaching strategies and pedagogy. Instructional supervision efforts will be aligned with these research-based teaching strategies and principals will use an approved walkthrough document to monitor delivery of the curriculum as well as provide instructional information for the state appraisal system.

Other factors that contribute to effective teacher planning and to student achievement are:

- Establish a school climate that is conducive to learning
- Having both instructional staff members and students take responsibility for learning
- Implementing research-based practices
- Expecting high levels of learning for all students
- Ensuring that all students experience opportunities for personal success
- Initial teaching to the objectives that provides varied approaches, adequate practice time, and multiple opportunities for learning and success
- Teaching the student expectations using the appropriate grouping arrangement and strategies for differentiation
- Basing instructional decisions on student achievement data
- Matching instructional strategies and assessments to the student expectations
- For those who attain mastery, providing progression to a more challenging level for students who demonstrate mastery of the objectives
- For those who do not attain mastery, providing correctives and/or using different strategies until mastery is attained
- Using technology as a tool to teach and learn the required curriculum

Data-Driven Instruction and Learning

Effective use of student achievement data is critical to the attainment of the District's goals for student learning that are specified in the written curriculum and in the District's Graduate Profile. Assessment data is used to guide instructional decision making to ensure mastery of the curriculum and can be observed in the following ways:

- Using pre-assessment and placement assessments to determine students' learning levels for diagnostic purposes
- Targeting instruction by teaching to the TEKS/SE and STAAR reporting categories where mastery has not yet been demonstrated
- Using flexible grouping and regrouping of students within the classroom based upon student assessment data
- Varying the instructional time, grouping, setting, and/or presentation are varied for differentiation based on student assessment data
- Communicating assessment/achievement data to students and parents in timely fashion
- Encouraging students and parents to work with teachers to establish learning targets/goals for student in order to achieve mastery of the curriculum
- Using the SMART goal process for students to work with the teacher to set learning goals for themselves and the classroom to achieve learning expectations
- Offering opportunities for students to experience authentic learning through the curriculum
- Providing opportunities for students to advance their course work through added on-line course selections when appropriate
- Using tutorials and other interventions to provide needed assistance to students who have not demonstrated mastery of the curriculum
- Using data to identify general performance trends across the district for the purpose of curriculum and instructional improvements
- Evaluating and improving instructional programs based on student performance data and other relevant data

Professional Learning

A quality professional learning program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching, learning, and continuous improvement. Schools with high competency and commitment levels embrace the concept of professional learning communities as a philosophy and process to establish a collaborative culture with a focus on student achievement. Effective professional learning efforts include high-quality ongoing development with intensive follow-up and support. In addition, the most effective professional learning models incorporate processes that are research-based and designed to engage adult learners.

Delivery of a quality written curriculum requires all stakeholders to be informed regarding the characteristics of the curriculum components and implementation expectations. The district will provide professional learning for principals, instructional coaches, returning teachers, and new teachers to ensure a shared vision regarding the use of curriculum components. Additionally, professional learning will be provided for teachers on research-based approaches to effective instruction. Professional learning will be used to efficiently address teacher growth in their professional career. Curriculum related professional learning will include but may not be limited to:

- Research-based learning opportunities in how to design and deliver a standards-based aligned curriculum
- Induction training for new teachers and administrators
- Mentoring and coaching for all new teachers and administrators
- Follow-up and support for effective implementation of job-embedded learning
- Opportunities for teachers, instructional coaches, and administrators to attain new learning and to share ideas and instructional strategies

Planned professional learning that communicates the goals, component purpose, and key features of the written curriculum will serve to enhance teacher efficacy in implementation. Further, this type of professional development will promote mastery of the curriculum and thereby enhance student learning.

Learning Forward has identified standards for the design and implementation of professional learning efforts. Gilmer ISD embraces these standards for professional learning as follows:

Learning communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Hirsh, Psencik, & Brown (2014), p. 35.

Section V: Tested Curriculum

Executive Summary

The district assessment program establishes appropriate measures for determining the effectiveness of curricular design and instructional programming at the district, campus, and classroom levels. It includes both formative and summative assessments. Gilmer ISD's formative assessments are modeled after best practices delineated in the work of Stiggins, Arter, Chappuis & Chappuis (2006); Marzano, Pickering, Pollock (2001); Wiggins & McTighe (1998); O'Neill and Conzemius (2006), and Conzemius & Morganti-Fisher (2012). These assessments serve to provide data used to drive decisions at all levels from student to campus to district to ensure that students are recipients of instruction anchored in a guaranteed and viable curriculum that provides instruction in all student expectations provided by the state standards and are aligned with the district's scope and sequence. Summative assessments inform teachers and students whether the intended learning occurred at the end of a unit or course of study. Both types of assessments, when done properly, are powerful catalysts for improved learning on the part of both students and teachers.

Key Points

Board policy EG (Local) directs staff to use assessments for the acquisition, analysis, and communication of student achievement data for

- Measuring student progress
- Directing and focusing teachers' planning of instruction
- Informing students about their learning
- Identifying the critical needs for district/campus planning
- Evaluating the efficacy of curriculum and programs
- Communicating progress to the Board of Trustees, parents, and community

Both formative and summative assessments should be incorporated into the district assessment plan that includes

- A variety of assessment instruments (i.e., district-based assessments, benchmarks, state assessment, early reading assessments, and universal screeners).
- A district calendar of assessments that are used to provide data for decision-making and adjustments to the curriculum
- Procedures that delineate the roles and responsibilities for assessments at the district and campus level
- A process and plan for administering STAAR, TELPAS, ISIP, TPRI, DRA, etc.
- A budget to support the assessment program
- A plan for delivering professional learning to teachers and administrators responsible for the implementation of the district assessment program
- A blueprint of each district-based assessment that will be administered.

Purpose and Use of Formative and Summative Assessments

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at the district, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum standards and the extent to which teachers are teaching the curriculum with fidelity in the classroom.

Student performance data are needed to support decisions about the design and delivery of curriculum. Board policy EG (Local) directs staff to use assessments for the acquisition, analysis, and communication of student achievement data for

- Measuring student progress
- Directing and focusing teachers' planning of instruction
- Informing students about their learning
- Identifying the critical needs for district/campus planning
- Evaluating the efficacy of curriculum and programs
- Communicating progress to the Board of Trustees, parents, and community

To this end, the tested curriculum includes the following components

1. A districtwide 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: teacher-developed assessments (benchmarks, course exams, etc.), state assessments, and district required assessments, end-of-course exams, college entrance exams (ACT), and/or college placement exams (AP)
3. An information management system (TARGET or DMAC) 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
6. An assessment process that allows students to demonstrate and receive credit with no prior instruction in a particular course EHDC (Legal and Local) and EHDB (Legal and Local)
7. A process evaluation component that guides curriculum redesign, instruction planning, and programmatic decisions based on student achievement within each program area

Section VI: Roles and Responsibilities

Executive Summary

In this section of the Curriculum Management Plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

Key Points

- The board of Trustees through its policy-making role is responsible for establishing policies and supporting regulations to direct and support ongoing curriculum development and evaluation.
- The Superintendent is responsible for the implementation of the Board's policies and district regulations which include the development and implementation of curriculum.
- The central administration is responsible for the development, assessment, and implementation of district curriculum.
- The campus principal is the key to implementing and monitoring the delivery of the curriculum.
- Teachers are responsible for effectively planning, delivering, and assessing the district curriculum.
- Students are responsible for actively participating in the teaching/learning process.
- Parents are active partners with teachers so that each of their children meets the Gilmer ISD Graduate profile.
- The Executive Director for Business Services will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming.

Roles and Responsibilities for Curriculum Management

Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, work tasks to be performed, and finances allocated toward fulfilling the school's primary function. Roles and responsibilities for the key stakeholders regarding curriculum management shall include the following:

The Board of Trustees will

- adopt policies and support regulations to direct and support ongoing curriculum development and evaluation
- approve recommendations from the superintendent regarding curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and SBOE rules
- approve a budget that provides adequate funding for staff development that focuses on curriculum design and delivery for increased student achievement

- demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work
- communicate to its constituents the Board's curricular expectations
- fund, through the budget process, adequate resource to implement the curriculum

The Superintendent will

- implement the policies of the Board
- recommend that central staff is hired to develop, assess, and manage curriculum
- enforce the use of District curriculum
- ensure that a functional decision-making structure is in place to carry out this administrative regulation
- ensure that a master long-range plan is in place for curriculum development, revision, program evaluation, and student assessment
- implement the master long-range plan, providing technical and expert assistance as required
- assist principals in monitoring implementation of the curriculum
- recommend a budget to support curriculum design and delivery work
- require that administrative regulations and management plans are developed and followed
- ensure that a functional organizational structure is in place to manage curriculum design and delivery functions
- report annually to the Board concerning curriculum design and delivery progress
- be responsible for system coherency and capacity

The Assistant Superintendent for Curriculum and Instruction will

- develop a plan for curriculum management, development, customization, revision, and evaluation
- establish curriculum regulations, guidelines and priorities
- provide technical and expert assistance as well as training and resources needed to implement the curriculum
- ensure that Curriculum and Instruction personnel remain updated on curriculum expectations and initiatives
- oversee the Instructional Coaching Program
- oversee the assessment of curriculum
- establish district testing calendar
- provide guidance for the principals in data analysis of benchmark tests and state assessments
- provide support to principals in their role of implementing and managing the curriculum on their campuses

The Executive Director for Business Services will

- ensure that the District's budget reflects the organization's goals and priorities
- use a program-based budgeting process that is based on goals, priorities, need, and cost benefit, and perceived consequences if funding request is withheld or reduced demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process
- be able to track cost and benefit analysis to programs and services

The Campus Principal will

- serve as the primary instructional leader for campus staff and be responsible for managing and monitoring the implementation of the district curriculum
 - by observing lesson delivery and the learning taking place in each classroom
 - by monitoring appropriate and efficient use of time and resources
 - by monitoring and reviewing assessment data generated on the campus
 - by monitoring the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement
 - by conferencing with individual teachers and/or teams
 - by reviewing lesson plans and comparing to district curriculum documents
- convey the importance of curriculum delivery and instructional best practices on a regular basis
- develop a working knowledge and conduct a periodic review of the district curriculum for all subjects/courses represented at the assigned campus
- communicate regularly with the C&I department regarding district curriculum concerns and instructional expectations
- provide campus-based professional learning that improves curriculum delivery and student performance
- provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities
- provide campus-level opportunities for stakeholder input on district curriculum
- monitor curriculum implementation through curriculum planning meetings or reviews of minutes of such meetings
- use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives
- use, as a minimum, formal observations and frequent walk-through observations utilizing the district's walk-through template
- participate in professional learning offerings to effectively carry out instructional leadership responsibilities
- communicate to parents their role in supporting learning for their children
- demonstrate an understanding of the curriculum management plan and their role within the plan

The Instructional Design Coaches will

- provide instructional support for campus staffs based on the Jim Knight Coaching Model
- consistently communicate with campus principals as appropriate
- create and maintain planning notebooks for each core course
 - TEKS Breakdown
 - Supporting information provided by TEA
 - STAAR items and local data associated with each item
 - Vertical alignment as available
 - Scope and Sequence
- Support unit planning with each team/department
 - TEKS understanding with emphasis on depth and complexity
 - Big ideas
 - Essential questions
 - Help create Unit assessments that measure student mastery at the appropriate level of depth and complexity
 - Help teachers establish learning progressions
 - Help teachers define success criteria
- review data to evaluate curriculum effectiveness and curriculum alignment
- creation of district assessments as needed
- conference with individual teachers and/or teams
- identify GISD priority standards for each course
- possess a clear understanding of the use of district curriculum documents
- maintain local curriculum documents/TEKS Resource System documents
- provide assistance for teachers in understanding how to use district curriculum documents
- communicate regularly with the C&I Department regarding district curriculum concerns and instructional expectations
- provide campus-based professional learning on the planning process/content
- provide opportunities for teachers to discuss and share ideas and strategies through individual conferencing and/or professional learning communities
- demonstrate an understanding of the curriculum management plan and their role within the plan
- demonstrate an understanding and commitment to the district curriculum alignment process
- work with the delivery team and campus administration to ensure cohesiveness between design and delivery

The Instructional Delivery Coaches will

- provide instructional support for campus staffs based on the Jim Knight Coaching Model
- consistently communicate with campus principals as appropriate

- observe teaching and learning in each classroom
- assist teachers with lesson delivery and developing formative assessments that measure student growth during a unit instruction

- assist teachers in using data to guide instruction and to evaluate alignment
- model effective instruction for teachers
- co-teach with classroom teachers as appropriate
- conference with individual teachers and/or teams
- research a variety of instructional practices and resources to share with teachers
- support individual teachers with classroom management, creating professional goals, creation of student goals, and successfully implementing programs and strategies emphasized by the district
- convey the importance of curriculum delivery and instructional best practices on a regular basis
- possess a clear understanding of the use of district curriculum documents
- provide assistance for teachers in understanding how to use district curriculum documents
- communicate regularly with the C&I Department regarding district curriculum concerns and instructional expectations
- provide campus-based professional learning that improves curriculum delivery and student performance
- provide opportunities for teachers to discuss and share ideas and strategies through individual conferencing and/or professional learning communities
- use the Basic 5 Observation Form to gather data in assisting teachers with instruction and classroom management
- demonstrate an understanding of the curriculum management plan and their role within the plan
- demonstrate an understanding and commitment to the district curriculum alignment process
- work with the design team and campus administration to ensure cohesiveness between design and delivery

The teachers will

- be responsible for effectively teaching the district's written curriculum
- deliver classroom instruction by developing lesson plans
- design lessons to ensure high student engagement
- determine and document student mastery by using a variety of assessments, including mastery checks, curriculum-based unit assessments, benchmarks, state, and national assessments
- collaborate through professional learning communities for the purpose of improving student learning

- involve students in the learning process through the use of a variety of strategies and grouping arrangements
- use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and principal
- differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives
- participate in professional learning designed to improve classroom instruction and develop teacher leadership
- demonstrate an understanding and commitment to the district curriculum alignment process
- participate in curriculum development and evaluation activities as appropriate

The students will

- recognize the importance of their active engagement in the learning and assessment process
- understand and articulate their learning strengths and needs
- articulate and apply the learning objectives within a required unit of study
- come to class with all the necessary learning tools
- actively engage in the learning process
- use data results to establish learning goals
- meet or exceed learning requirements based on the district curriculum
- recognize the impact their behavior has on their own learning and the learning of others
- set goals for their own learning and aspire to meet the criteria of the Gilmer ISD Graduate Profile

The parents will

- partner with teachers and administrators
- establish high expectations for learning and nurture 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
 - attending parent/teacher conferences
 - keeping up with their child's progress, report cards, and test data
 - making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools
- help their child develop good 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 healthcare needs of their child

Glossary and References

Glossary of Terms

Alignment	The agreement (match) of the written, taught, and tested curriculum, the vertical alignment refers to agreement throughout the PK-12 system: horizontal alignment refers to agreement within a grade level or course
Articulate	The curriculum is focused and connected vertically from one grade level to the next or from one school to the next
Coherence	The process for planning instructional units and lessons that allows teachers to use backwards design to build units of instruction that are based on state standards
Context Alignment	Teach in the way the skills are tested; the format or testing protocol students must follow for success on an assessment
Curriculum	The knowledge, skills, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses; the Texas Essential Knowledge and Skill (TEKS)
Curriculum Alignment	Teach what is tested; the skills, knowledge, and information required of students for success on an assessment
Data Disaggregation	The act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so that teaching changes as a result. Such changes may include or exclude different content, may spend more time on certain areas to teach, and may alter the scope and/or sequence of curricular content
Data-driven Instruction	The use of student achievement data and other learning data to guide instruction, set goals, and monitor programs and curriculum
Depth and Complexity	Depth – exploration of content within a discipline; analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations

	Complexity – extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view
Instruction	Focused and connected teaching; the process used by the teachers to implement the curriculum
Scope and Sequence	Refers to what it is students are to learn (scope) and the order in which those are to be taught (sequence)
Taught Curriculum	Refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction
TEKS Breakdown	The process of breaking down the Texas Essential Knowledge and Skill to be taught into smaller segments to understand the relationship among the process skills, level of rigor, and intended meaning to ensure a clear understanding as to the depth and complexity of the TEK
Tested Curriculum	The portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress towards mastery of the written curriculum
Written Curriculum	The standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives, which are aligned to district developed assessments, suggested timeframes, examples of instructional strategies, aligned resources, correlations to STAAR, and a scope and sequence.

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