Curriculum Management Plan

LUMBERTON INDEPENDENT SCHOOL DISTRICT

LUMBERTON
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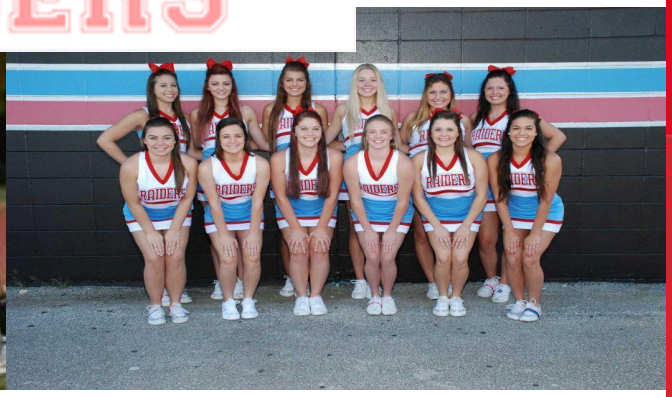

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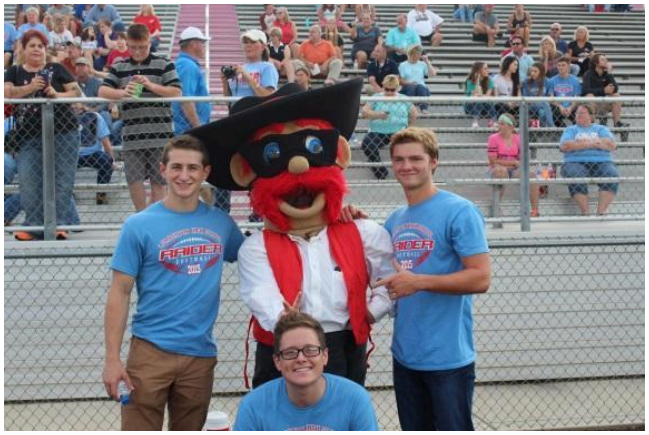

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About the District

Lumberton ISD History

In 1957, the Loeb Common School District and Chance Common School District consolidated to form Chance-Loeb School District, to serve area students in the first through eighth grades. High school students attended either Silsbee or Kountze High School. The Chance-Loeb School District became Lumberton ISD in 1967.

Early Childhood (Pre-K, K, T-1, 1ST, PPCD)

Lumberton Early Childhood School was built in 1960 and was first named Lumberton Elementary School, which served as the only school facility until 1967, when a new high school was built. In its early years, this original building housed grades 2-11. By 1973, the facility became known as the Intermediate School with grades 4 through 6. Later, grades kindergarten, 4, and 5 were housed in the facility, until 1994, when it became the Early Childhood School and served pre-k, kindergarten, transition first, and first grade students. A cafeteria and an office area were added to the campus in 1995, and a new classroom complex was built in 2003. Currently, this building holds PPCD, pre-k, kindergarten, and transition first grade. Transition first grade was phased out in the 2021-2022 school year.

Primary School (1st, 2nd, & 3rd)

Lumberton Primary School was built in 1973, for grades K-5. In 1967, while construction of the new high school was being built, our first grade was temporarily housed at Fletcher Emmanuel Baptist Church. In 1977, an additional building was added to house kindergarten and first grade. Kindergarten was eventually moved to the Intermediate School

because enrollment exceeded the building capacity. In 2000, a new 80,000 square foot Lumberton Primary School was built and now housed grades 2 and 3. In 1973, the original building was extensively remodeled and first grade had a new home beginning in 2001. In 2005, a joint venture between LISD and the City of Lumberton allowed the district to make a major upgrade to the playground with significant improvements added. Additionally, a special needs playground was built to accommodate all students. The Primary School is located at 128 East Candlestick Drive, Lumberton, Texas 77657.

Lumberton Intermediate School (4th & 5th) was completed in 1994 for students in grades 4th, 5th, & 6th grades. It relieved overcrowding at three campuses by taking one grade level from each. A gym was added in 1997, and the upstairs was used as a workout room for the high school athletics department as well as open to the public in the evenings. In 2002, fourteen additional classrooms were added to the campus. In 2012, the cafeteria was renovated and a multi-purpose gymnasium practice facility was added. In July 2022, as a result of the passage of a 76.8 million dollar bond, Lumberton Intermediate was moved to 123 South Main street. This building had previously been Lumberton Middle School and was the original building of Lumberton High School. The grade level configuration changed to house only grades 4 and 5.

Lumberton Middle School (6th, 7th, & 8th) was built in 1967 and served as the high school until 1979, when the present high school was built. It housed grades 7-12. Eventually, the Middle School housed 6th, 7th, and 8th grades until 1994, when the new Intermediate School opened and 6th grade was moved to that campus. Currently, the Middle School provides instruction for students in grades 7-8. The Choir Room was added in 1990, and the facility received extensive remodeling in 2002. Fourteen new classrooms and the Band Hall/Gym facilities were added in 2003. A joint venture between LISD and the City of Lumberton provided an upgrade of the Middle School football field lighting, in 2005. At the same time, a new concession stand was added and in 2012, electrical changes were made. In

2014, a life skills module was added. In July 2022, as a result of the passage of a 76.8 million dollar bond, Lumberton Middle School was moved to 107 South LHS Drive. This building had previously been Lumberton Intermediate School. The bond construction provided 15 new science classrooms/labs, a renovated library, renovated administrative offices, and several renovated classrooms. The Middle School grade level configuration changed to house grades 6, 7, & 8.

High School (9th, 10th, 11th, 12th)

Lumberton High School was built in 1979 for students in grades 9-12. The original facility consisted of the main building with classrooms, vocational building, fieldhouse, and athletic fields. Several construction projects have added additional facilities to the high school complex; C-Hall in 1995, Girls' Field House in 1997, Stadium expansion in 1998, and the Band, Choir, D-Wing, and Food Court areas were completed in 1999. The Science Lab addition to D-wing was completed in 2002. The baseball and softball lighting was added in 2005. In 2011, the practice facility was built and lighting was added for the tennis courts. Electrical changes were made in 2012, along with a new science lab addition, renovated field house/weight room/trainers area, stadium as well as an expansion to the concession stands. In 2016, the football field and track were renovated. The field was replaced with artificial turf and the track was resurfaced. In 2020-2021, the tennis courts received a major upgrade with new surfacing and a complete logo wrap on all fencing. New benches were added along with new nets. In the summer of 2021, the LHS gym was resurfaced, a painting of the athletic logo was put at center court, and a new state of the art scoreboard system was added. Girls and boys locker rooms were renovated and the hallway flooring was replaced in all major walkways. In the fall of 2021, the LHS football stadium added a jumbotron scoreboard.

Administration Building

The original Administration Building was located on the Early Childhood campus and was a wooden building referred to as "The Porch". Later, a portable building was added to the grounds to house the district administration staff. Our current location at 121 South Main was built in 1978 and a new addition to the location was built in 1996.

Land Purchase 2007-Purchase of 155 acres on Hwy. 421

Performing Arts Center

In 2013, Hardin County received a grant from the Federal Emergency Management Agency to construct a storm shelter.

Lumberton ISD was selected as the best location for the storm shelter. Construction began in the 2013-2014 school year and opened for 2014-2015. The facility is located on Highway 69 between Lumberton High School and Lumberton Intermediate School.

This building is primarily used as a performing arts center with seating for over 1300 people, a large stage, state of the art technology, and a beautiful foyer. In times of emergencies it is the staging area for all of the region's emergency management agencies and can serve as a storm shelter. It is often used by the community and county for public health purposes as well as a high quality facility for student performances and special events.

New Construction is Underway 2021…

School Songs:

Lumberton Raider Fight Song

Hit ‘em high! Hit ‘em low!
Hit ‘em harder! Watch them go!
As the Raiders go fighting along.
Game to game, still the same,
As we roll on to our fame.
As the Raiders go fighting along.
For it’s high, high hee! Off to victory!
Shout out your praises loud and clear!
Big “L”!!!
And through the years, you will hear our cheers.
As the Raiders of Lumberton High!

School Song

To you we sing our praises,
Mighty Raiders true,
Emblem of our hopes and faith.
We pledge our love to you,
And as the years go by us
And our fondness grows,
We will forever praise our
Lumberton High School.
Go….fight….go, fight, win.

Lumberton ISD Mission Statement

"Challenge & inspire all students to develop their talents, becoming the best version of themselves"

Lumberton Vision Statement

"To be a premier school district with an inclusive culture for excellence in learning & leading"

Motto

"Raiders today. Leaders tomorrow."

Lumberton ISD Core Values

Activate each individual's full potential by:

Promoting innovation
Encouraging lifelong learning
Creating opportunities
Having high expectations for all

Continue a tradition of excellence through:

Demonstrating Raider Pride
Exemplifying energetic leadership
Exuding positivity
Promoting a family atmosphere

Exemplify character traits based on:

Honesty & integrity
Inclusiveness
Compassion
Work ethic
Perseverance
Confidence

Provide a positive environment with:

Opportunities to grow
Safe & nurturing conditions
Individuals who are team players
Strong relationships
High levels of community support
Transparent & timely communication
Family-oriented values

Curriculum Development and Review

The Board recognizes the need for and value of a systematic, on-going program of curriculum development and evaluation. The design and implementation of the curriculum will be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instructional and programmatic efforts in the District and to meet changing needs. This curriculum component will 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. While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction will be derived from a set of curriculum standards common to all students. There will be equitable access to the curriculum for all students.

I. Curriculum Management Plan

Rationale/Purpose

Lumberton ISD is committed to continuous school-wide improvements, and therefore, has developed a Curriculum Management Plan to support quality teaching and meet/exceed standard requirements. The curriculum management framework brings together the curriculum components of written, taught, and tested to create an environment of shared values and a clear understanding of success. Every student is provided opportunities to learn with equitable access. The Texas Essential Knowledge and Skills are used to instruct, set expectations and goals, as well as set evaluative measures for determining growth. Through collaboration, with keeping community values, state expectations, and student success in mind, Lumberton ISD believes this culminated plan will produce successful learners, confident individuals, effective contributors, and responsible stakeholders. This tool encompasses all pieces of the curriculum and provides the framework for consistency, quality assurances, defined process procedures, shared communication, and secure relationships that support the continuous movement toward meeting district goals successfully. The Curriculum Management Plan is a structured document that delineates the philosophy, goals, objectives, beliefs, learning experiences, instruction, and assessments. The Teaching and Learning Department along with the campus administration will communicate expectations in the use of The Curriculum Management Plan:

- Through faculty meetings directed by campus administrators guiding staff through the sections of the plan
- Through PLC meetings, planning teams, and trainings with the Teaching and Learning Department referring to sections of the plan such as assessment, designing lessons, and delivery of instruction
- Website
- Social media tools

Curriculum Vision Statement

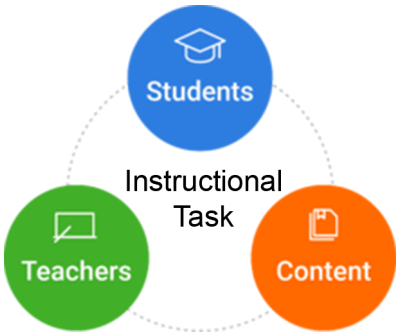
The curriculum vision of Lumberton ISD is to provide students with an equitable, relevant, rigorous, and engaging curriculum which is aligned, managed, and assessed in order to develop an inclusive culture for excellence in learning and leading.

Curriculum Mission Statement

The curriculum mission of Lumberton ISD is committed to providing a curriculum aligned to state and national standards, coupled with research-based best practices and high quality professional development, leading to the growth and success of all students.

Curriculum Philosophy

The Lumberton Independent School District's curriculum philosophy is built upon the belief that all students can learn at high levels. To ensure high levels of learning, our instructional practices must be research-based and rigorous. According to Elmore (2009), it is the relationship between the teacher, the student, and the content—not the qualities of any one of them by themselves—that determines the nature of instructional practice. Such a three-way relationship is called the *Instructional Core*.



The *Instructional Task* is at the center of the Instructional Core. The instructional task is the actual work that students are asked to do in the process of instruction—not what teachers think they are asking students to do, or what the official curriculum says. The model of the instructional core provides the basic framework for how to intervene in the instructional process so as to improve the quality and level of student learning.

Effective instruction also comes from teamwork and collaboration. The goal of the curriculum plan is to provide rigorous instruction through critical thinking, problem solving, and innovative techniques that support students in achieving objectives and state standards. The curriculum is designed using a standards-based approach to establish a framework where all students are capable of achieving excellence in learning the Texas Essential Knowledge and Skills.

Curriculum Belief Statements

We believe:

1. We believe in our ability to ensure high levels of learning for all students.
2. We make the commitment to ensure learning for all students.
3. The real accountability system is in the tasks that students are asked to do.
4. Task predicts performance.
5. Curriculum is foundational and serves as the focus for instruction.
6. Curriculum development is a collaborative process involving a shared vision by all stakeholders, representing all students
7. Curriculum consists of aligned state standards specific to grade level depth of knowledge and expectations.
8. Curriculum supports the national College, Career, and Military Readiness standards.
9. Curriculum allows for creative teacher delivery and meaningful student learning through accessible, manageable, and flexible documents that are continuously updated.
10. Curriculum assessments (formative and summative) are developed and used to evaluate the effectiveness and quality of the written and taught curriculum.
11. Curriculum is vertically and horizontally aligned to provide consistency across the district.
12. Curriculum utilizes technology to support learning, while providing tools for managing documents, design, and delivery.
13. Curriculum includes aligned standards, vetted instructional materials and technology applications, TEKS aligned assessment materials, and researched-based teaching strategies.
14. Lumberton ISD strives to provide necessary resources for implementing and supporting the written curriculum.

II. Curriculum

Executive Summary

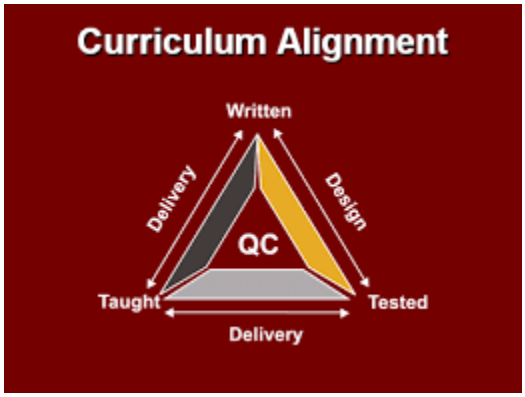
This section outlines the management principles governing the creation of curriculum in Lumberton ISD. These principles help coordinate the development of the written, taught, and assessed components, which guide the delivery of instruction.

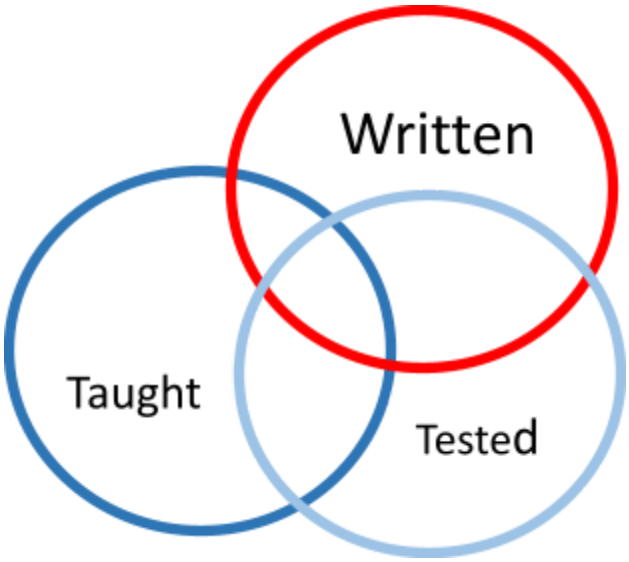
Key Points:

- *Board Policy Statement EH (LOCAL): Curriculum Development* (See Exhibit 1) directs administration to develop an articulated, written curriculum for all content areas.
- Board policy directs teachers to teach the district curriculum, assess and document mastery and modifications, and participate in curriculum development and revision. School-based administrators monitor implementation of important instructional practices and materials.
- Curriculum management principles and procedures 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 periodic assessments to evaluate the overall effectiveness of the curriculum in producing desired student achievement results.

<u>Curriculum Model</u>

The curriculum model used by the district is based on Fenwick English's alignment model that includes three components: written curriculum, tested curriculum, and taught curriculum. The leading purpose of this model is to maintain quality control through the design and delivery of the curriculum.





Curriculum Defined

In Policy Statement EH (LOCAL) Curriculum Development, (Exhibit 1), the Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum will be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instructional and programmatic efforts in the district and to meet changing needs. This curriculum component is an integral part of the district's long-range planning process. Instructional differentiation is derived from a set of curriculum standards common to all students with equitable access to the curriculum.

Curriculum Management Definitions

- **Curriculum Alignment:** The state and local academic standards, educational programs, instructional materials, teaching techniques and academic assessments all coordinate with one another within schools. When there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically. This provides a coherent system for students to progress through the system, which increases the impact of organizational focus that exists between the written, taught, and tested curriculum.

- **Written Curriculum:** Standards, goals, and objectives that students are expected to achieve and teachers are expected to teach. The written curriculum contains standards/objectives which are aligned to the state curriculum framework (Texas Essential Knowledge and Skills), district developed assessments, suggested time frames, examples of strategies, grouping arrangements, programs, aligned resources, correlations to State Assessment of Academic Readiness (STAAR), and other district used assessments such as Advanced Placement, SAT/ACT, as well as any assessments associated with certifications, licensures, and end of course.

- **Taught Curriculum:** Refers to the written curriculum in action.

- **Lesson Planning:** Refers to collaborative planning to develop an instructional guide for the purpose of teaching the written curriculum.

- **Tested Curriculum:** The portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

Curriculum Management Principles

- Curriculum development includes the processes for the management, development, and delivery of the curriculum reflecting the best understanding of the growth and development of learners.
- Standards and student expectations are based upon the Texas Essential Knowledge and Skills (TEKS) and provide a framework for the development of a core set of non-negotiable and measurable student standards that are incorporated into scope and sequence documents. These documents are both vertically and horizontally aligned. All curricular documents, when used by teachers, serve as guides to connect and focus teaching and facilitate the decision-making process about teaching and learning.
- Curriculum documents are aligned, accessible, manageable, user friendly, and kept current by district curriculum coordinators.
- Curriculum is assessed by formative and summative assessments at the district, campus, classroom, and individual student levels.

Instructional Management Principles

- Teachers are required to teach the district curriculum as designed and accessed from the district management system.
- Teachers are required to submit lesson plans per campus guidelines.
- Classroom instruction, including instruction for special population groups, will be aligned to the district curriculum to include all skills and content required by the aligned scope and sequence.
- Teachers select instructional resources, such as textbooks, software, community resources, and other materials based upon a review process (Exhibit 4, *Resource Referral Process*) to ensure alignment to their required district curriculum.
- Professional development is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum and differentiate instruction based upon identified needs of students (Exhibit 15, *Professional Learning Approval Process*).

Assessment Management Principles

- Student assessment data is disaggregated, distributed, and used to:
    - guide teacher lesson design and instruction at appropriate levels of depth and complexity
    - plan for student learning
    - direct continuous district/campus improvements
    - modify curriculum alignment
    - make programmatic decisions
    - communicate student performance progress to parents
    - establish trend data that is reported to the Board of Trustees

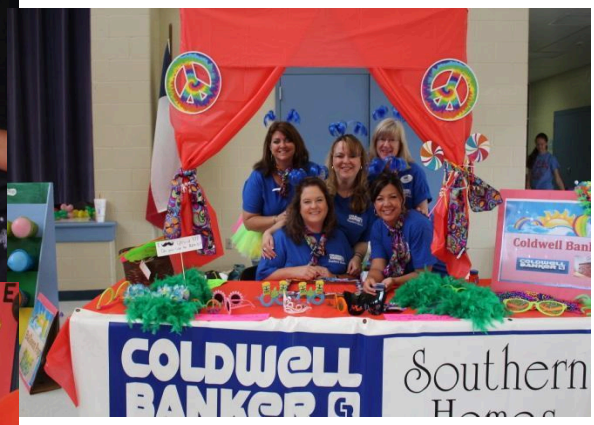
    - guide the professional development of the staff
    - used as the basis for quality control of the system

- District curriculum will be assessed to evaluate its overall effectiveness and its capacity to produce desired student achievement results with the use of aligned curriculum and common assessments.

III. Curriculum Expectations

Teach

Learn



Understand

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 that are articulated from PK12, sequenced based upon grading periods, non-negotiable for teacher use, and measurable based on district assessments.
- Lumberton ISD provides staff access for core curriculum to Year-At-a-Glance (YAG) Documents, Vertical Alignment Documents, Scope and Sequence Documents, Lesson Plans, Assessments, and Assessment Data in the district's digital automated platform system.
- The Board of Trustees will approve all course offerings and state approved resources for local adoption purposes.
- Curriculum for non-core courses will be developed within the department to address course pacing and horizontal alignment.
- The Portrait of a Graduate will highlight the intent of the curriculum.

The Written Curriculum

The Planned and Written Curriculum

The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. The PK-12 curriculum is based on a core set of non-negotiable and measurable standards, objectives, and skills that prepare students to be college, technical school, or workforce ready and to be responsible community members.

The focus of the curriculum will ensure:

- An emphasis on reading and writing at grade level;
- The mastery of grade level standards required of the Texas Essential Knowledge and Skills (TEKS)
- The development of objectives derived from state, national, and local assessments.

The expectations of the curriculum include:

- All curriculums are documented in writing;
- The curriculum is reviewed and updated collaboratively with district coordinators and teachers as needed on a regular cycle of review;
- Teachers will have access to grade-level TEKS plus all other curricular documents and tools developed within the district and will use these tools to develop daily lesson plans
- The curriculum embeds external assessment learnings and reflects alignment to the state standards.
- District-level support staff and administrators will work with teachers to maintain consistency between the written curriculum and curriculum objectives actually taught.

LIBERTY
Magna Carta

MATH
WORKSHOP

Components of the Written Curriculum

The district curriculum is written and aligned to ensure that students are prepared to be successful learners. A district-approved process is used for developing and customizing all curricular areas that will include working with vertical and horizontal teams of teachers for grades PK-12 in all core areas. Electives and courses offered in advanced and Advanced Placement (AP), fine arts, and health/physical education have a scope and sequence created within the respective departments. The district utilizes and customizes the curriculum documents provided by the Texas Education Agency for Career and Technology Education (CTE) courses. All documents are housed in the district's digital automated platform system for ease of access by teachers.

Components of the written curriculum include the following:

- Vertical Alignment Documents (VAD)
    - Identify prerequisite skills and will be considered when designing aligned lessons.
- Year-At-A-Glance Documents (YAG)
    - Provide an overview of when the TEKS are covered during the year.
- Scope and Sequence Documents
    - Provide a detailed view of when the TEKS are covered during the year and helps ensure consistency across the district.
- Curriculum Guides
    - Build a framework for consistency across grade levels and content areas while allowing for creative teacher delivery and meaningful student learning.
    - Identify what is essential and reinforce complex learning, leading to mastery within and across grade levels.
    - Ensure the same expectations and opportunities for all students.
- Instructional Focus Documents (IFD)
    - Unit planning guides that provide an overview of the unit, overarching ideas, unit concepts & understandings, student misconceptions/underdeveloped concepts, key vocabulary, unit-level specificity of the TEKS, ELPS, and Performance Assessments.
- Assessment Documents
    - Designed to give teachers and instructional leaders data on student performance based on the TEKS covered throughout the year.
    - District-designed assessments are administered during designated instructional periods, covering specified TEKS addressed in the scope and sequence.

Criteria for Selecting, Developing, and Revising Curriculum

Selection of instructional resources, such as textbooks, software, and other materials, are selected based upon their alignment with the curriculum objectives and curriculum priorities of the district.

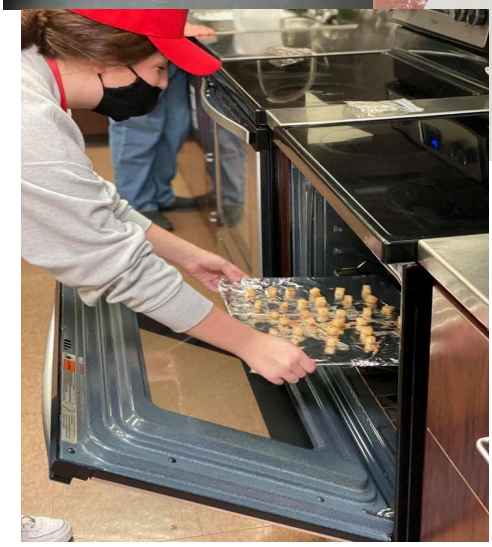
The curriculum is a district-level decision in order to ensure equal access to the curriculum by each student. Proposals to add, delete, or change the written curriculum and/or course offerings are submitted to the Teaching and Learning Department for consideration.

All programs, including those for special population students, are 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 necessitates integration and collaboration by teachers assigned to the various programs as they work with the general education teachers in providing appropriate interventions for students.

All curriculum decisions, including but not limited to elimination, addition of programs, and courses, or extensive content modification, are subject to district approval. When curriculum documents are changed extensively by the district, an external expert may be used to evaluate the rigor and alignment of curricular content based on student performance data. Since curriculum management is a system decision, not a campus or employee decision, proposals from employees are submitted to their campus principals for referral to the Teaching and Learning Department (see *Roles and Responsibilities Section***)** in order for consideration and approval to be given. Also see Exhibit 4, *Resource Referral Process* and Exhibit 9, *Course Addition, Revision, Deletion Process.*

The criterion descriptors for the minimal components and specificity are the basis for developing and evaluating all curriculum documents in Lumberton ISD. (Exhibit 2, *Audit Criteria)*

IV. District Expectations for Teaching Curriculum



Executive Summary

Instruction is defined as curriculum plus teaching. Through Curriculum Design (EH LOCAL), the board policy specifies that teachers are required to use the district curriculum guides (if available) 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 digital automated platform system.
- Lesson planning will include suggested research-based components that focus on what is necessary for students to learn the curriculum at high levels of engagement.
- Effective lesson planning is vital 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 a 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.
- Lesson planning occurs at the teacher level and is monitored by campus administrators adhering to suggested components set by the district.
- It is expected that instructional delivery will be based on sound teaching principles and grounded in educational research, and supports the district's mission.

The Taught Curriculum

Teachers are expected to contribute to the refinements of the written curriculum and to teach the district curriculum objectives. To ensure a high degree of consistency, the instructional delivery of the objectives is aligned with the planned, written, and assessed curriculum. All programs, including those for special populations, are aligned to the district curriculum and integrated in their approach.

Curriculum guides are used to map a logical sequence of instruction. They serve as the framework from which a teacher develops individual lesson plans and approaches to instruction intended to serve a student's particular needs at a particular time. In addition to the consistent delivery of the objectives in the curriculum, instructional delivery is based on sound teaching principles grounded in educational research. Instructional supervision efforts focus on these sound teaching principles.

This systematic process will include (EH LOCAL: The Taught Curriculum):

- Establishing a school climate that continually affirms the worth and diversity of all students.
- Expecting that all students will perform at high levels of cognition.
- Ensuring that all students experience opportunities for personal success.
- Varying the time for learning according to the needs of each student and the complexity of the task.
- Having both staff members and students take responsibility for successful learning.
- Analyzing the content of each objective so that instructional strategies match content and assessment.
- Sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
- Orienting students to the objectives to be learned.
- Assessing student mastery of the objectives to determine the need for movement to a new instructional objective or the need to extend, enrich, or correct that objective.

Components of Lesson Design

The district, through Board Policy Statement: EH (LOCAL) Curriculum Development has delineated expectations of the teaching process. Specifically, teachers are required to use the

district curriculum and *Instructional Word Wall Guide* as their primary source of instructional direction to purposefully plan and design lessons using research-based components. To ensure continuity and equity across the district in the delivery of the curriculum, all faculty members can exercise their responsibility to contribute to the alignment, refinement, and continuous improvement of curriculum design and delivery.

District curriculum and instruction components 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. Principals, district-level support staff, and teacher leaders will ensure that optimum use is made of available written curriculum materials and instructional time.

When planning and designing lessons, teachers will consider the following suggested researched-based components:

Suggested Lesson Plan Components
o Standards and Objectives o Key Vocabulary o Higher Order Thinking Questions o Methods / Activities / Strategies o Hook / Review o Lesson Procedures o Real World / Cross Curricular Connections o Differentiation / Intervention / Enrichment o Formative and Summative Assessments o Closure / Reflection

Suggested Strategies for the Delivery of Instruction
● Stated Student Expectation(s) (TEKS/ELPS) ● Learning Objective(s) (I can) ● Language Objective(s) (I will) ● Academic Key Vocabulary

- Methods / Activities / Strategies
- High Level Questioning
- Instructional Technology to Enhance Learning
- Real World and Cross Curricular Connections
- Academic Discussion / Student Participation
- Checks for Understanding and Assessments
- Closure / Reflection

The Four PLC Guiding Questions

From a systems perspective, (Exhibit 18, *The Four PLC Guiding Questions*) lesson planning is a process where teachers engage collaboratively with colleagues through Professional Learning Communities (PLC) to produce desired learning outcomes. The above-mentioned components reflect what teachers consider when designing rigorous, relevant, and engaging learning opportunities that students see valuable and worthy of their effort.

In addition to consistent delivery of the standards/objectives in the curriculum, instructional delivery shall be based on sound teaching strategies and pedagogy. Instructional supervision efforts may be aligned with these research-based teaching strategies, and principals will use Eduphoria (T-TESS) to document instructional delivery.

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

- Establishing a school climate that is conducive to learning
- Implementing research-based practices
- Expecting high levels of learning for all students
- Ensuring that all students experience opportunities for personal success
- Varying the time for learning according to the special needs of students and the complexity of the task
- Having both staff members and students take responsibility for learning
- Determining students' current skills and learning to guide instruction at appropriate levels
- Basing instructional decisions on student achievement data
- Matching instructional strategies and assessments to the objectives
- Teaching the objectives using the appropriate grouping arrangements and strategies for differentiation

- Providing progression to a more challenging level for students who demonstrate mastery of the objectives
- 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 Portrait of a Graduate (Exhibit 3, *Portrait of a Graduate)*. 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 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, setting, and/or presentation 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 students in order to achieve mastery of the curriculum
- Offering opportunities for students to experience authentic learning through the curriculum
- Providing opportunities for students to advance course work through added alternative course selections when appropriate
- Using tutorials and other interventions to provide needed assistance to students who have not demonstrated mastery
- Using data to identify general performance trends across the district for the purpose of curriculum and instructional improvements
- Developing improvement plans at the district, campus, and classroom levels
- Evaluating and improving instructional programs based on student performance data and other relevant data

Professional Learning

Professional Development

Professional development is designed and implemented to prepare all staff members to effectively utilize the district curriculum, resources, and research-based instructional strategies. Relevant and optional professional development aligned to the district's expectations and staff's needs is offered throughout each school year. A New Teacher Academy as well as a mentor program are offered to our new staff for establishing expectations, sharing goals, and building relationships (Lumberton ISD Professional Development Plan).

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 (Exhibit 6, *Continuous Improvement Model*). Schools with high competency and commitment levels embrace the concept of Professional Learning Communities (PLCs) as a philosophy and process to establish a collaborative culture, with a focus on student achievement. Effective professional learning efforts are also aligned to the core work and include high-quality ongoing development with intensive follow-up and support (Exhibit 15, *Professional Learning Approval Process*). In addition, the most effective professional learning models incorporate processes that are research-based and designed to engage adult learners.

The National Staff Development Council has identified several standards for the design and implementation of professional learning efforts. These standards as well as other research in the field of staff development formulate the basis for district planning that provides for:

- 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 teachers and administrators
- Follow-up and support for effective implementation of job-embedded learning

- Opportunities for teachers and administrators to share ideas and strategies
- Focus on capacity building at all levels to improve teaching and learning

In addition to the list above, professional learning should be differentiated to meet the needs of teachers based on where teachers are in their professional career (i.e., novice to expert). When professional learning opportunities for teachers are based upon a differentiated model that considers readiness and specificity to teaching assignment, teacher acceptance and commitment is higher because they see relevance and consideration being provided.

Instructional rounds should be used as a best practice for teachers observing teachers (Exhibit 20, *Instructional Rounds How-To Guide* and *Instructional Rounds Observation Form)*. The instructional rounds process is a structured and collaborative way for schools and teachers to:

- Determine learning needs for students and educators
- Improve learning tasks
- Develop a shared vision of high-quality teaching and learning
- Coordinate a collaborative culture that supports learning

Campuses will schedule and organize time for teachers to observe other teachers and collaborate with a team to discuss and calibrate. These discussions offer time to gather feedback and plan accordingly. Rubrics for relevance, rigor, and student engagement should be used in observations to maintain expectations and vocabulary.

In summary, teachers need to know how to implement the curriculum using approaches that promote mastery of the curriculum with consideration given to meeting students' individual needs. Professional learning is a means to an end and must be planned to enhance student learning of the curriculum.

V. District Expectations for Assessing Curriculum

Executive Summary

Assessment provides feedback to the stakeholders for continuous improvement of the teaching and learning process. Thus, the use of assessments and the data they generate become an integral part of an effective instructional program. Assessment determines the extent to which students are achieving and maintaining mastery of curriculum objectives. It ensures that instruction is anchored in a curriculum that follows state standards and aligns with the district's scope and sequence. Data improves decision making regarding classroom instruction, use of resources, needed professional development, appropriate instructional support for students, and changes or revisions to consider for curriculum design.

Key Points:

- District Board Policy EH (LOCAL): Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which teachers are effectively delivering the District curriculum.
- Formative and summative assessments align to the written curriculum and are used in the Plan, Teach, Assess Cycle (Exhibit 17*)*.
- A variety of assessment instruments are used to provide data (i.e., district assessments, unit assessments, formative assessments, STAAR/EOC, TELPAS, and Universal Screeners).
- Multiple digital platforms are available for developing, selecting, storing, and administering assessments and for analyzing and reporting results.
- A district calendar of assessments is available at the beginning of each school year for decision-making and calendar planning.
- School-based administrators will review and interpret assessment results to help teachers ensure that the assessments are congruent with the written curriculum (EH LOCAL).

Expectations of Assessing the Curriculum

The Tested Curriculum

Assessments determine the effectiveness of instruction at the district, campus, and classroom levels. Assessments determine the extent to which students are achieving and maintaining mastery of curriculum objectives. District staff designs and uses a variety of assessment approaches to determine the effectiveness of the written and taught curriculum.

The assessed curriculum includes the following components:

- State-level assessments as required
- Locally developed assessments for the core content areas at each grade level

Teachers frequently assess students on the curriculum objectives. Teachers and administrators use test results to assess student achievement, identify trends, and adjust instruction.

Purpose and Use of Formative, Interim and Summative Assessments

The tested curriculum provides for the acquisition, analysis, and communication of student achievement data for the following purposes:

- Measuring student progress
- Directing and focusing teachers' planning of instruction at appropriate levels
- Informing students about their learning for the purpose of setting learning targets/goals
- Identifying the critical needs for formulating district/ campus improvement plans
- Evaluating the efficacy of curriculum and programs
- Communicating student progress to the Board of Trustees, parents, and community

Definition of Formative, Interim and Summative Assessments

The comprehensive district assessment program establishes appropriate measures for determining the effectiveness of curricular design and instruction at district, campus, and classroom levels. It includes formative, interim and summative assessments.

A *formative assessment* is an activity designed to give meaningful feedback to students and teachers and to improve professional practice and student achievement so that appropriate adjustments can be made during the teaching and learning process.

An *interim assessment* is designed at the state level and used at the campus or district level to evaluate students' learning of a defined set of curricular standards/ objectives over longer periods of time than for formative assessments. Aggregated data from interim assessments are used to inform decisions regarding the alignment, design, delivery, and effectiveness of the curriculum at the classroom, campus, and district level.

A *summative assessment* informs teachers and students whether the intended learning (i.e., mastery) occurred at the end of a unit or course of study.

Assessments, as part of an integrated and comprehensive system, are powerful catalysts for improving learning. (Exhibit 12, *PLC Planning Cycle* and Exhibit 18*, The Four PLC Guiding Questions)*.

Formative, interim, and summative assessments are aligned to the written curriculum and are used in planning for learning in the taught curriculum to ensure all students achieve high levels of learning.

The Assessment Model

Student assessment is an integral and critical component of instruction and should not be viewed as a separate event, but rather a process that serves to inform instructional decision making.

Teachers should incorporate the following in their practice:

- Backward Design (Exhibit 19)
- PLC Planning Cycle (Exhibit 12)
- Plan/Teach/Assess Cycle (Exhibit 17)

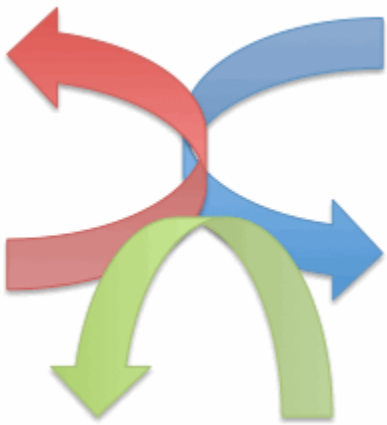
VI. Curriculum Customization and Development Process

Executive Summary

Curriculum customization, development, and revision are ongoing and dynamic processes. Inherent in any of these processes is a level of participation by a variety of individuals representing primary stakeholders who have been selected and trained to work in a variety of roles. Roles may include the Assistant Superintendent for Curriculum and Learning, the Director for Curriculum and Learning, Curriculum Coordinators, Instructional Technologists, Instructional Coaches, and the ESL Coordinator, as well as content area vertical and horizontal teams. People selected to serve in any of the above mentioned structures will work in collaboration with the Curriculum Coordinators and the Director for Curriculum and Learning. The primary goal is to improve articulation, coordination, and collaboration across the system in continuously improving curriculum documents. To accomplish this goal, a cycle of curriculum customization, revision, development, and evaluation is used.

Key Points:

- Curriculum design work is an ongoing and dynamic process.
- Curriculum review and revision will be completed periodically based on annual data, adjustments, and course needs.
- Vertical and horizontal teaming of teachers is vital to the development of curriculum and will be led by the Administrative Curriculum Coordinators with approval of the Assistant Superintendent for Curriculum and Learning and/or the Director for Curriculum and Learning.
- All inputting of curriculum components into the digital automated platform system is under the leadership and direction of the Assistant Superintendent for Curriculum and Learning and the Director for Curriculum and Learning with work of Curriculum Coordinators.
- Training in curriculum development will be ongoing.



Curriculum Customization and Development Process

The district has developed a model for the development, customization, and revision of district curriculum documents (Exhibit 7, *Curriculum Development and Customization Organizational Chart).* Below is a description of the levels of organization in this model.

The Assistant Superintendent for Curriculum and Learning is a key central office leadership position responsible for overall management of the district's curriculum and instruction function. This person leads the strategic planning and implementation of curriculum and instruction programs as well as ensures that the development and delivery of curriculum and instructional programs are effective and efficient, evaluates the instructional programs, incorporates district goals, and supports student achievement. He/she must ensure that curriculum documents are designed according to audit criteria and district guidelines. In addition, he/she supervises and works closely and collaboratively with the Directors of Curriculum and Learning, Special Programs, and CTE.

The Director for Curriculum and Learning is also a central office leadership position that is responsible for directing the curriculum development and professional learning processes for the district and working in collaboration with curriculum coordinators and other key staff to ensure that curriculum documents are designed and developed to meet district guidelines. He/she is responsible for leading the curriculum and instruction division with oversight responsibility for the development, customization, and revision of the curriculum and instructional programs. This will consist of working in collaboration with staff to improve the curriculum design and delivery system, planning and managing operations associated with curriculum and instruction, supervising staff, and providing customization services available through the district's designated digital automated platform system for housing curriculum, assessment, and instructional monitoring and training.

Curriculum Coordinators are composed of central office personnel representing key program areas and content/program specialty leaders. As a cross-functional team, the primary function of this role is to provide input to the curriculum development process for the District. Coordinators are assigned with the responsibility for curriculum design work, content and program oversight,

professional learning planning and training, assessment development, and providing input into the decision making process for curriculum management in communication with principals. The Coordinators align the district curriculum for consistency and quality instruction. In addition, they provide guidance and support to classroom teachers and principals for the development of instructional skills and data interpretation. They are responsible for all curriculum documents, textbooks/instructional materials, adoptions, and implementation of professional development, while communicating with Instructional Coaches, Instructional Technologists, ESL Coordinators, and Special Programs. Their ultimate responsibility is to facilitate and align the written, taught, and tested curriculum and training.

Instructional Coaches are responsible for providing additional coaching and support to classroom teachers to ensure the continuous development of instructional skills among assigned teachers. The Instructional Coach works with classroom teachers, especially new district teachers, to support student learning in all content areas. They focus on individuals and groups to expand and refine the understanding of research-based effective instruction as well as support the district's expectations and instructional plans.

Instructional Technologists are responsible for developing professional development and training instructional staff to effectively incorporate the use of technology into instructional programs and curriculum. They must research and maintain software applications as well as work with vendors to acquire and implement software that supports classroom instruction. Instructional Technologists also troubleshoot and problem solve with software applications as well as evaluate the effectiveness of each software tool.

ESL Coordinator and ESL Interventionist are responsible for researching appropriate instructional programs and classroom strategies to successfully implement federal and state standards for English language learners. These roles are also responsible for developing and implementing the professional development programs to incorporate necessary changes, conducting LPAC meetings, managing and assessing students in TELPAS, overseeing the planning, development, budgeting and operations of the District ESL, Title III, and Migrant Education programs.

Vertical Teams are composed of identified teacher leaders that represent the various content areas for all subjects and courses. The primary role of these teams is to provide leadership by working collaboratively with the curriculum coordinators in the development of an articulated scope and sequence for the various content areas (Exhibit 11, *Horizontal and Vertical Teams).*

Horizontal Curriculum Development and Customization Teams are organized to assist curriculum coordinators or instructional consultants in developing, refining, and customizing curriculum documents for all content areas/courses that will be housed in the District's automated curriculum management system. They will also work collaboratively with members of vertical curriculum teams to use the scope and sequence documents in developing grade level/course curriculum documents for teachers to use in lesson preparation (Exhibit 11, *Horizontal and Vertical Teams).*

Curriculum Development, Customization, and Revision Phases

The curriculum development, customization, and revision cycle includes the following phases (Exhibit 8, *Curriculum Development, Customization, and Revision Cycles).*

Phase I -Assess Curricular Needs

During Phase I, the Director for Curriculum and Learning in collaboration with the Curriculum Coordinators are charged with the responsibility of reviewing national, state, and local standards for the purpose of guiding the development, customization, and revision of curriculum documents. District student performance data is a major factor in determining curricular effectiveness and is a basis for recommended changes. The Curriculum Coordinators in conjunction with district and campus administrators reviews course requests and recommendations for curriculum development, customization, and/or revisions (Exhibit 9, *Course Addition, Revision, and Deletion Process).* In addition, curriculum needs will be determined and submitted to the Assistant Superintendent for Curriculum and Learning for approval based upon the course approval process following a yearly three phase cycle (Exhibit 10, *Curriculum Development Cycle).* These needs will establish budgeting priorities and will be submitted in advance of the budget being approved.

Phase II - Plan and Develop, Customize, or Revise Curriculum

During Phase II the content vertical teams, under the leadership of the Director for Curriculum and Learning and Curriculum Coordinators, will develop the philosophy, vision, and belief statements. Using the Graduate Portrait (Exhibit 3), Texas Essential Knowledge and Skills, national and district standards, Priority Standards, Year-At-A-Glance documents, and vertical alignment documents, the following components are developed, customized, or revised whichever is deemed appropriate for the particular curricular content area:

- Unit Title
- Nine-Week Period and Suggested Timeframe
- Standards (TEKS/SE's)
- Technology Applications (as applicable)
- English Language Proficiency Standards
- College and Career Readiness Standards
- Unit Overview Scope and Sequence
    - Targeted Units/lessons
    - Time Frame
    - Standards/Student Expectation
    - Aligned Resources
    - Assessments

It is the intent of the department to create Curriculum Guides for teachers to implement within lesson plans as per policy EH (Local) *Exhibit 1*. Written curriculum guides will be developed locally for all subject areas and grade levels. Formatted in a user-friendly manner, curriculum guides will, at a minimum:

- Highlight each course purpose;
- Explain the relevance of each course;
- Reflect aligned student objectives;
- Demonstrate alignment with the TEKS
- Be written at the application level or above (at least 70 percent);
- Provide a balance of foundational skills and higher order skills;

- Contain appropriate technology applications; and
- Contain appropriate English Language Learner Proficiency Standards (ELPS).

The District Virtual Drive will house all curriculum documents.

Phase III - Implement the Curriculum

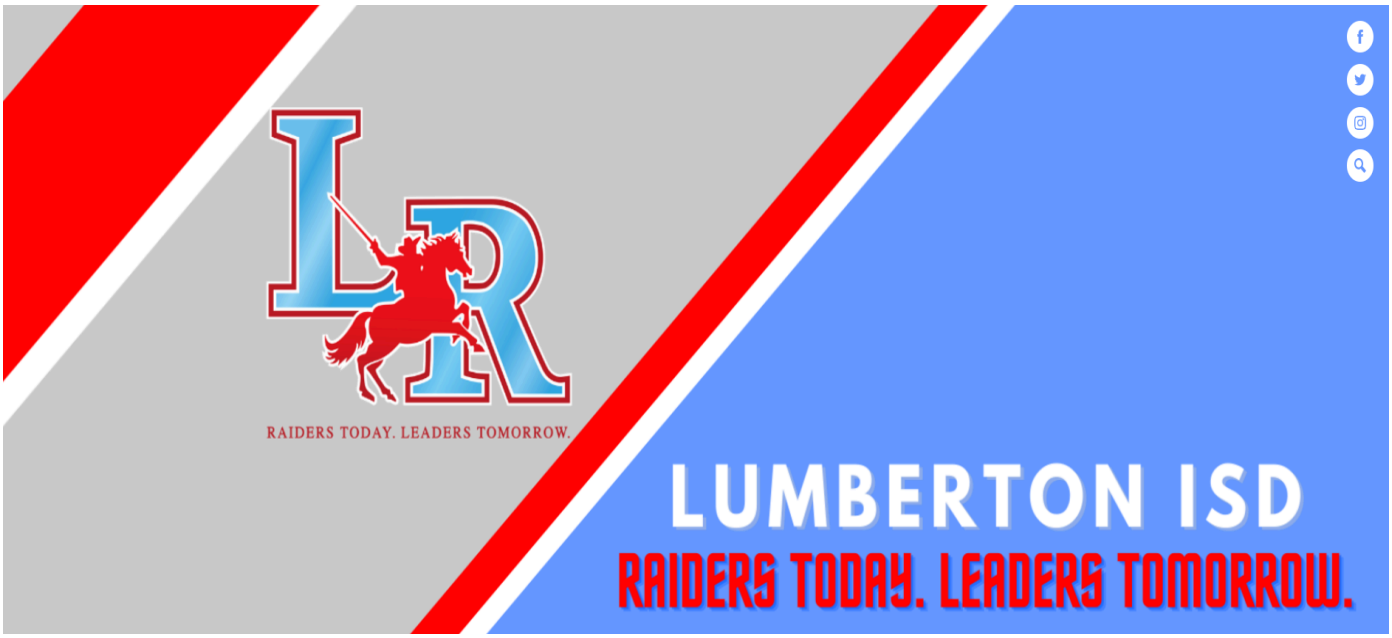
During this phase the Director for Curriculum and Learning and Curriculum Coordinators in collaboration with the service provider and designated district staff are responsible for training teachers and administrators in lesson design and using the digital automated platform system for lesson planning and data analysis. Teachers are required to use designated components (i.e., Year-at-a-Glance, Vertical Alignment Documents, Priority Standards, Scope and Sequence Documents, Unit Documents) to plan engaging lessons for students. Vertical and horizontal teams will provide feedback to the Curriculum Coordinators for making necessary modifications to all curriculum components as well as providing information to the service provider regarding the digital automated platform system and its components. Common assessments are administered during every nine weeks for the purpose of monitoring student progress and curriculum effectiveness.

Phase IV - Evaluate and Revise Curriculum

During this phase, the Assistant Superintendent for Curriculum and the Director for Curriculum will work with the Curriculum Coordinators to analyze student performance data, feedback from teachers, and central staff to make decisions regarding curriculum revisions. It is the district's expectation that a minimum of 70% of the curricular standards/objectives (i.e., TEKS Readiness and Supporting Standards) are at the application level or higher.

Evaluation and revision of curriculum will be based on state revisions of standards and resources, data results, and student needs. The evaluation process will include data reviews with PLCs and collaborative teacher teams with curriculum coordinators to determine the correlation between the instruction and student performance, therefore ensuring the alignment of the written, taught, and tested. This information will be used to improve curriculum design, provide quality professional development to teachers, and to make adjustments in the instructional delivery

system based on lesson design and delivery principles of accuracy and precision (i.e., depth of alignment).



VII. Roles and Responsibilities for Curriculum Management

Executive Summary

Roles and responsibilities are a vital part of the development, revision, evaluation, and implementation of curriculum. 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 responsibility establishes policies to direct and support ongoing curriculum development and evaluation.
- The Superintendent is responsible for the implementation of the Board's policies, which includes 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 Lumberton ISD Graduate Portrait profile (Exhibit 3).
- Coordinator of 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 specific organizational structures, procedures, processes, staff, work tasks to be performed, and finances allocated toward fulfilling the school's primary function. As such, it is imperative that the Board of Trustees fulfills its obligation to establish a rational system that is governed by a set of policies that provide an operational framework for curriculum management and accountability. Roles and responsibilities regarding curriculum management will include the following key stakeholders:

The Board of Trustees will:

1. Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement;
2. Adopt multiple instructional resources for teacher use within constraints of state laws and State Board rules;
3. Provide funding for professional development opportunities that focus on curriculum design and delivery for increased student achievement;
4. Communicate to its constituents the Board's curricular expectations;
5. Fund adequate resources needed to implement the curriculum based on data.
6. Review recommendations from the superintendent regarding curriculum and state approved instructional resources for teacher use.

The Superintendent will:

1. Develop and recommend policies for adoption by the Board;
2. Establish procedures to guide curriculum design and its delivery;
3. Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum;
4. Annually report to the Board the results of the tested curriculum; and
5. Ensure that a functional decision-making structure is in place to carry out this policy.

District-level administrators will:

1. Implement District-level policies and procedures;
2. Ensure that a long-range plan is in place for District curriculum development, revisions, program assessment, and student assessment;
3. Implement the long-range plan, providing technical and expert assistance as required;
4. Assist campus-level administrators in monitoring the implementation of the curriculum;
5. Analyze data and prepare reports for staff and Board consideration; and
6. Evaluate programs based on the extent to which they are integrated into the curriculum and produce expected results.

The Campus-level administrators will:

1. Analyze and interpret student assessment data to use in making school-improvement decisions.
2. Monitor the implementation of the curriculum using the following basic strategies:
    a. The Texas Teacher Evaluation and Support System (T-TESS) process.
    b. Frequent walk-through observations and follow-up conversations.
    c. Curriculum planning meetings and review of minutes of the meetings.
    d. Periodic review of curriculum documents.
3. Monitor the implementation of the curriculum through various methods including walk-through observations and evaluations. Follow the district process and provide effective feedback for teacher and student growth (Exhibit 16, *Appraisal & Walkthrough Forms*).
4. Emphasize the importance of effective curriculum and instructional practices on a regular basis.
5. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus.
6. Provide campus-based professional development opportunities.
7. Provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives.
8. Help parents understand their roles in supporting the learning of the curriculum.

The Teachers will:

1. Align resources used to the curriculum;
2. Teach the District curriculum;
3. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success;
4. Incorporate research-based instructional strategies in the teaching of the curriculum;
5. Seek and actively participate in appropriate, ongoing professional development;
6. Participate in curriculum development/revision activities;
7. Participate collaboratively with colleagues to reflect on one's teaching practices;
8. Analyze and interpret student assessment data to diagnose each student's learning and differentiate instruction to meet each student's instructional needs;
9. Ensure equal access to curriculum and equitable delivery to each student; and
10. Encourage parents to support student learning.

Each teacher will prepare lesson plans, based on the District's written curriculum, for the coming week for each subject taught and submit them electronically to the building principal by the time established by the building principal. Plans will be maintained by the principal.

The Students will:

1. Understand and articulate their learning strengths and needs
2. Articulate the learning objectives within a required unit of study
3. Come to class with all the necessary learning tools
4. Actively participate in the learning process
5. Set their own learning goals
6. Meet or exceed learning requirements based on the district curriculum
7. Recognize the impact their behavior has on their own learning and the learning of others
8. Aspire to meet the criteria of the Portrait of a Graduate (Exhibit 3)

The Parents will:

1. Partner with teachers and administrators.
2. Establish high expectations for learning and nurturing the desire to be a life-long learner.
3. Be actively involved in their child's education by:
    a. Knowing their child's teacher(s)
    b. Attending meetings that provide parents with information about the school
    c. Attending parent/teacher conferences
    d. Keeping up with their child's progress, report cards, and test data
    e. Making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools
    f. Helping their child develop good study habits
4. Support school policies including the discipline management plan.
5. Establish and maintain a positive attitude toward the school, personnel, and the educational process.
6. Make every effort to address the physical, emotional, and health care needs of their child.
7. Make every effort for their child to be in attendance daily.

Coordinator of Business Services will:

1. Ensure the District's budget reflects the organization's goals and priorities.

2. Ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.

3. Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process.

4. Be able to track cost and benefit analysis to programs and services.

VIII. Financial Support

Executive Summary

The budget process ensures that district goals and priorities for the development and delivery of curriculum are considered as central to the core work. A major premise of curriculum management is that results can be assessed and that there is a relationship among goals and objectives, priorities, and costs. Budgeting processes are designed and used to establish linkage of goals, costs, priorities, and evaluation/results.

Key Points:

1. The Curriculum Department utilizes a program-based budgeting process.
2. Funding priorities are formulated in a manner that is congruent with the district Curriculum Management Plan.
3. Decisions related to reduction or increases in funding levels are addressed through administrative decision making processes involving the Superintendent and administrative team.
4. Budgeting decisions reflect curriculum design and delivery, student performance and accountability, program cost, legal and state requirements, district-established priorities, and growth.

Financial Support (Budget)

The administration will ensure that the District's budget reflects funding decisions based on the District's educational goals and priorities. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increases in funding levels are addressed in those terms (EH LOCAL).

The budget serves as a link and provides tangible connections between cost and benefits of educational opportunities. The budget, therefore, is developed in a manner that ensures that the system is capable of attaining its goals and priorities for the development, delivery, assessment, and management of curriculum. Staff is required to utilize a program-based budgeting process in order to create linkages between expenditures and results achieved from the products and services that are designed and delivered by the district. Funding priorities for the curriculum, instruction, assessment, and accountability division are formulated in a manner that is congruent with the district curriculum management plan. Identified technological support, assessments, resources to support the curriculum, and professional learning opportunities are integral parts of formulating the curriculum, instruction, assessment, and accountability budget. Decisions related to reduction or requested increases in funding levels are addressed through departmental decision-making processes and staff usage surveys before submission to the Assistant Superintendent for Curriculum and Learning where final priorities are made prior to submission to the Superintendent of Schools.

Budgeting decisions reflect the following considerations:

- Curriculum design and delivery
- Curriculum management system
- Student performance and accountability
- Planned series of interventions and special programs
- Legal and state requirements
- District growth and demographic changes
- District-established priorities

(Exhibit 14, *Program Budgeting Process)*

IX. Digital Automated Platform System

Executive Summary

The district's digital automated platform for curriculum management supports the curriculum process from planning, to implementing, to assessing. It provides a quality control process to ensure the written curriculum, delivered curriculum, and assessed curriculum happens, not by default, but rather by design. Managing that process electronically guarantees that curriculum customization, development, and revision are a dynamic process. It also provides the means to have equitable access to curriculum by every teacher so that delivery is more consistent and coherent across the system. In addition, assessment of the curriculum is comparable, retrievable, and provides longitudinal analysis of student data over time. Using a digital automated platform system that provides curriculum, assessment, lesson planning, monitoring of instruction, professional development tracking, and reporting results that are linked to curriculum allows for system alignment and the reduction of random variations, which can halt system improvement.

Key Points:

1. Curriculum is continuously improved and updated by using an online curriculum management system (TEKS Resource and Eduphoria).
2. Resources are allocated for contracting with the vendor to provide the digital automated platform system and all of the content that is available through the system.
3. A web-based solution enables teachers and administrators access to all components of the curriculum at any time.
4. A periodic report regarding the implementation of the Curriculum Management Plan will be made to the Board of Trustees.

TEKS Resource System for Curriculum Management

The TEKS Resource System is a comprehensive K-12 curriculum management system that analyzes the Texas Essential Knowledge and Skills (TEKS) and provides a coherent sequence of content for teachers. TEKS Resource System provides a multitude of documents that enhance a teacher's ability to plan for quality instruction. Coordinators, administrators, and teachers use the TEKS Resource System to access district approved curriculum and instructional resource materials that are available and accessible through the system. TEKS Resource System includes:

- Vertical Alignment Document (VAD): Document that aligns Student Expectations across grade levels and provides specificity so teachers understand the changes in content and/or rigor across grade levels.
- TEKS Clarification Document/Enhanced TEKS Clarification Document (Math Only): Detailed specificity of course or grade-level specific Student Expectations.
- Year at a Glance (YAG): Document designed to provide a snapshot of the entire year's instructional plan. The Year at a Glance is a map and pacing guide for units of study.
- TEKS Verification Document (TVD): A companion document to the Year At A Glance which lists the Student Expectations for a grade level/content area and indicates when an SE is a Direct Teach (T) or is Ongoing (O).
- Instructional Focus Document (IFD): Unit planning guides that provide an overview of the unit, overarching ideas,unit concepts & understandings, student misconceptions/underdeveloped concepts, key vocabulary, unit-level specificity of the TEKS, ELPS, and Performance Assessments.
- Performance Tasks: Assessment tasks that align with the learning objectives of the unit. These Assessments bundle multiple student expectations into one project-style assessment activity, are found in the IFD, and include rubrics.
- Unit Assessment Items: Assessment item bank that is tightly aligned to the units. The item bank has been designed so that districts have the opportunity to build an assessment that is best suited for their students. Assessment items are designed to resemble STAAR.
- STAAR Analysis: Analyzes previous STAAR Assessment items based on depth of knowledge. The documents also provide plausible rationale for student errors.
- Other Resources: A variety of content specific resources for each subject area that provide support to teachers.

Eduphoria: Digital Automated Platform System

Eduphoria is a curriculum, assessment, and instructional management system that will allow the district to house district curriculum documents as well as provide online lesson planning, data disaggregation and reporting, instructional monitoring, and tracking of professional development activities. Eduphoria is provided by School Objects and is purchased through an annual fee structure. Central office, campus administrators, and teachers use the system to manage all aspects of the curriculum design and delivery functionalities. Central office personnel use the system to input curriculum documents and assessment items as well as to analyze and report student performance data. Campus administrators use the system to monitor teacher lesson planning, instructional delivery, and student performance data. Teachers access the curriculum for the purpose of lesson planning, assessments, and tracking student performance based on state and local student performance data. The functionality of Eduphoria is described in the next section.

Forethought: Curriculum and Instruction

Teachers also use Eduphoria to access district approved curriculum and instructional resource materials that are available and accessible through the system. Teachers use Forethought to develop lessons. Staff can create, manage, and share lessons, assessment items, and tests across the district and campus in Forethought. Teachers will also be trained in the use of the lesson planning template as well as instructional strategies identified by the district for district-wide implementation.

Functionality includes:

- Housing district lesson plans and supporting documents developed by the district and loaded into the system.
- Housing all TEKs (standards) taught for each subject area.
- Providing aligned curriculum documents
- Collaborating with shared plans and team planning

- Providing an instructional calendar for day-at-a-time or for a week's subject-at-a-time

Aware: Assess & Analyze Student Growth

Aware is the data analysis module provided through Eduphoria that provides a rich, interactive format for district level administrators, campus administrators, and teachers to view data in a variety of reporting formats. Data analysis will focus on providing instant results for instructional planning and intervention purposes. This will assist teachers and campus improvement teams in addressing student learning needs. State assessments will be analyzed and custom data reports will be generated to focus on important issues for campus use. Through *Aware*, the district will have assessment items to select for district use, develop locally easy-to-administer periodic district assessments, print assessments, and scan answer documents for instant data analysis. Other functionalities that will be used by the district include analyzing the impact of district scopes and sequences housed in shared Google Drives, generating graphs automatically to interact with data, and connecting external data for analysis purposes. Tests are available and will be administered based on the selected standards from the scope and sequence documents. These assessments include a variety of items including ones which are written in the format of the state assessment. These assessments will be administered through *Aware* so that analysis of data will be accessible in one system.

Functionality includes:

- Housing student test data and data analysis reporting
- Housing assessment items
- Housing test banks
- Analyzing STAAR data
- Creating and sharing custom data views to focus on important issues for the district/campus
- Developing easy-to-administer benchmark tests
- Creating views of data for easy publishing to staff members
- Generating graphs automatically
- Connecting external data for analysis

Strive: Professional Development and Growth

Administrators will use the Strive module in Eduphoria to collect walkthrough observation/evaluation data for T-TESS management. The district template for monitoring classroom instruction will be used to collect data for T-TESS purposes (Exhibit 16, *Appraisal & Walkthrough Forms*).

Both teachers and administrators are trained in the use of Eduphoria including all components of the system. Professional development training to meet legal T-TESS requirements and the expectations delineated in the walk-through/evaluation templates will also be provided to teachers.

The Strive module also provides teachers and principals with a single tool to create, submit, and monitor goals. Principals and teachers will use this module to work on T-TESS components and goals that are required. Teachers will complete the teacher self-reports and student learning objectives. Principals will use the observation documents, walk-throughs, summative evaluations, and intervention plans that are provided through Eduphoria to manage these areas. The district will also use Eduphoria to evaluate non-teaching employees through the alternate appraisal builder.

The Strive module also manages professional development and streamlines that process by providing online staff course registration and portfolios. Through Strive and Frontline, the district will provide e-courses and develop online professional development courses to meet district needs.

Functionality includes:

- Housing all appraisal information on district faculty and staff
- Housing all walk-through/evaluation data collected in a district template

- A registration system for professional development opportunities for district faculty and staff
- Providing documentation of professional learning in professional portfolios, which is integrated into T-TESS
- Completing Texas SBEC tracking
- Online course registration and housing of professional development courses
- District goals integration
- Reminder emails
- Tracking comp time, exchange day hours, GT hours, ESL credit or any district credit
- Managing professional development levels
- Course evaluations and track quality control

X. Glossary of Terms

GLOSSARY OF TERMS

Benchmark - a district-administered assessment given on a predetermined schedule (i.e., grading periods, twice a year) which meets the requirements for content, context and cognitive alignment.

Context alignment - refers to format congruence between the written curriculum, assessed curriculum, and taught curriculum. In order to meet the contextual alignment requirement, teaching strategies and materials must be selected or developed with the assessment in mind. This requires that developers do a task analysis of the assessment. The task analysis reveals how the content must be delivered in order for there to be an alignment to the testing situation. In other words, the content must be taught within the context in which it is tested. Without contextual alignment, teachers are left to develop teaching strategies that may not align with the actual assessment, thereby reducing the likelihood that students are truly prepared to perform successfully on the assessment instrument.

Coordination of curriculum -refers to the lateral or horizontal focus and connectivity of curriculum in a school environment.

Criterion-referenced test (CRT) -an assessment based on performance toward a predetermined set of skills or competencies.

Curricular quality control - refers to internal capability of a school system to improve its performance over time by developing goals and objectives, employing people to reach the goals, periodically assessing the differences between desired and actual performance, and then using the discrepancy data to adjust and improve day-to-day operations.

Curriculum – is the work plan or plans developed by or for teachers to use in classrooms by which the content, scope, and sequence of that content, and to what extent the methodology of their teaching, is defined and configured.

Curriculum alignment - the match, fit, or congruence between the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the K-12 system; horizontal alignment refers to agreement within a grade level or course.

Curriculum-based assessments (CBAs) – refers to assessments written to curricular objectives for the purpose of determining student mastery of the curriculum. Test items are aligned to the content standards and the performance standards in terms of context and rigor

Curriculum delivery - refers to the act of implementing the curriculum which will include teaching, monitoring, supervision, and reconnecting of test data back to the curriculum so it reflects changes brought about by identified shortcomings from the test.

Curriculum design or development - refers to the act of creating curriculum via specification or a template (i.e., criteria or requirements a curriculum must fulfill or include) which include state law, state testing, national goals, and local priorities.

Curriculum evaluation -assessing whether or not children have learned that which the curriculum indicated should be taught.

Curriculum management - rests on the central assumption of control meaning that the district will continue to exist; direct, maintain, or change its operations to ensure success; and charge people with specific roles and responsibilities based upon allocated resources that are designated for specific functions, tracked, and documented. Another important assumption is that the system is rational. This means that it is organized to accomplish specific goals and objectives. Thus, management entails doing what is necessary to improve itself over time and to take the necessary actions to alter what people do so as to bring about conformance to its overall goals and objectives. Curriculum management includes controlling random variation around the teaching and learning process so that student performance consistently improves over time.

Curriculum writing team - individuals selected to develop, customize, or revise content specific curriculum based upon their strategic position in the K-12 teaching and learning process.

Content alignment - refers to the congruency between the written curriculum and the standards (i.e., topics) that are used for developing the written curriculum. Content alignment answers the question of what to teach.

Data disaggregation - is the act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces to adjust the curriculum or the work plan so that teaching changes as a result. It can also mean taking test results and breaking them out by various categories such as by teacher, groups of students, ethnicity, gender, grade level, socio-economic level, programs, campus, etc.

Data-driven **instruction** – is the use of student achievement data and other learning data to guide and focus instruction, set goals, monitor programs and the curriculum.

Evidence of learning - multiple measures or techniques used by teachers to evaluate student learning which also can include both formative and summative assessments

Formative assessments - assessments designed and used at the classroom level to determine the extent to which students are learning curricular standards/objectives over relatively short intervals so that appropriate adjustments can be made during the teaching learning process. They are also used to scaffold the learning and assessment of students to build confidence and capacity required for success.

Front Loading - refers to the concept of design alignment in which the curriculum and the test(s) are "matched". One would write the curriculum first and then select, adapt, or develop the test that "fits" the curriculum (or is aligned with it).

Graduate Portrait -The Lumberton ISD expectations which list the standards all graduates should meet prior to graduation.

Instruction -is influenced by or "guided by" a work plan (or curriculum), it becomes instruction. It is a curriculum plus teaching. It is also focused and connected teaching that adheres to the curriculum and all formal testing scenarios (and tests).

Interim assessments -tests designed and used at the campus or district level to evaluate students' learning of a defined set of curricular standards or objectives over intermediate periods of time. Aggregated data from interim assessments are used to inform decisions regarding the alignment, design, delivery, and effectiveness of the curriculum at the classroom, campus and district level.

Instructional Core - The instructional core anchors the practice of rounds and school- or district-level instructional improvement process. In its simplest terms, the instructional core is composed of the teacher and the student in the presence of content.

Learning targets - the goals set by teachers and/or students (with teacher support) for achieving mastery of the required course objectives.

Planning for learning - lesson planning is deeply aligned to the curriculum and is based upon what students need to know and be able to do with greater emphasis on what students are doing to meet the performance standards (i.e., formative and summative assessments) instead of what the teacher is doing. Planning for learning is a backward design, where teachers study the assessments/ performance requirements and then plan the lesson with the end result in mind.

Planning for teaching - lesson planning includes curricular standards and activities but the focus is more on what the teacher is doing (i.e., methodology orientation versus results orientation). Planning for teaching is a frontward design where the teacher plans the lesson and then assesses based upon what was taught.

Portfolio - is a compilation of achievement data, work samples, and evaluation data.

Procedures - how the teacher manages the classroom by using time and processes to ensure that what has been planned in terms of grouping and strategies occur in an efficient and effective manner.

Resources -materials that support instruction and that are aligned with the curriculum.

Scope and sequence - refers to the vertical alignment and articulation of curriculum standards K-12 in each content area presented in the order in which the standards are taught. These documents provide the "backbone" of the curriculum and establish system focus, connectivity, and coherency.

Stakeholders - refers to all constituencies involved in a particular process or decision.

Standards -the content, skills, or competencies that students are expected to know and master. What students should know and be able to do. These standards are based upon the Texas Essential Knowledge and Skills (TEKS) and are often referred to as objectives.

Strategies -techniques or tools that students use to process information that can be applied to any learning situation and that engages students in the learning process

Summative assessments - tests to inform teachers and students whether the intended learning (i.e., mastery) occurred at the end of a unit or course of study. They are primarily used for evaluative purposes, such as for grading or accountability rating and are not typically used to provide detailed information for instructional decision-making at the student level.

XI. References

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XII. Exhibits

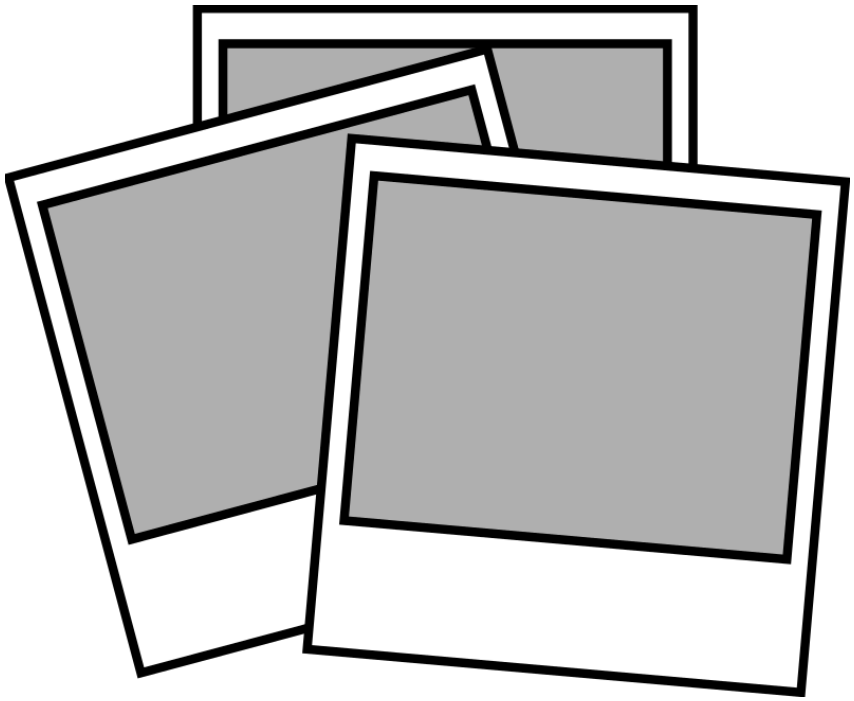


Exhibit 1 EH (LOCAL)

Curriculum Development and Review

The Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The Board shall encourage and support the professional staff in its efforts to design and deliver a challenging research-based curriculum that meets the needs of a diverse student population and is aligned from school to school and from classroom to classroom. To ensure quality control of the curriculum and to be responsive to the school and community, as well as state requirements, the Board sets forth this policy. The administration shall design a curriculum management plan to implement this policy.

The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instructional and programmatic efforts in the District and 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.

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 standards common to all students. There shall be equitable access to the curriculum for all students.

Curriculum Philosophy

The purpose of education is to impart basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potential and talents.

The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. All students are capable of achieving excellence in learning the essentials of formal schooling;
2. Success influences self-concept; self-concept influences learning and behavior;
3. The instructional process can be adapted to improve learning;
4. School staff shall maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, formative and summative assessment of student achievement, and modifications based on assessment results;

5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement; and

6. High levels of student achievement are the benchmarks for effective curriculum design and delivery (instruction).

Definition

Curriculum shall be defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels or areas or in courses in District schools. Curriculum development, implementation, and evaluation shall include the following aligned components: the written curriculum, the taught curriculum, and the assessed curriculum.

Alignment

The design and implementation of the curriculum shall be aligned with the planned and written curriculum as presented in curriculum guides, the taught curriculum as presented to students by teachers, and the assessed curriculum as determined by student assessment. All teacher/department/District-developed tests and standardized tests shall be congruent with the written and taught curriculum.

The Written Curriculum

The Board expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners based on the societal needs, the desires of the residents and taxpayers of the District, state law, and State Board of Education rules.

The focus of the curriculum shall ensure:

1. Emphasis on reading at grade level;

2. Mastery of skills required of the Texas Essential Knowledge and Skills (TEKS) in writing and mathematics; and

3. Objectives derived from state, national, and local assessments.

The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. The teachers shall teach the curriculum of the District.

The District curriculum expectations are that:

1. All curricula shall be documented in writing;

2. The curriculum shall be reviewed and updated as needed on a regular cycle of review;

3. The curriculum shall embed external assessment learnings and reflect alignment to the state standards;
4. Teachers shall have access to the grade-level TEKS plus all other curricular tools developed within the District and shall use these tools to develop daily lesson plans; and
5. Administrators shall work with teachers to maintain consistency between the written curriculum and curriculum objectives actually taught.

The Superintendent or designee shall cause a rigorous and relevant curriculum to be developed for promoting achievement of the District Improvement Plan, which shall guide teachers and the professional staff in all instructional areas of the District.

Written curriculum guides shall be developed locally for all subject areas, grade levels, and interdisciplinary courses. Formatted in a user-friendly manner, curriculum guides shall, at a minimum:0.

1. Highlight each course purpose;
2. Explain the relevance of each course;
3. Reflect aligned student objectives;
4. Demonstrate alignment with the TEKS;
5. Be written at the application level or above (at least 70 percent);
6. Provide a balance of foundational skills and higher order skills;
7. Contain appropriate technology applications; and
8. Contain appropriate English Language Learner Proficiency Standards (ELPS).

Selection of Instructional Resources

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

In order to ensure equal access of the curriculum by each student, the curriculum is to be a District-level decision. Persons who have proposals to add, delete, or change the written curriculum shall submit those proposals to the central administration for consideration.

Professional Development

Professional development shall be designed and implemented to prepare all staff members associated with the delivery of the curriculum to teach the District curriculum and shall use effective change processes for long-term institutionalization.

The Taught Curriculum

The Board designates the Superintendent to be the instructional leader and has several expectations of the teaching process. There must be assurance that teachers and their colleagues are working toward a common set of student objectives. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum objectives. Teachers are required to use the District curriculum and instruction guide as their primary source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation or delivery of the curriculum shall be aligned with the planned and written curriculum and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special populations, shall be aligned to the District curriculum. Further, they shall be integrated in their approach.

Curriculum guides shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction intended to serve a student's particular needs at a particular time. The guides shall be used to map a logical sequence of instruction. Teachers are to diagnose where each student's learning is maximized and differentiate instruction as needed. Teachers are to teach each learning to individual student mastery.

In addition to the consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall include:

1. Establishing a school climate that continually affirms the worth and diversity of all students;
2. Expecting that all students will perform at high levels of cognition;
3. Ensuring that all students experience opportunities for personal success;

4. Varying the time for learning according to the needs of each student and the complexity of the task;
5. Having both staff members and students take responsibility for successful learning;
6. Analyzing the content of each objective so that instructional strategies match content and assessment;
7. Sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery;
8. Orienting students to the objectives to be learned;
9. Assessing student mastery of the objectives to determine the need for movement to a new instructional objective or the need to extend, enrich, or correct that objective;
10. For those who attain mastery, progressing to the next objective or offering extension or enrichment; and
11. For those who do not attain mastery, providing correctives and/or using different strategies until mastery is attained.

The Tested Curriculum

The Superintendent or designee shall establish assessment approaches to determine 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 objectives and the extent to which teachers are effectively delivering the District curriculum.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Periodic reports shall be made to the Board concerning these assessments.

The assessed curriculum shall include the following components:

1. State-level assessments as required, and
2. Locally developed criterion-referenced assessments for the core content areas at each grade level.

Teachers shall conduct frequent assessments of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers and administrators shall use test results to assess the status of individual student achievement, to continu-

ously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

School-based administrators shall review and interpret assessment results to help teachers ensure the assessments are congruent with the written curriculum. The data shall be used to determine appropriate interventions by school-based administrators and teachers.

Roles and Responsibilities

Roles and responsibilities regarding curriculum development shall be as follows:

The Board shall:

1. Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement;
2. Adopt multiple instructional resources for teacher use within constraints of state laws and State Board rules;
3. Provide funding for professional development opportunities that focus on curriculum design and delivery for increased student achievement;
4. Communicate to its constituents the Board's curricular expectations;
5. Fund adequate resources needed to implement the curriculum based on data.

The Superintendent shall:

1. Develop and recommend policies for adoption by the Board;
2. Establish procedures to guide curriculum design and its delivery;
3. Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum;
4. Annually report to the Board the results of the tested curriculum; and
5. Ensure that a functional decision-making structure is in place to carry out this policy.

District-level administrators shall:

1. Implement District-level policies and procedures;

2. Ensure that a long-range plan is in place for District curriculum development, revisions, program assessment, and student assessment;
3. Implement the long-range plan, providing technical and expert assistance as required;
4. Assist campus-level administrators in monitoring the implementation of the curriculum;
5. Analyze data and prepare reports for staff and Board consideration; and
6. Evaluate programs based on the extent to which they are integrated into the curriculum and produce expected results.

Campus-level administrators shall:

1. Analyze and interpret student assessment data to use in making school-improvement decisions.
2. Monitor the implementation of the curriculum using the following basic strategies:
    a. The Texas Teacher Evaluation and Support System (T-TESS) process.
    b. Frequent walk-through observations and follow-up conversations.
    c. Curriculum planning meetings and review of minutes of the meetings.
    d. Periodic review of curriculum documents.
3. Monitor the implementation of the curriculum through various methods including walk-through observations.
4. Emphasize the importance of effective curriculum and instructional practices on a regular basis.
5. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus.
6. Provide campus-based professional development opportunities.
7. Provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives.
8. Help parents understand their roles in supporting the learning of the curriculum.

Teachers shall:

1. Align resources used to the curriculum;
2. Teach the District curriculum;
3. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success;
4. Incorporate research-based instructional strategies in the teaching of the curriculum;
5. Seek and actively participate in appropriate, ongoing professional development;
6. Participate in curriculum development/revision activities;
7. Participate collaboratively with colleagues to reflect on one's teaching practices;
8. Analyze and interpret student assessment data to diagnose each student's learning and differentiate instruction to meet each student's instructional needs;
9. Ensure equal access to curriculum and equitable delivery to each student; and
10. Encourage parents to support student learning.

Each teacher shall prepare lesson plans, based on the District's written curriculum, for the coming week for each subject taught and submit them electronically to the building principal by the time established by the building principal. Plans shall be maintained by the principal.

Curriculum Connectivity and Equity

The District curriculum shall be articulated from prekindergarten–grade 12 and shall be coordinated across grade levels. The District shall ensure the optimum in focus and connectivity of the curriculum both vertically and horizontally.

Equitable Access

The District shall have one core curriculum, with equity of access for all students, regardless of program or funding source.

Budget

The administration shall ensure that the District's budget reflects funding decisions based on the District's educational goals and priorities. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.

Exhibit 2 Audit Criteria

Audit Criteria for Curriculum Adequacy

Criteria	Description	Score
One	Clarity and Specificity of Objectives 0. No goal/objectives present 1. Vague delineation of goals/learner outcomes 2. States tasks to be performed or skills/concepts to be learned 3. States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning	
Two	Congruity of the Curriculum to the Assessment Process 0. No assessment approach 1. Some approach of assessment stated 2. States skill, knowledge, concepts that will be assessed 3. Keys each objective to district and/or state performance assessments	
Three	Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes 0. No mention of required skills 1. States prior general experience needed 2. States prior general experience needed in specified grade level 3. States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grade/courses if Pre-K-12)	
Four	Delineation of the Major Instructional Resources 0. No mention of textbook or instructional tools/resources 1. Names the basic test/instructional resource(s) 2. Names the basic test/instructional resource(s) and supplementary materials to be used 3. States for each objective the "match" between the basic text/instructional resource(s) and curriculum objective	
Five	Clear Approaches for Classroom Use 0. No approaches cited for classroom use 1. Overall, vague statement on approaching the subject 2. Provides general suggestions on approaches 3. Provides specific examples on how to approach key concepts/skills in the classroom	
Curriculum Management Audit, Fenwick English		

Exhibit 2 continued

Curriculum Management Planning Characteristics and Auditors' Assessment of District Approach

Characteristics:
1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.
2. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derives the curriculum from national, state, or local learnings.
3. Defines and directs the stages of curriculum development.
4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.
6. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.
7. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.
8. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.
9. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.
10. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.
14. Presents procedures for monitoring the delivery of curriculum.
15. Establishes a communication plan for the process of curriculum design and delivery.

Exhibit 3 Portrait of a Graduate

Academically Prepared

LISD graduates will be able to meet the requirements of post-secondary education and the workforce.

Effective Communicator

LISD graduates will be able to use technology to effectively access, organize, and communicate. The graduate will have effective oral and written communication skills suitable for a variety of audiences.

Good Citizen

LISD graduates will become people of deep integrity, appreciating the gifts they have been given, and committed to using their talents for good.

Leader

LISD graduates will be confident in their abilities while respecting the abilities of others around them.

Productive

LISD graduates will possess the skill and attitudes to secure and maintain meaningful employment.

Exhibit 4 Resource Referral Process

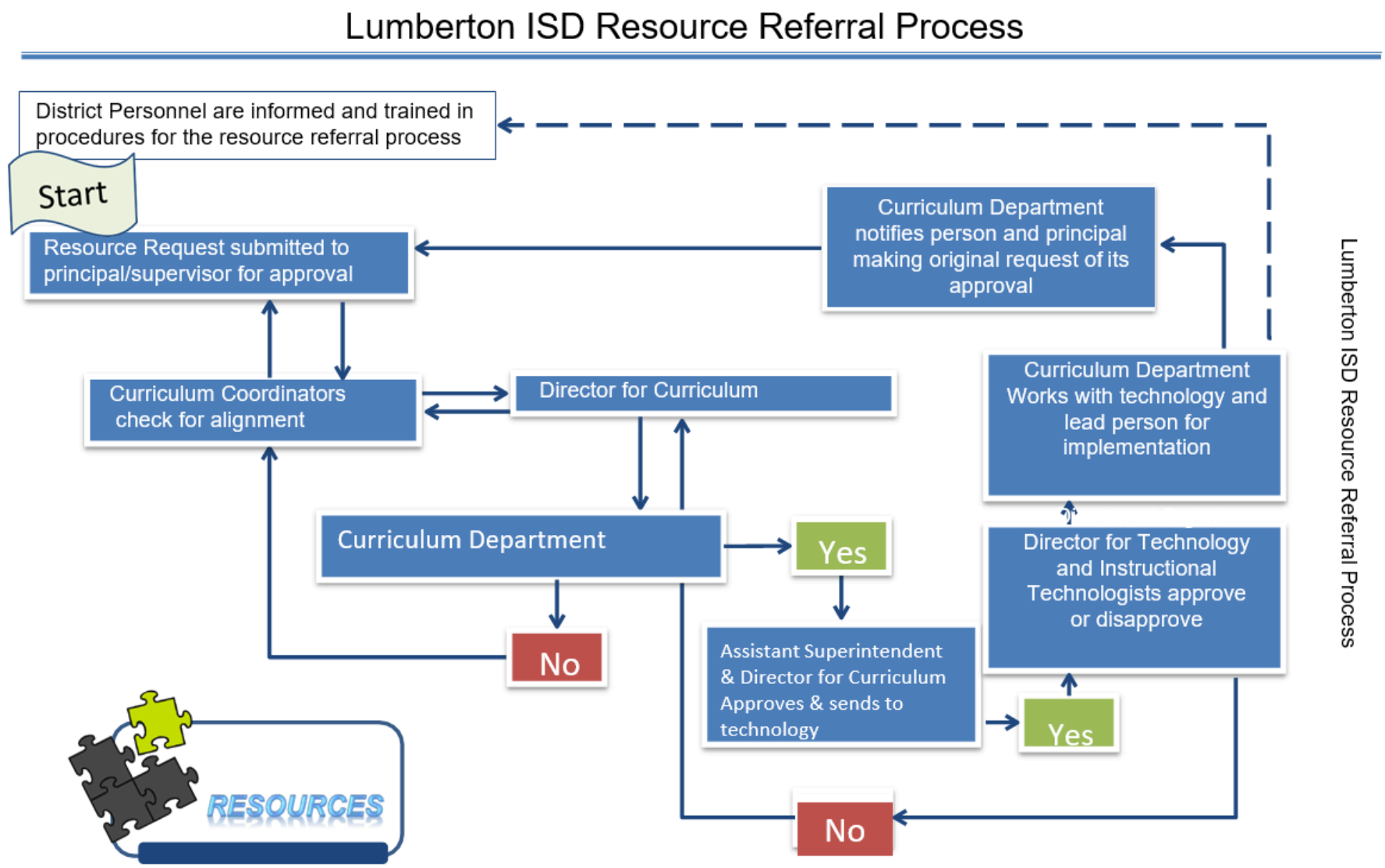


Exhibit 5

Teaching and Learning Process Model

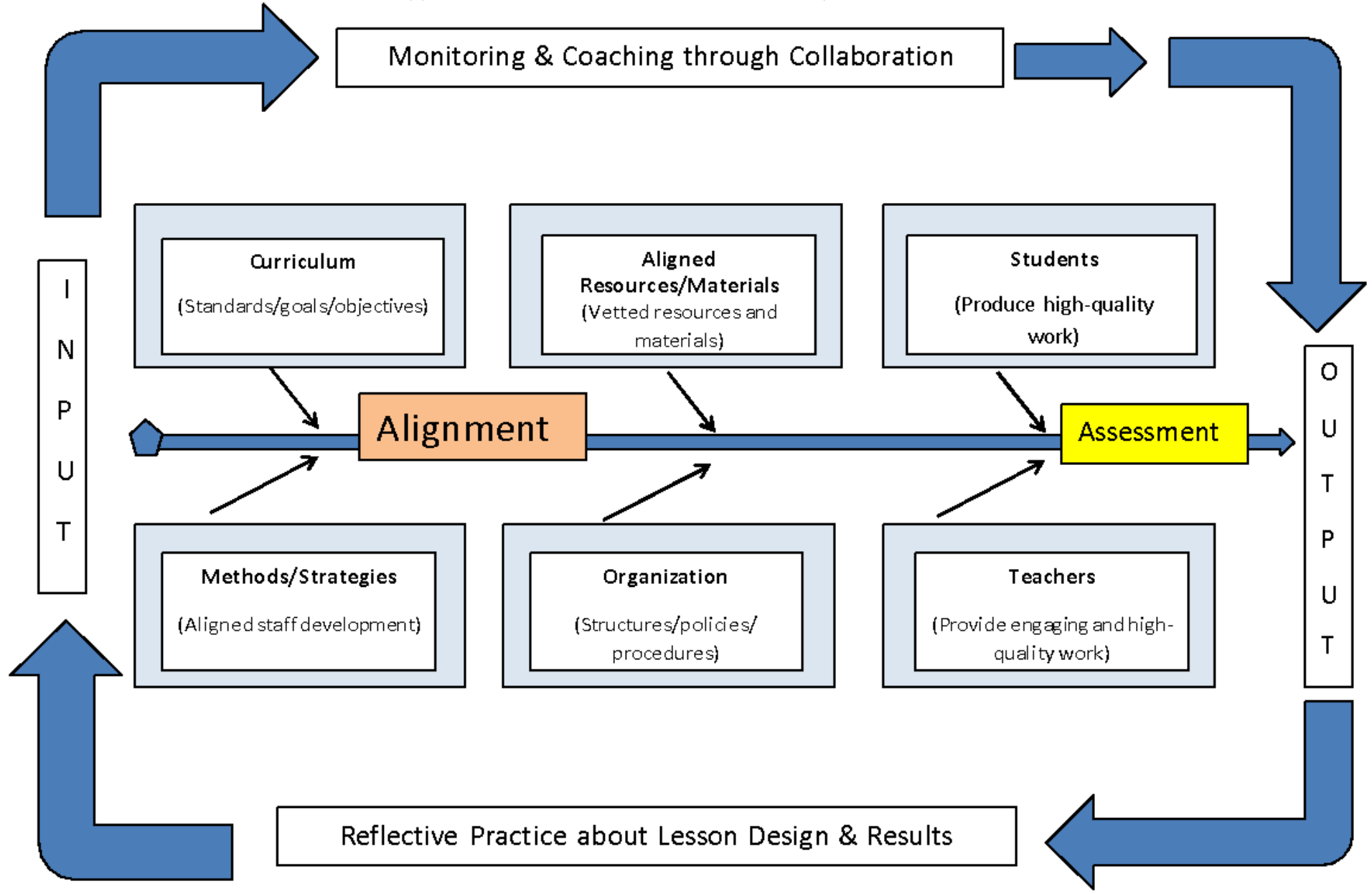


Exhibit 6 Continuous Improvement Model

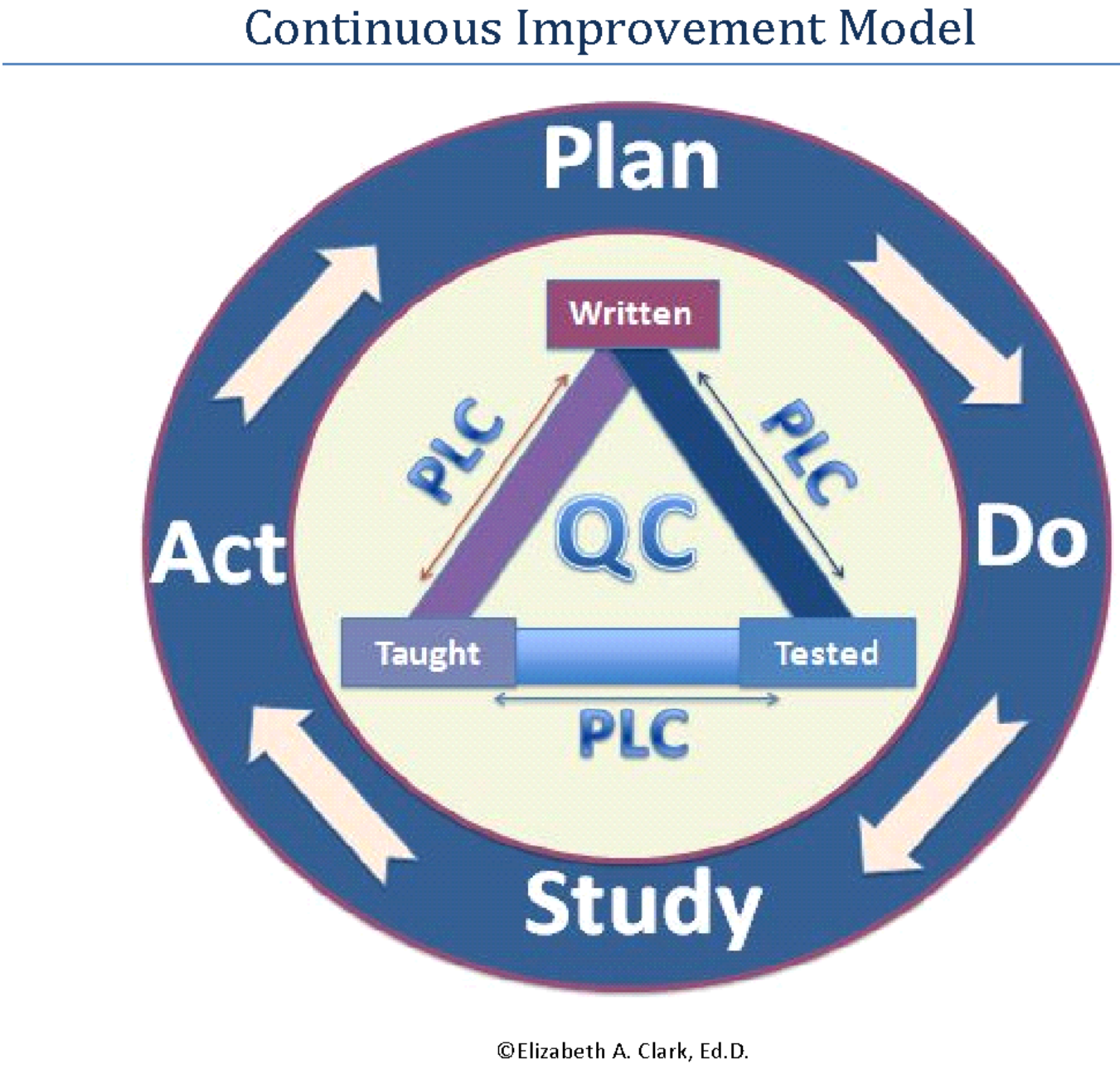


Exhibit 7 Curriculum Development and Customization Organizational Chart

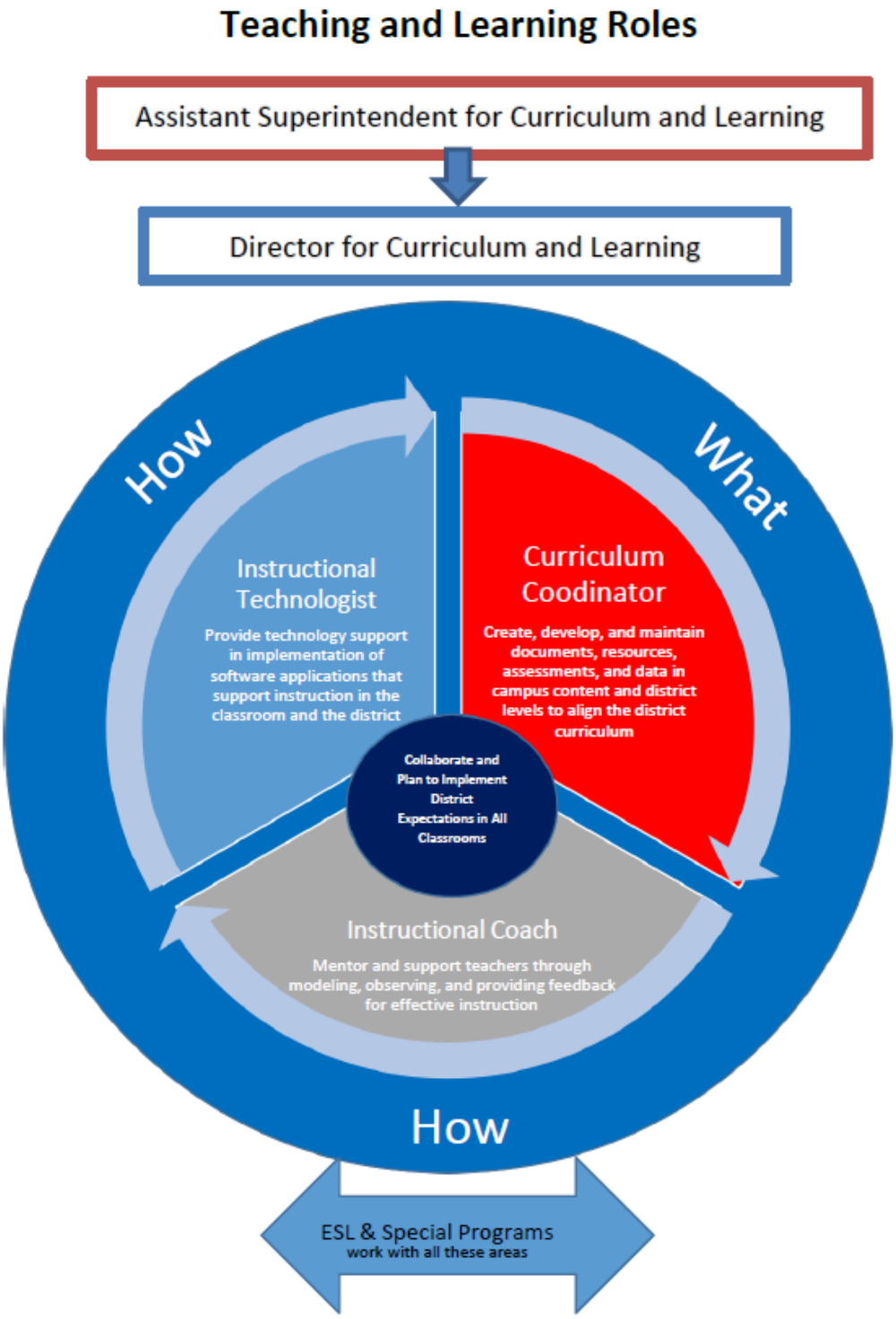
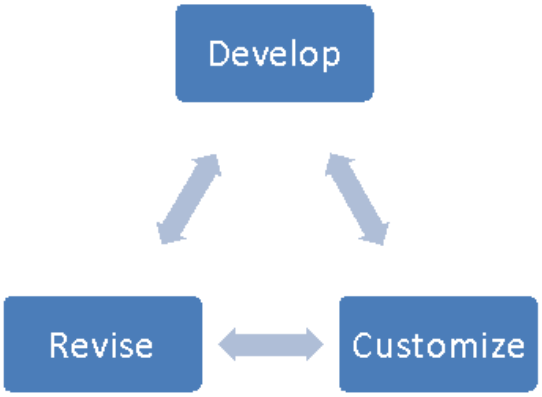


Exhibit 8 Curriculum Development, Customization, and Revision Cycles

Curriculum Development, Customization, and Revision Cycles



Cycle I Summer Development, Customization, Revision	Cycle II Fall Development, Customization, Revision	Cycle III Spring Development, Customization, Revision
• Examine and Understand Standards (Readiness, Supporting, and Process Indicators) • Develop/Revise Scope and Sequence, YAG, and Vertical Matrix • Develop/Select Curriculum Unit Assessment Items • Align District Required Resources	• Align additional resources • List Required Semester Writing Assignments • Align Structures and Strategies to TEKS • Develop Lessons Through Teacher Planning • Develop Vocabulary Aligned to Standards/Units of Study Through Teacher Planning • Develop/Select Curriculum Unit Assessment Items (9 Weeks) • Begin Developing Curriculum Documents in the Digital System (eduphoria) • Review Data and Adjust Instruction	• Continue to Develop Lessons Through Teacher Planning • Align Recommended and Suggested Resources • Integrate Appropriate Technologies • Continue to Align Structures and Strategies to the TEKS • Continue to Develop/Select Curriculum Unit Assessment Items • Revise Based on Applicable Data and Feedback • Review Programs for Alignment and Continued Use • Review Data to Determine Professional Development Needs

Exhibit 9 Course Addition, Revision, Deletion Process

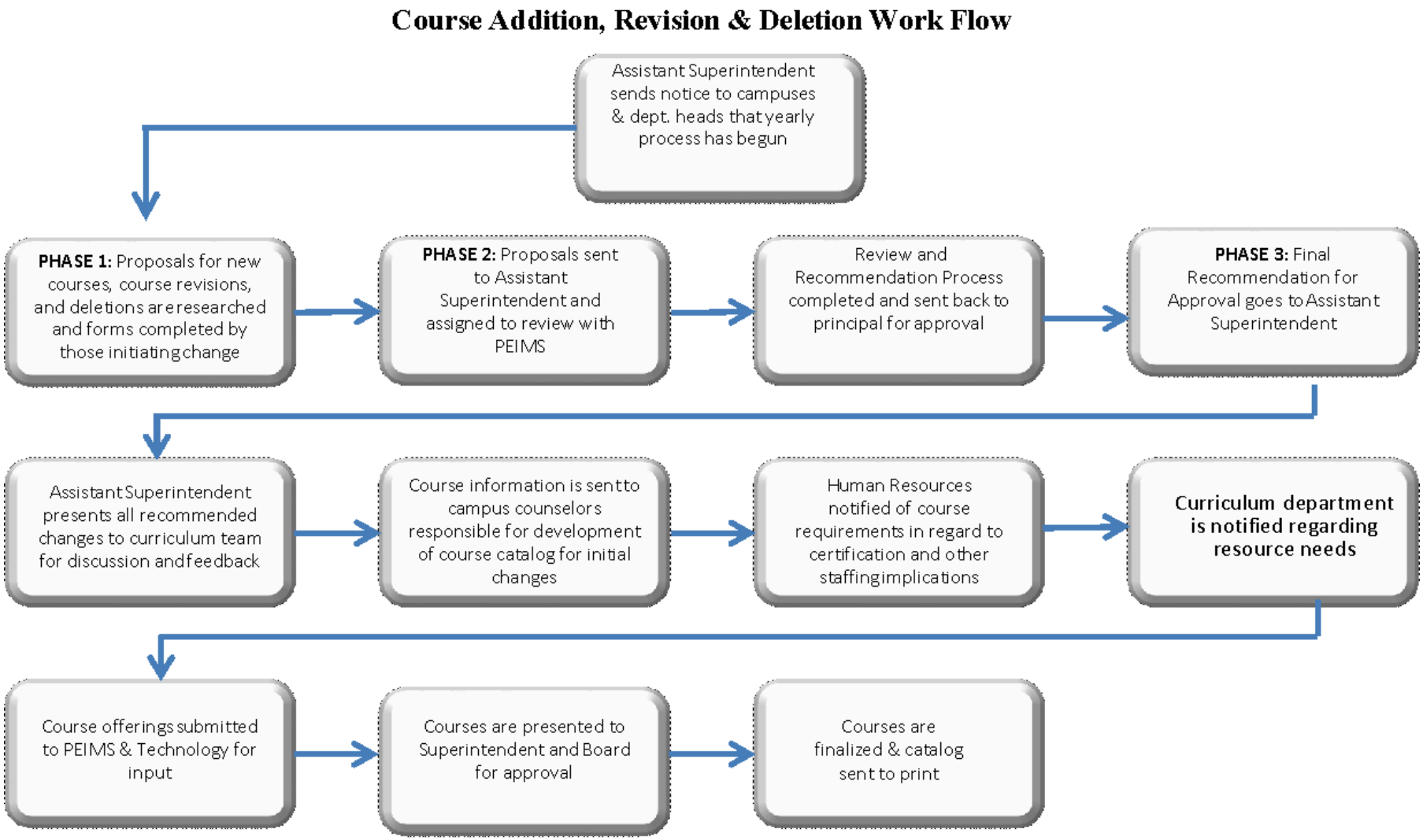


Exhibit 10 Curriculum Cycle

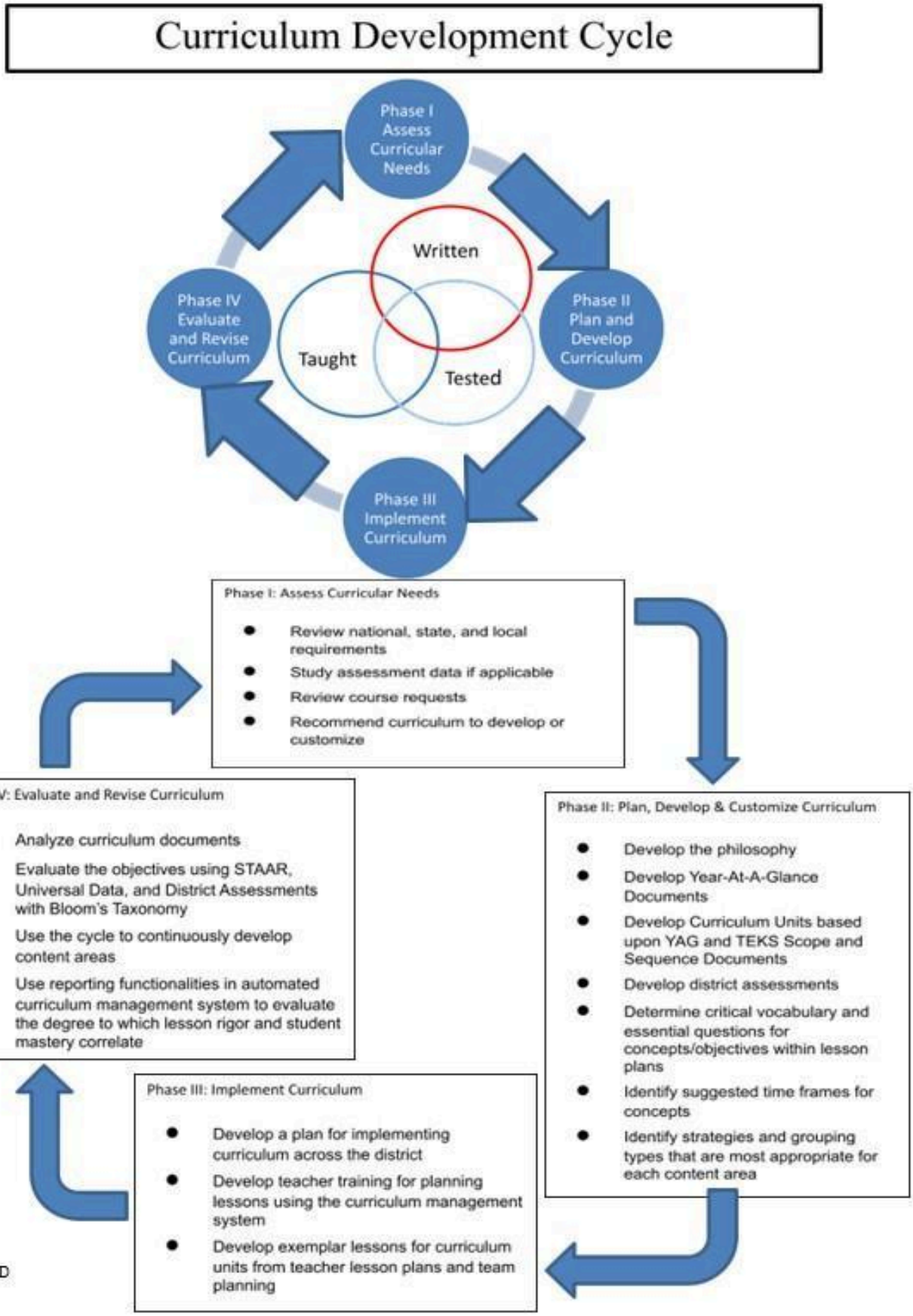


Exhibit 11 Horizontal and Vertical Teams

Horizontal and Vertical Teams

The individuals in these groups are designated to work together as a curriculum team, representing a specific grade level or course. The team has representation from K-12 grade levels and from each content area.

The purpose of this team is to define the curriculum at the required levels of focus and connectivity in order to optimize student performance horizontally and vertically. The expected outcome is to produce a Year-At-A-Glance and Scope and Sequence that is aligned across grade levels.

Roles and Responsibilities

- Possess content specific knowledge of Texas Essential Knowledge and Skills (TEKS) standards and what should be common across the grade levels, as well as, the progression vertically.
- Possess content specific knowledge of the STAAR/EOC assessment standards and how the curriculum components align to the assessment standards.
- Understand and can deconstruct standards based on content, context, and cognitive alignment.
- Understand and can utilize instructional resources based on content, context, and cognitive alignment.
- Proficient at determining or designing assessments that are contextually and cognitively aligned to the content standards.
- Knowledgeable about the best teaching practices for the specified content and grade level.
- Demonstrate leadership skills.
- Work collaboratively with others.
- Show evidence of designing and teaching model lessons, using research proven strategies and techniques.
- Can analyze data to determine curricular design issues (teacher lessons) that need to be addressed.
- Proficient in the use of Eduphoria.

Required Skills

- Able to unpack the standards
- Understands Curriculum Alignment
- Able to Deconstruct Assessments
- Has Knowledge in Utilizing Resources to Fit Areas of Need
- Has Leadership and Collaboration Qualities
- Proficient User of Eduphoria or Digital Resources

Professional Learning

- Eduphoria Training

Exhibit 12 PLC Planning Cycle

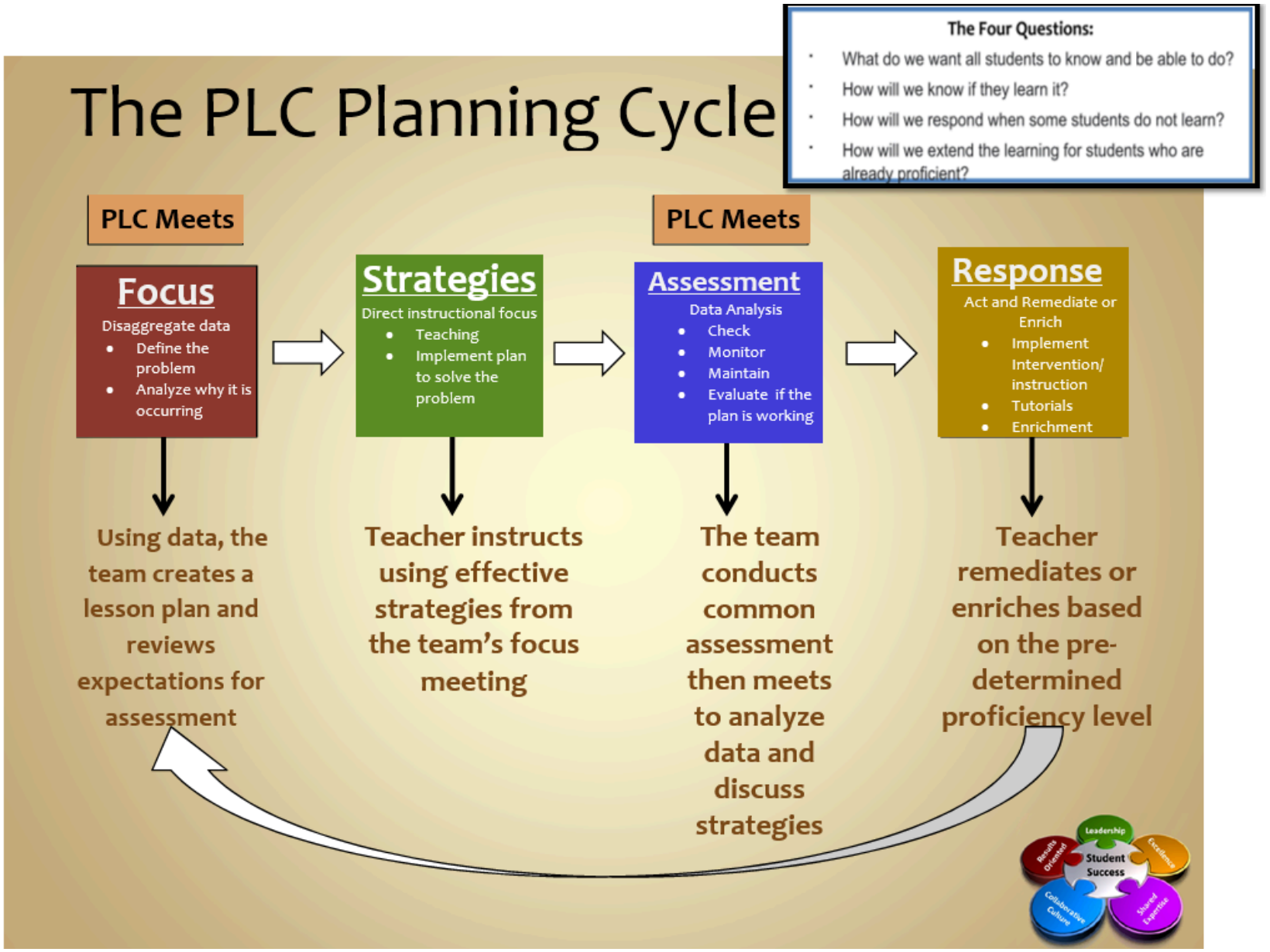


Exhibit 13 **Optional** Lesson Plan Template

Lesson Plan
Lesson Unit Title: Date:
STUDENT EXPECTATION
Standards/Objectives
Differentiation (How will you change the approach and/or level within the lesson or activity)
VOCABULARY AND QUESTIONING
Key Vocabulary:
High Order Thinking Questions:
ACTIVITY/PROCESS
Hook/Review:
Methods/Activities:
Lesson Procedures:
REAL WORLD CONNECTIONS
EVALUATION
CLOSURE/REFLECTION

Exhibit 14 Program Budgeting Process

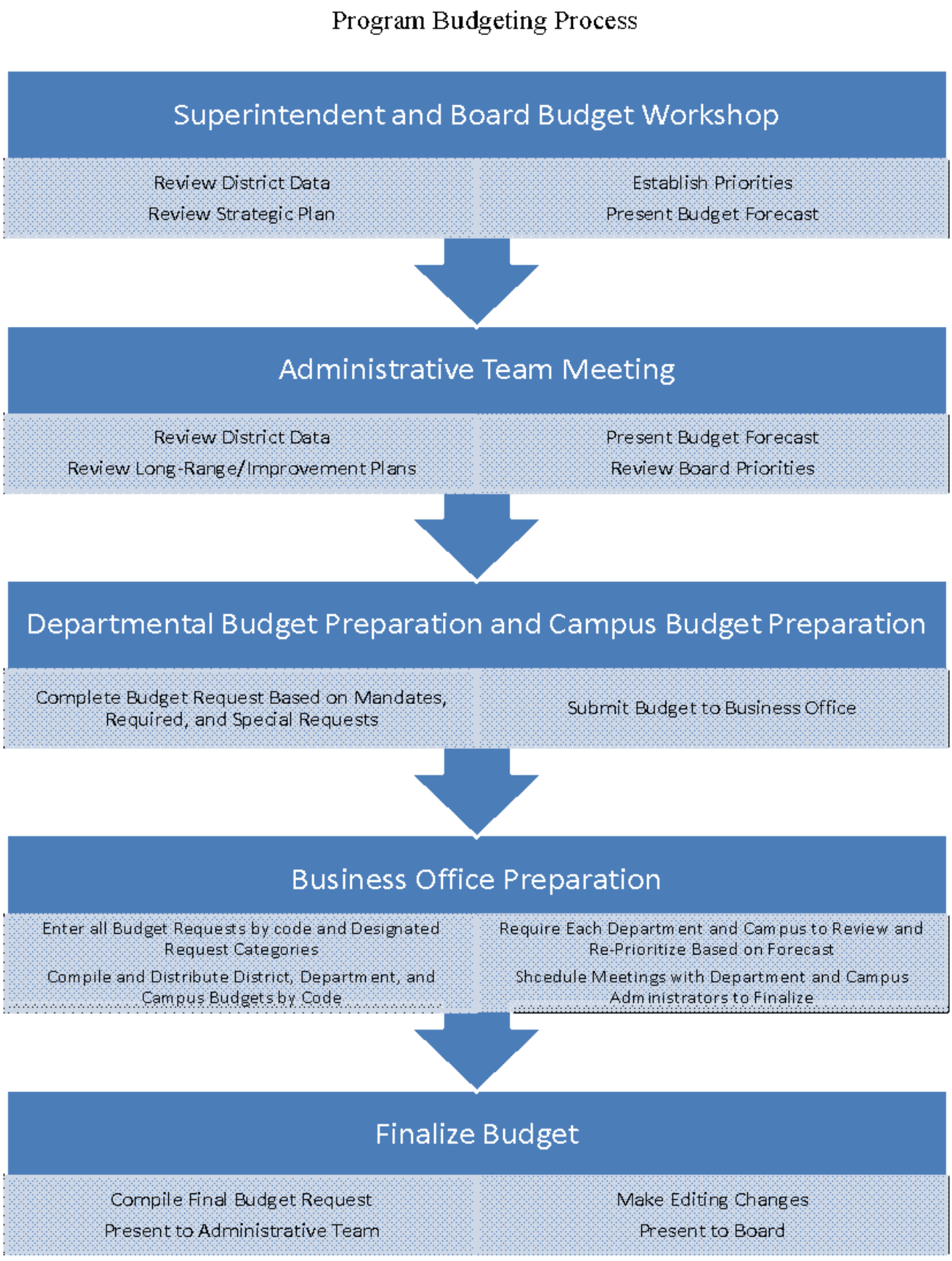


Exhibit 15 Professional Learning Approval Process

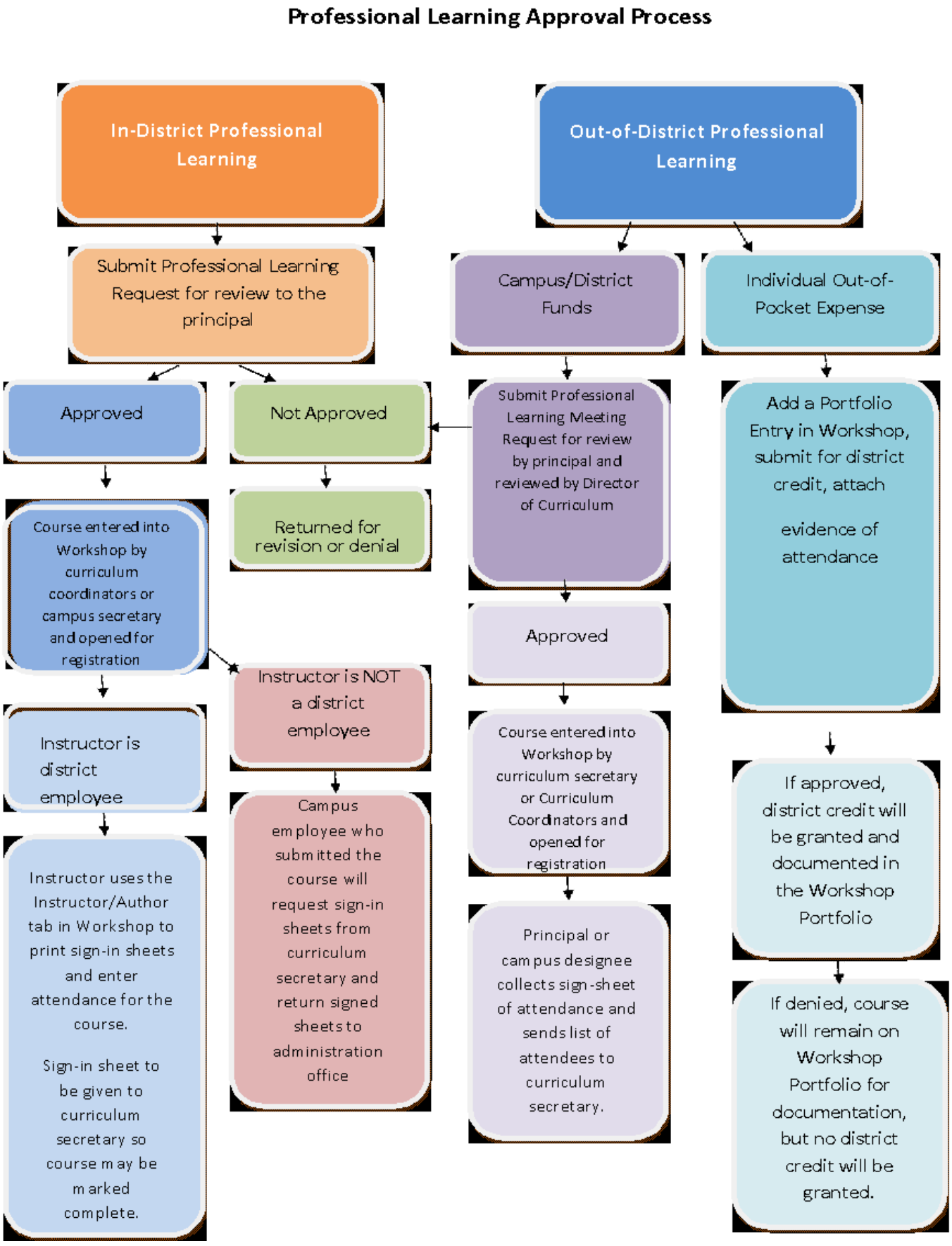
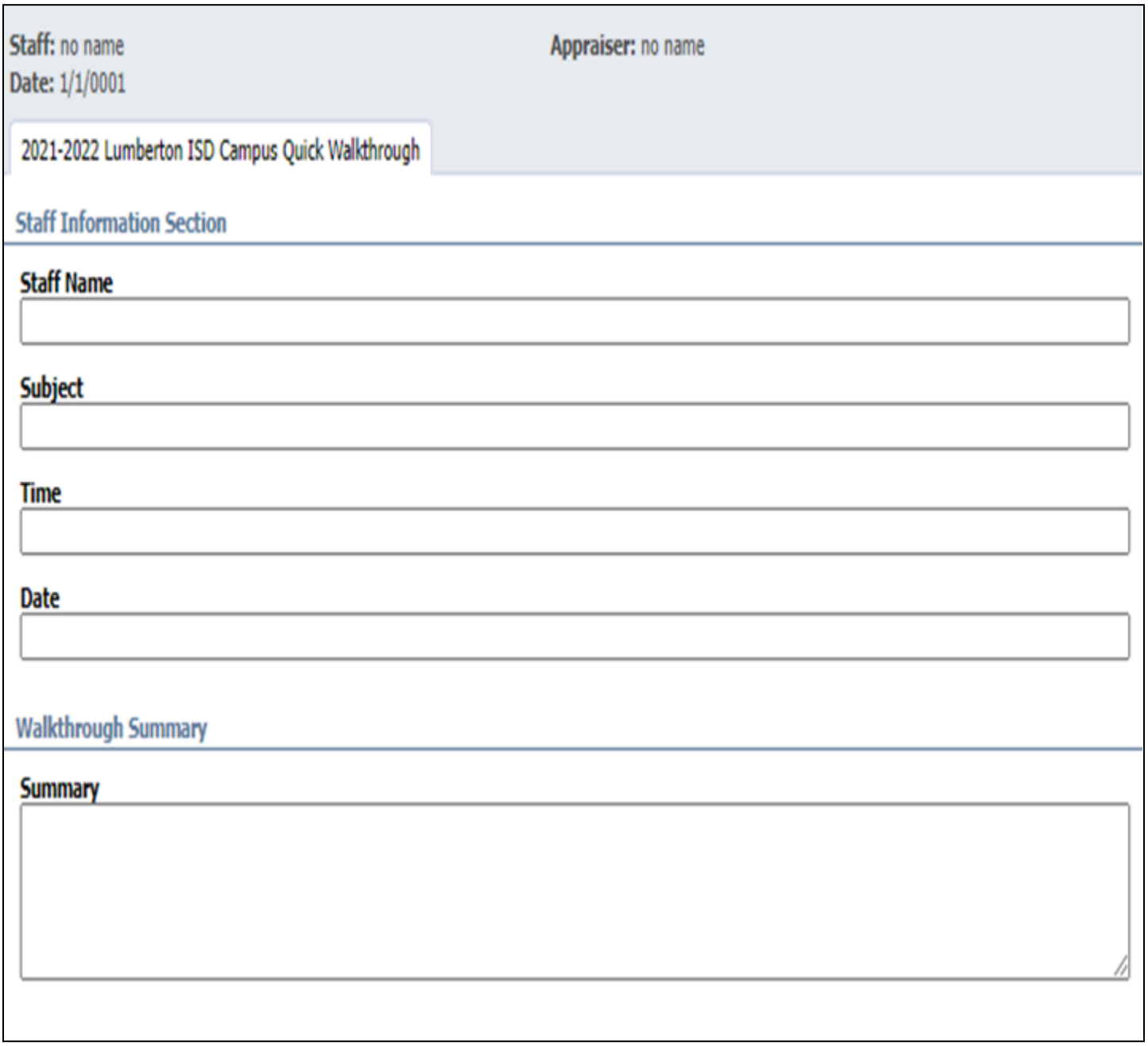


Exhibit 16 Appraisal & Walkthrough Forms

Walkthrough Form



Staff: no name
Date: 1/1/0001

Appraiser: no name

2021-2022 Lumberton ISD Campus Quick Walkthrough

Staff Information Section

Staff Name

Subject

Time

Date

Walkthrough Summary

Summary

Exhibit 16 continued

T-TESS 45 Minutes Observation Form (Entire Process)

Staff: no name
Date: 1/1/0001

Appraiser: no name

2021-2022 T-TESS 45 Minute Observation (Entire Process)

PRE-CONFERENCE

Prior to announced/formal observations, the appraiser conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context for the upcoming observation. The overall purpose of the pre-conference is for the appraiser and teacher to mutually discuss the upcoming lesson observation with focus on the interrelationships between planning, instruction, the learning environment and student outcomes. The pre-conference also provides teachers an opportunity to demonstrate their knowledge and skill for the PLANNING DOMAIN and its correlating dimensions: Standards and Alignment, Data and Assessment, Knowledge of Students, and Activities. The evidence that is gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptors for the Planning Domain, along with team planning meetings and other data collection measures.

- ☐ What objectives will be addressed in the lesson?
- ☐ What do you expect the students to know and be able to do after the lesson?
- ☐ Where is this lesson in the context of your unit plan?
- ☐ What are the prerequisite skills that the students have to know in order to be successful in this lesson?
- ☐ Briefly describe the varied learning needs of students in this class, including those with disabilities and English Language Learners, and how you plan and prepare to meet their needs.
- ☐ How will you differentiate your instruction in order to address a variety of learning styles?
- ☐ Are there any particular grouping structures in place? If so, how will you hold students accountable for group work?
- ☐ How will you assess whether or not students met the objectives for the lesson?
- ☐ Is there anything in particular you want me to be observing with regard to your areas of reinforcement and refinement?
- ☐ What are your plans for lesson closure and reflection?
- ☐ Are there any other special circumstances that I should be aware of before the announced observation?
- ☐ Is there anything else you would like to discuss before the observation?
- ☐ OTHER QUESTION:
- ☐ OTHER QUESTION:
- ☐ OTHER QUESTION:

Additional Questions:

Reflections:

Exhibit 16 continued

OBSERVATION

DOMAIN 1: PLANNING

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Dimension 1.1: Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	○	○	○	○	○
Dimension 1.2: Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	○	○	○	○	○
Dimension 1.3: Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	○	○	○	○	○
Dimension 1.4: Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	○	○	○	○	○

Additional Comments about Domain 1: Planning

DOMAIN 2: INSTRUCTION

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Dimension: 2.1: Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	○	○	○	○	○
Dimension 2.2: Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	○	○	○	○	○
Dimension 2.3: Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	○	○	○	○	○
DIMENSION 2.4: Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	○	○	○	○	○
Dimension 2.5: Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	○	○	○	○	○

Additional Comments About Domain 2: Instruction

DOMAIN 3: LEARNING ENVIRONMENT

Based on the evidence and the rubric, this is how the dimension scored.

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Dimension 3.1: Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.	○	○	○	○	○
Dimension 3.2: Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.	○	○	○	○	○
Dimension 3.3: Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	○	○	○	○	○

Additional comments about Domain 3: Learning Environment

Exhibit 16 continued

POST-CONFERENCE

AREA OF REINFORCEMENT

DOMAIN 1: PLANNING

- ☐ 1.1 Standards and Alignment (SA)
- ☐ 1.2 Data and Assessment (DA)
- ☐ 1.3 Knowledge of Students (KS)
- ☐ 1.4 Activities (ACT)

DOMAIN 2: INSTRUCTION

- ☐ 2.1 Achieving Expectations (AE)
- ☐ 2.2 Content Knowledge Expertise (CKE)
- ☐ 2.3 Communication (COM)
- ☐ 2.4 Differentiation (DIF)
- ☐ 2.5 Monitor and Adjust (MA)

DOMAIN 3: LEARNING ENVIRONMENT

- ☐ 3.1 Classroom Environment, Routines and Procedures (ERP)
- ☐ 3.2 Managing Student Behavior (MSB)
- ☐ 3.3 Classroom Culture (CC)

EVIDENCE:

AREA OF REFINEMENT

DOMAIN 1: PLANNING

- ☐ 1.1 Standards and Alignment (SA)
- ☐ 1.2 Data and Assessment (DA)
- ☐ 1.3 Knowledge of Students (KS)
- ☐ 1.4 Activities (ACT)

DOMAIN 2: INSTRUCTION

- ☐ 2.1 Achieving Expectations (AE)
- ☐ 2.2 Content Knowledge Expertise (CKE)
- ☐ 2.3 Communication (COM)
- ☐ 2.4 Differentiation (DIF)
- ☐ 2.5 Monitor and Adjust (MA)

DOMAIN 3: LEARNING ENVIRONMENT

- ☐ 3.1 Classroom Environment, Routines, and Procedures (ERP)
- ☐ 3.2 Managing Student Behavior (MSB)
- ☐ 3.3 Classroom Culture (CC)

EVIDENCE:

Exhibit 16 continued

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance; professional appearance; decorum; and procedural, ethical, legal and statutory responsibilities.	○	○	○	○	○
4.2 Goal Setting: The teacher reflects on his/her practice.	○	○	○	○	○
4.3 Professional Development: The teacher enhances the professional community.	○	○	○	○	○
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	○	○	○	○	○

Additional comments about Domain 4: Professional Practices and Responsibilities

AREA OF REFINEMENT

DOMAIN 1: PLANNING

- ☐ 1.1 - Standards & Alignment
- ☐ 1.2 - Data & Assessment
- ☐ 1.3 - Knowledge of Students
- ☐ 1.4 - Activities

DOMAIN 2: INSTRUCTION

- ☐ 2.1 - Achieving Expectations
- ☐ 2.2 - Content Knowledge & Expertise
- ☐ 2.3 - Communication
- ☐ 2.4 - Differentiation
- ☐ 2.5 - Monitor & Adjust

DOMAIN 3: LEARNING ENVIRONMENT

- ☐ 3.1 - Classroom Environment
- ☐ 3.2 - Managing Student Behavior
- ☐ 3.3 - Classroom Culture
- ☐ DOMAIN 4: PROFESSINAL PRACTICES AND RESPONSIBILITIES
- ☐ 4.1 - Professional Demeanor & Ethics
- ☐ 4.2 - Goal Setting
- ☐ 4.3 - Professional Development
- ☐ 4.4 - School Community Involvement

EVIDENCE

Exhibit 16 continued

AREA OF REINFORCEMENT

DOMAIN 1: PLANNING

- ☐ 1.1 - Standards & Alignment
- ☐ 1.2 - Data & Assessment
- ☐ 1.3 - Knowledge of Students
- ☐ 1.4 - Activities

DOMAIN 2: INSTRUCTION

- ☐ 2.1 - Achieving Expectations
- ☐ 2.2 - Content Knowledge & Expertise
- ☐ 2.3 - Communication
- ☐ 2.4 - Differentiation
- ☐ 2.5 - Monitor & Adjust

DOMAIN 3: LEARNING ENVIRONMENT

- ☐ 3.1 - Classroom Environment
- ☐ 3.2 - Managing Student Behavior
- ☐ 3.3 - Classroom Culture

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

- ☐ 4.1 - Professional Demeanor & Ethics
- ☐ 4.2 - Goal Setting
- ☐ 4.3 - Professional Development
- ☐ 4.4 - School Community Involvement

EVIDENCE

REFLECTION OF CURRENT YEAR GOALS

	Attained	Not Attained
Professional Goal	○	○
Student Growth Goal	○	○

EVIDENCE

FUTURE GOALS FOR UPCOMING YEAR

Exhibit 16 continued

LUMBERTON
INDEPENDENT SCHOOL DISTRICT

LUMBERTON INDEPENDENT SCHOOL DISTRICT

Teacher Observation, Feedback, and Appraisal Flow

1. Every teacher has to create two goals and submit them to the appraiser by the date set in the district appraisal calendar
2. Every teacher will have one 15-min T-TESS observation per semester:
    a. May be announced or unannounced
    b. Maybe less than 15 minutes
    c. Appraiser marks only the observed areas on the rubric
3. Every teacher will have an End-of-Year conference with the appraiser to discuss goal achievement, professional development attended, as well as find out their T-TESS ratings for the school year no later than the date set by the district appraisal calendar
4. Teachers with three or less years in the district and those who are on a three-year rotation will have an additional full 45-minute observation (including the pre-conference and post-conference) in the fall semester
5. Appraisers must leave feedback when teachers are marked anything other than *Proficient*
6. Appraisers are encouraged to leave feedback when they mark teachers as *Proficient*
7. Appraisers will conduct regular informal walkthroughs with specific comments and feedback (open form in Eduphoria)
8. If an appraiser observes a concern with a teacher, s/he must provide formal feedback promptly, document appropriately, and follow up with another walkthrough or an observation

Exhibit 16 continued

LUMBERTON
INDEPENDENT SCHOOL DISTRICT

LUMBERTON INDEPENDENT SCHOOL DISTRICT

Example Appraisal Calendar

August 2, 2022 – T-TESS Orientation for New Teachers

August 3-10, 2022 – T-TESS Refresher – Campus Level

August 25, 2022 – Formal Observations Begin

- -At least one 15-minute observation per semester (all teachers)
- -One full 45-minute observation:

A teacher may receive a full appraisal less than annually if the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions and did not identify any area of deficiency, defined as a rating of *Improvement Needed* or its equivalent, on any of the sixteen dimensions identified in 19 Administrative Code 150.1002(a).

In addition, per Board Policy DNA (Local), to be eligible for less-than-annual evaluations under the T-TESS, a teacher shall:

1. Be employed on an educator term contract;
2. Hold SBEC certification
3. Be assigned in his or her certification area;
4. Have been employed by the District for at least three years.

Note: Eligible for a less-than-annual evaluation teachers shall be appraised every three years. Campus administrators are responsible for keeping track of the teachers on the rotation schedule for a full appraisal.

September 16, 2022 - Goals and professional development plans submitted to appraiser (all teachers)

December 16, 2022 - Full 45-minute observations completed (for eligible teachers)

April 28, 2023 – All End-of-Year conferences are recorded in Eduphoria (all teachers)

- Review summative scores for Domains I, II, and III
- Review the data and evidence gathered throughout the appraisal year for Domain IV, including the teacher's evidence for this domain/dimensions
- Review results of the performance of the teachers' students
- Review potential goals and professional development plans for the next school year
- Domain IV is not scored until after the teacher has been afforded an opportunity to present evidence related to each of the four dimensions during the end-of-year conference.
- Review the areas of Reinforcement and Refinement

No T-TESS observations will be conducted:

- on the day before or after holidays
- during administration of standardized tests
- T-TESS Blackout dates: Aug 12-24, Sept 6, Oct 18, Nov 18, Nov 28, Dec 16, Jan 4, Jan 17, Feb 10, Feb 21, Mar 21, Mar 31, Apr 10, May 1-25.

Exhibit 17 Plan, Teach, Assess Cycle

Exhibit 18 The Four PLC Guiding Questions

PLC Guiding Questions

Question #1: What do we want our students to know and do?

- What TEKS will we focus on?
- What was your lowest performing student expectation (standard)?
- Unwrap the standard to determine the depth and rigor.

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

- What common assessments (unit tests, informal/formal grade-level assessments) will we use?
- Which ones will be formative (observations, checklists, exit tickets, work stations)?
- Which ones will be summative (unit tests, nine week assessments, mid-term/final exams)?
- Are they already developed or do we need to create them?
- If already developed, do any changes need to be made?
- How often will we administer the assessments to see how we are progressing toward our goal?
- How often will we analyze results?

Question #3: What will we do if the students do not learn it?

- How will we modify our current practices to increase the achievement of our current students?
- What strategies or interventions can we use?
- How are we differentiating our instruction?
- Where can we look for additional ideas?
- What are other PLC teams doing in our building?
- What structures can we change to provide students with what they need?
- How can we be creative with scheduling and time?
- What further training might we need?

Question #4: What will we do if the students already know it?

- What enrichment activities or extensions can we use?
- How are we differentiating our instruction?
- Where can we look for additional ideas?
- What are other PLC teams doing in our building?
- What structures can we change to provide students with what they need?
- How can we be creative with scheduling and time?
- What further training might we need?

Exhibit 18 Continued

PLC Planning Template

PLC Members:	Date:
Question #1: What do we want our students to know and do?	
Question #2: How will we know if they have learned it?	
Question #3: What will we do if the students do not learn it?	
Question #4: What will we do if the students already know it?	

Exhibit 19 Backward Design

LR

Department of Teaching & Learning

LUMBERTON ISD

BACKWARD DESIGN

Backward design, also called backward planning or backward mapping, is a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals. Backward design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds "backward" to create lessons that achieve those desired goals.

STEPS IN BACKWARD DESIGN:

- A teacher begins by reviewing the learning standards that students are expected to meet by the end of a course or grade level. In some cases, teachers will work together to create backward-designed units.
- The teacher creates an index or list of the essential knowledge, skills, and concepts that students need to learn during a specific unit. In some cases, these academic expectations will be called learning objectives.
- The teacher then designs a final test, assessment, or demonstration of learning that students will complete to show that they have learned what they were expected to learn.
- The teacher then creates a series of lessons, projects, and supporting instructional strategies intended to progressively move student understanding and skill acquisition closer to the desired goals of the unit.
- The teacher then determines the formative-assessment strategies that will be used to check for understanding and progress over the duration of the unit.
- The teacher may then review and reflect on the prospective unit plan to determine if the design is likely to achieve the desired learning goals.

7

Exhibit 20 Instructional Rounds

INSTRUCTIONAL ROUNDS HOW-TO GUIDE

RAIDERS TODAY. LEADERS TOMORROW.

WHAT ARE INSTRUCTIONAL ROUNDS?

- A group of leaders and/or teachers visiting multiple classrooms in the school
- Focused on instructional practices linked to school/district improvement strategies
- Aims to share practice and support improvements of teaching and learning

WHY INSTRUCTIONAL ROUNDS?

- Focus on student learning and instructional strategies to improve rigor, relevance and student engagement
- To take improvement to the next level
- Help separate the practice from the person
- Develops common understandings of effective teaching and learning

WHAT ACTIONS ARE INVOLVED?

STEP 1:
Identify focus (identified by campus or group)

STEP 2:
Observation group collects data related to the identified focus

- Groups of 3-5 teachers
- Typically facilitated by a school leader
- Visit a range of classrooms (15 minutes per classroom)
- Observers make detailed, non-judgmental notes

STEP 3:
Groups debrief after observations using agreed protocols

- Groups identify patterns, wonderings, recommendations
- Build a picture of teaching and learning throughout the school, not just of individual classrooms

STEP 4:
Groups make recommendations for next stage of work

- Make recommendations or alternatives to improve "the focus" based on the evidence gathered
- Be specific – make recommendations for the next week, next month, even the next year
- Reflect on your own practices

KEY ELEMENTS

- Shared understanding of purpose and process
- Alignment with school-wide improvement focus
- Groups are unobtrusive observers in the classrooms visited
- Notes taken focus on specific actions observed, not judgements of practice or general ideas and information
- Debriefs are discussions of practice, not evaluations of observed teachers' practice
- Feedback is not provided to individual teachers unless specifically requested

Exhibit 20 continued

What is the teacher doing? capture specific language and actions	**What are the students doing?** capture specific language and actions