

Maypearl ISD

Curriculum Management Plan



Revised June 22, 2021

District Mission Statement

The mission of Maypearl ISD, a tradition-rich community, is to cultivate the unique potential of all students through innovative education.

District Vision Statement

Maypearl ISD, where all learners will embrace their unique potential to excel, serve others, and own their future.

Tradition - Pride - Purpose

Curriculum Plan Committee

Lisa Allen

Ashley Davis

Cindy Delgado

Kathy DeGeest

Melanie Dillon

Brian Garrison

Chelsea Hoard

Lisa Hyles

Eric Janszen

Brent Johnson

Alisa Katigan

Kasey Kinder

Debbie Mathers

Lisa Roberts

Lauri Spradling

Cristin Votaw

Todd Watts

Janette Wilcken

Deborah Yates

Curriculum Philosophy

Maypearl ISD strives to implement a quality curriculum that provides students with a foundation of learning that includes vertical and horizontal alignment and guarantees that students are taught the required Texas Essential Knowledge and Skills.

Maypearl ISD uses the TEKS Resource System Curriculum (TEKS/RS) in the four core content areas K-12. A teacher can access the online curriculum site at www.teksresourcesystem.net.

The core benefits for using the TEKS Resource System:

- Alignment to the TEKS (curriculum standards as mandated by the State of Texas)
 - ★ Schools can maximize the learning conditions for all students through clearly stated expectation of what students will learn that align to the Texas Essential Knowledge and Skills
- Vertical alignment through a guaranteed and viable curriculum
 - ★ 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 high expectations for all students.
- Assessments that are aligned to the challenging state tests
 - ★ Short-term and long-term assessments of student achievement are critical for preparing students for the next grade/course. Assessment data must be used to determine learning gaps and a course of action for filling these gaps. High levels of student achievement are the benchmarks for effective curriculum design and instruction delivery.

Teachers of core subjects in Maypearl ISD are required to follow the TEKS/RS Curriculum. This does not mandate the day to day lessons and activities for engaging instruction in each classroom; however, it does provide a framework from which teachers plan their lessons. The following are the **non-negotiable** documents that must be followed:

- ❖ Vertical Alignment Document (VAD)
- ❖ Instructional Focus Document (IFD)
- ❖ Year-at-a-Glance Document (YAG)
- ❖ Unit Assessments

The MISD Curriculum and Assessment Plan and requirements also apply to the Remote Learning Plan adopted by the Board of Trustees on July 21, 2020. See the MISD Asynchronous Instructional Plan for specific requirements.

District Curriculum

As required by State law in the Texas Administrative Code and Texas Education Code, Maypearl ISD adheres to the Texas Essential Knowledge and Skills (TEKS) as the standards which determine what students should know and be able to do in each course and subject.

The district has adopted the TEKS Resource System as the district curriculum. The TEKS/RS writing team updates the curriculum documents as new standards are adopted by the State Board of Education. Core teachers are expected to teach the curriculum of Maypearl ISD. Since the curriculum is a system decision, not a campus or employee decision, proposed changes to the District curriculum shall be presented to the central administration.

Subject area written curriculum and instructional guides shall be provided through the TEKS/RS, which

1. Reflects alignment to the Texas Essential Knowledge and Skills (TEKS) standards and the state-mandated assessment reporting categories: and
2. Includes scope and sequence, standards to be taught, assessments in acceptable format, aligned resources, time frame, and instructional strategies; and
3. Is accessible through the online TEKS Resource website. www.teksresourcesystem.net

The expectations are that:

1. Teachers shall have access to the online TEKS Resource System and shall use the documents as guides to develop daily lesson plans.
2. Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.
3. Instructional resources such as textbooks, software, and other materials shall be selected based upon their alignment with the curriculum standards and priorities of the Maypearl ISD.
4. Professional learning shall be designed and implemented to prepare staff members to teach the designed curriculum.

Lesson Planning - High Quality Instruction

Teachers are required to use the TEKS Resource System as their primary source of instructional direction, which means accessing the curriculum through the online system.

Teachers will use the documents to develop individual lesson plans and approaches to instruction that will serve the student’s individual academic needs.

In addition to consistent delivery of the standards in the curriculum, instructional delivery shall be based on sound teaching principles. Key components of a quality lesson should include, but not be limited to, a focus activity, a defined student learning objective, engaging activities, guided practice, independent/collaborative practice, differentiation, evidence of learning, formal or informal assessments, and if applicable English Language Proficiency Standards.

TEKS Resource System

COMPONENT	DISTRICT EXPECTATION	PERSON RESPONSIBLE
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.	Non-negotiable Required for all grade levels/core content areas	Principal Director of Curriculum
Year at a Glance (YAG): The Yearly Pacing Sequence of a course shows all the units assigned to the course, the approximate number of days the units should take, and the TEKS that are associated with the units.	Non-negotiable Required for all grade levels/core content areas	Principal Director of Curriculum
Instructional Focus Document (IFD): Unit planning guides that provide an overview of the unit key vocabulary terms, student misconceptions, overarching ideas, unit-level specificity of the TEKS, and performance assessments.	Non-negotiable Required for all grade levels/core content areas	Teacher Principal
Lesson Plans: Plans that outline the daily objectives, TEKS, vocabulary, and instructional strategies submitted on a district template, randomly monitored with rubric. *Performance Assessments *Pacing Tools *TEG Guides (Region 13)	Non-negotiable Submitted weekly in Google Drive. Lesson plans are due by Wednesday at 4 p.m. for the upcoming week.	Teacher Principal
TEKS Verification Document (TVD): A companion document to the YAG which lists the Student Expectations for a grade level/content area and indicates when an SE is a Direct Teach (T), Developing (D), or Ongoing (O).	Optional tool to use	Teacher Principal

Access to Region 13 TEG Guides:

<https://sites.google.com/a/esc13.net/guides/>

The Assessment Plan

Assessment shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

Teachers shall use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.

The assessed curriculum shall include the following components:

1. State-level assessments as required: STAAR, EOC
2. No less than one or more than two STAAR Released per school year for each state tested grade/subject given within the district mandated window.
3. TEKS/RS unit assessments that document, record, and report the degree to which students are demonstrating mastery of the written curriculum. Unit assessments must be completed through Eduphoria AWARE and put under the "Interim Assessment" tab. These assessments should be labeled: **21-22 Grade 3 ELAR Unit/Grading Period.**
4. Performance Assessments (PA) are included in each unit. **Teachers will assess students** with one Performance Assessment per grading period.
5. NWEA MAP Growth Diagnostic Assessments for grades 1 -10 in Reading and Math and grades 3-8 in Science three times per year. Kindergarten will be using mClass for the reading diagnostic and NWEA Map for math diagnostic. 7th graders who did not demonstrate reading proficiency on the Grade 6 Reading STAAR will take iStation's Indicators of Progress at the beginning of the year. These testing windows will be set by the district.
6. CLI Engage Circle Progress Monitoring for Pre-K, three times per year. These testing windows will be set by the district.
7. Running Records for K and 1st Grade - a minimum of one time per grading period. 2nd Grade will administer Running Records one time per semester.

Teachers shall conduct frequent assessments of students on the curriculum objectives through various formative and informative measures. Teacher-made tests, as well as unit assessments, shall be used to determine patterns of student achievement. Teachers and principals shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify instruction as warranted by assessment results.

Principals and teachers shall use assessment data to ensure that curriculum delivery and assessment are congruent with the written curriculum and that students are learning the required curricular standards in each reporting category.

District Assessment Components

COMPONENT	DISTRICT EXPECTATION	PERSON RESPONSIBLE
<p>Curriculum-Based Assessments: The assessment item bank that is 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.</p>	<p>In grades 2-12, Curriculum-Based Assessments shall be given at the end of each grading period in all core subjects.</p>	<p>Teacher Principal</p>
<p>Released STAAR/EOC Benchmarks/Semester Exams</p>	<p>Released STAAR/EOC benchmarks given in any grading period can replace Unit Assessment(s). Grades 9-12 will give semester exams.</p>	<p>Teacher Principal</p>
<p>Performance Assessments: Assessment tasks that align with the learning objectives of the unit. These assessments are found in the IFD or TExGuides.</p>	<p>At least one PA must be completed within each grading period using the provided rubric for K-8 core subjects and 9-12 EOC subjects.</p>	<p>Teacher Principal</p>
<p>Data Collection: Eduphoria AWARE</p>	<p>All unit assessment data must be completed in AWARE. Data will be used to strengthen curriculum and instruction.</p>	<p>Teacher Principal Director of Curriculum</p>
<p>NWEA MAP Growth: NWEA provides robust norms for achievement and growth over time. Amplify mClass will be used for K reading. Istation will be used for students entering 7th grade who did not pass the 6th Grade Reading STAAR.</p>	<p>Students shall be assessed three times per year in Reading and Math in grades K - 8.</p>	<p>Teacher Principal Director of Curriculum</p>
<p>CLI Engage Circle: An assessment tool to assess school readiness learning areas.</p>	<p>Students shall be assessed three times per year in all learning areas required by TEA to meet the criteria for a High Quality Pre-Kindergarten Program.</p>	<p>Teacher Principal Director of Curriculum</p>
<p>STAAR/EOC Analysis: Analyzes previous STAAR/EOC Assessments. The documents also provided rationale for student error and misconceptions.</p>	<p>Teachers shall analyze their STAAR/EOC data and use this information to guide instruction.</p>	<p>Teacher Principal Director of Curriculum</p>

Curriculum Roles and Responsibilities

Director of Curriculum	<ol style="list-style-type: none"> 1. Ensure that a master long-range plan is in place for District curriculum development, revisions, program assessment, and student assessment. 2. Implement the master long-range plan, providing technical and expert assistance as required. 3. Assist principals in monitoring the implementation of curriculum. 4. Manage the implementation of the District's assessment plan for accountability and continuous improvement of the teaching and learning process. 5. Observe classes and monitor lessons. 6. Evaluate Principals' performance in effective implementation of the Curriculum Management Plan per T-PESS and holding high expectations of fidelity.
Principals	<ol style="list-style-type: none"> 1. Monitor the implementation of the curriculum. 2. Emphasize the importance of effective curriculum and instruction practices on a regular basis. 3. Observe classes, monitor instruction and lesson plans (rubric), and evaluate assessment material utilized on their campus. 4. Review assessment data and how it is used to focus and connect teaching as well as provide appropriate interventions. 5. Attend data meetings with teachers. 6. Evaluate Teachers' performance in effective implementation of the Curriculum Management Plan per T-TESS and holding high expectations of fidelity.
Teachers	<ol style="list-style-type: none"> 1. Teach the District curriculum. 2. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success. 3. Study and use assessment data to monitor and adjust classroom instruction. 4. Participate in data meetings and professional learning opportunities provided to enhance curriculum delivery and student mastery. 5. Communicate results of assessments to students and parents in a timely and appropriate manner so that students and parents are well informed.

Cycle of Curriculum Review

The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. An environment to support curriculum delivery must be created and maintained by all functions of the district.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from the planning using the TEKS Resource Curriculum documents. There shall be equitable access to the curriculum for all students. In other words, the curriculum shall become non-negotiable, whereas the instructional approaches shall be based upon student needs and what is most appropriate.

This curriculum management plan will be re-visited annually to reflect changes in state standards and district and campus needs.

