

**Curriculum  
Development and  
Review**

The Board recognizes the need for and value of a systematic, on-going program of curriculum development and evaluation. The Board designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum. 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 learnings common to all students. There shall be equal access to the curriculum for all students, which shall be delivered in an equitable manner.

**Curriculum  
Philosophy**

The purpose of education is primarily imparting 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 the 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. Each student is capable of achieving excellence in learning the essentials of formal schooling using a continuous progress approach.
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 each student through clearly stated expectations of what students will learn, high expectations for all students, short- and long-term diagnostic assessments of student achievement, and instructional 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 level of achievement for each student.

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

**The Planned and  
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 available knowledge of the growth and development of learners, the needs of learners based on the nature of society, state law, and State Board of Education rules.

The focus of the curriculum shall ensure the following in priority order:

1. Mastery of basic skills of grade level reading and writing skills.
2. Mastery of mathematics skills.
3. Mastery of skills congruent with those tested for each grade level or course.

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

Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the District. The expectations are that:

1. All curriculum shall be documented in writing. It shall embed external assessment learnings and reflect correlation to the state standards;
2. The curriculum shall be reviewed and updated as needed on a regular cycle of review;
3. Teachers shall have access to copies of guides and shall use the objectives in the guides to develop daily lesson plans; and
4. Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.

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.

Proposed curriculum and instruction guides shall be reviewed by external experts prior to adoption, whenever possible.

**The Taught  
Curriculum**

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.

Staff development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for long-term institutionalization.

The Board designates the Superintendent to be the instructional leader. 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 the source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation of the curriculum shall be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these components of the curriculum shall be matched to bring about a high degree of consistency.

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

Curriculum and instruction guides shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that serve the student's particular needs at a particular time. The guides shall be used to map a logical sequence of instruction for each student. 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 consistent delivery of the objectives in the curriculum, teachers shall base their instructional delivery on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall:

1. Establish a school climate that continually affirms the worth and diversity of each student.
2. Expect that each student will perform at high levels of learning.

3. Ensure that each student experiences opportunities for personal success.
4. Vary the time for learning according to the needs of each student and the complexity of the task.
5. Have both staff members and students take responsibility for successful learning.
6. Assess current student skills or learning for instructional assignment.
7. Analyze the content of each objective so that instructional strategies match content and assessment.
8. When appropriate, sequence tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orient students to the objectives to be learned.
10. Teach the objectives that provide varied approaches, adequate time, and multiple opportunities for learning and success.
11. Assessing student mastery of the objectives to determine the need for movement to a new instructional objective, extension, enrichment, or correction.
12. For those who attain mastery, progress to the next objective or offer extension or enrichment.
13. For those who do not attain mastery, providing correctives and/or use different strategies until mastery is attained.

Staff development shall be provided for teachers on research-based approaches to teaching in order to provide them with alternative ways to view the teaching act so that they may be as effective as possible.

**The Tested  
Curriculum  
Evaluation**

The Superintendent or designee shall establish assessment for determining the effectiveness of curricular and instructional programming at District, campus, and classroom levels. Assessments shall focus on diagnosing the extent to which each student is achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum to the students.

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.

Teachers shall conduct frequent assessment 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 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 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 include:

The Board

The Board shall:

1. Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement.
2. Approve the written curriculum scope.
3. Adopt textbooks as instruction resources to teach the curriculum.
4. Provide funding for staff development opportunities that focus on and support curriculum design and delivery for increased student achievement.
5. Communicate to its constituents the Board's curricular expectations through the establishment of policy and support of administrative procedures.
6. Fund, through the budget process, resources (time, personnel, and money) needed to develop and implement the curriculum based on data to engender the success of each student.

Superintendent

The Superintendent shall:

1. Develop and revise policies for adoption by the Board.
2. Establish procedures to guide curriculum design and its delivery.

3. Report annually to the Board concerning implementation of the curriculum.
4. Ensure that a functional decision-making structure is in place to carry out this policy.
5. Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum.

District-Level  
Administrators

District-level administrators shall:

1. Implement District-level policies and procedures.
2. Implement the master long-range plan, providing technical and expert assistance as required.
3. Analyze data and prepare reports for appropriate assigned tasks for staff and Board consideration.
4. Provide support for campus-level administrators in monitoring the implementation of the curriculum.

Campus-Level  
Administrators

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. Appraisal observations and conferences.
  - 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. Translate the importance of effective curriculum and instruction practices on a regular basis.
4. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campuses.
5. Provide campus-based professional development opportunities.
6. Provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives.

7. Help parents understand their roles in supporting the learning of the curriculum.

**Teachers**

Teachers shall:

1. Utilize the District-approved curriculum posted in the learning management system.
2. Utilize District-approved resources.
3. Analyze and interpret student assessment data to diagnose each student's learning in order to differentiate instruction to meet each student's instructional needs.
4. Incorporate research-based instructional strategies in the teaching of the curriculum.
5. Seek and actively participate in appropriate, ongoing professional development.
6. Participate collaboratively with colleagues to reflect on one's teaching practices.
7. Ensure equal access to curriculum and equitable delivery to each student.
8. Encourage parents to support student learning.

**Budget**

The administration shall ensure that the District budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities — a performance-driven budget. 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.