Port Neches-Groves ISD

Curriculum Management Plan

PN-GISD Mission Statement:

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

Acknowledgements

The Port Neches-Groves ISD curriculum department would like to express appreciation to Region 5 Education Service Center for providing the 2015-2016 Texas ASCD Curriculum Leadership Academy XIV. This document was board approved on 9/19/16.

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PHILOSOPHY AND FRAMEWORK

Introduction

The intent of the Port Neches-Groves Independent School District Curriculum Management Plan is to provide a clear and comprehensive representation of district goals and processes related to curriculum and instruction. A primary purpose of the plan is to communicate these goals and processes among all stakeholders in order to continually evaluate, improve and increase student learning.

This plan functions to manage and limit variables in order to ensure tight alignment between the written, taught, and assessed curriculum. Processes are designed and implemented to minimize the impact of random variation that might otherwise occur in design and delivery. The framework and structure in the plan provides clarity for vertical and horizontal alignment teams and collaborative PLCs so that these teams know the focus, support and resources available for their work.

Vision Statement
In Port Neches–Groves ISD we believe that our students will model academic success and integrity in all endeavors. Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future. Curriculum documents provide a foundation to ensure that all students have access to a viable curriculum that adheres to research-based best practices to meet the needs of all students.

Philosophy
The purpose of curriculum is to provide a cohesive learning experience for students that not only imparts essential standards-based knowledge and skills, but also encourages students to think critically and analytically and begin to take ownership of the learning process itself.

Core Beliefs
- All students can learn and succeed when provided appropriate aligned and articulated curricular experiences.
- Every student has the right to expect a safe and supportive learning environment.
- Each student is unique with individual instructional needs.

- Curriculum and instruction that is intentionally designed to meet individual students' needs provides for enhanced student success.
- Curriculum alignment includes clear connections to the Texas Essential Knowledge and Skills as well as college readiness standards.
- Effective curriculum development and delivery requires adequate resources and support including time, professional development, and appropriate research-based instructional resources.
- Fidelity is supported by continual and systematic evaluation and subsequent revision.
- Curriculum audit standards provide criteria to transform teaching and learning.

Graduate Profile

The profile of a Port Neches-Groves graduate includes attributes that will ensure a positive transition to life after high school, including college and career readiness, lifelong learning, responsibility and integrity, and productive citizenship.

College and Career Readiness
- ✓ Demonstrates proficiency in reading, writing, listening, speaking, and research
- ✓ Effectively uses quantitative reasoning and data when solving problems
- ✓ Uses logical thought processes and critical analysis to solve problems, adapting to new information as needed
- ✓ Is proficient in the responsible use of digital media to analyze, communicate, and construct ideas

Lifelong Learning
- ✓ Initiates learning to solve problems
- ✓ Shows mastery in an academic foundation for college and career success
- ✓ Develops skill sets to achieve personal goals
- ✓ Is resilient and adapts to change
- ✓ Utilizes, analyzes, and evaluates information sources

Responsibility and Integrity
- ✓ Practices behaviors that support a well-balanced lifestyle
- ✓ Shows initiative through positive actions
- ✓ Demonstrates respect for oneself and others
- ✓ Strives for honesty and integrity
- ✓ Accepts responsibility for actions and choices

Productive Citizenship
- ✓ Exhibits a commitment to serving the common good
- ✓ Respects differences and values equity
- ✓ Strives to make the community and world a better place
- ✓ Participates in the democratic process
- ✓ Exhibits fiscal responsibility and financial literacy

Audit Criteria for Determining Adequacy of Curriculum

The five standards listed below exist for assessing curriculum management within a school district. These were written by Dr. Fenwick English with the assistance of Dr. Betty Steffy, Dr. Carolyn Downing, Dr. Larry Frase, and Dr. Bill Poston (CSCOPE Curriculum Management Plan, 2012).

Audit Standard 1: The school system is able to demonstrate its control of resources, program, and personnel.

Audit Standard 2: The school system has established clear and valid objectives for students.

Audit Standard 3: The school system demonstrates internal connectivity and rational equity in its program development and implementation.

Audit Standard 4: The school system uses the results from system-designed and/or adopted assessments to adjust, improve, or terminate ineffective practices or programs.

Audit Standard 5: The school system has increased productivity.

CURRICULUM

Executive Summary
This section of the Curriculum Management Plan focuses on the development of the written, taught and tested curriculum. Curriculum is aligned with Texas Essential Knowledge and Skills (TEKS). Curriculum management principles guide the design of the curriculum, alignment of the curriculum, instruction of curriculum and assessment of the curriculum.

Curriculum Model
The Fenwick English model includes three components: written curriculum, taught curriculum, and the tested curriculum. Quality control is throughout the continuous cycle of instruction.
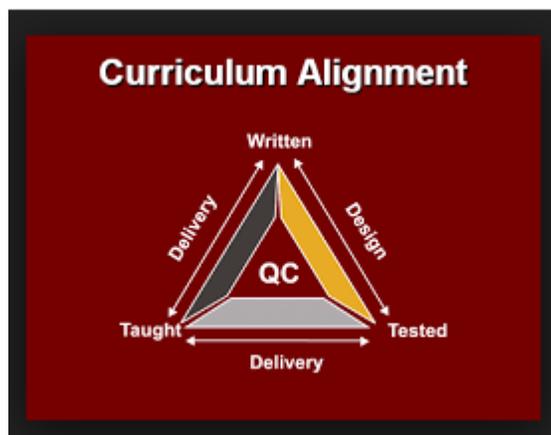
©Fenwick English Curriculum Model

Written Curriculum
- Standards, goals, objectives that students will learn and achieve
- Texas Essential Knowledge and Skills (TEKS) for courses in core content areas for grades Kindergarten through 12th grade
- TEKS Resources System used as curriculum management system tool including curriculum framework for grades K-12
- Texas College and Career Readiness Standards
- English Language Proficiency Standards

Taught Curriculum
- Teachers plan, organize and deliver written curriculum through classroom instruction
- Aligned instructional resources for each unit of study
- Teachers develop lesson plans and approaches to instruction for teaching written curriculum
- Teachers follow courses of study and instructional materials outlined by the district and through TEKS
- Provide instruction that includes research-based strategies and best practices

Tested Curriculum
- Written curriculum that is assessed
- Evaluates student progress toward mastery of written curriculum
- Formative and summative assessments including state assessment, STAAR
- State assessments, district benchmarks and teacher-made tests are congruent with what is written and taught
- Data from assessments utilized to refocus the instruction in the classroom or through interventions for specific students

CURRICULUM EXPECTATIONS

Executive Summary

This section of the Curriculum Management Plan focuses upon the written curriculum and the criteria used by the district to develop, customize, and revise curriculum.

Expectations for Use

- All district curriculum documents are required to be aligned to the Texas Essential Knowledge and Skills and include standards that are sequenced from PK-12.
- TEKS Resource System provides access to Year-At-A-Glance documents, Vertical Alignment Documents, TEKS Clarification documents, TEKS Verification Documents, Instructional Focus documents, and Instructional Resources.
- TEKS Resource System resources are used in mathematics, science, and social studies.
- The district will review TEKS Resource System curriculum documents for all other content areas as they become available within the system.
- District curriculum maps will be used for content areas that are not available in the TEKS Resource System.
- The Board of Trustees shall approve all course offerings and state-approved resources for local adoption purposes.

Curriculum Documents/Maps

The District's curriculum mapping project was developed after central office administrators and representatives from each campus attended an Association for Supervision and Curriculum Development conference presentation in summer 2000 on curriculum mapping entitled "Mapping the Big Picture: Integrating Curriculum and assessment K-12." PN-GISD staff were interested in the ideas presented at the conference and shared this information with other district staff.

In 2004, district-developed curriculum maps were implemented as the district curriculum. Curriculum maps are dynamic documents, reviewed annually and revised as needed for subjects other than mathematics, science, and social studies since the District utilized the TEKS Resource System for these curriculum areas.

District curriculum maps provide a guide for content, including scope and sequence, because the maps narrow the TEKS without limiting the flexibility of how instruction is

carried out. The District's curriculum maps provide a general scope and sequence but are not specific enough to serve as lesson plans; nor was this function their intent.

Textbooks serve as a supplemental resource, and along with other supplemental resources, are utilized to support instruction to the extent that they are aligned to the TEKS standards-based maps and TEKS Resource System curriculum documents.

District curriculum documents are reviewed systematically through PLC grade and subject level collaborative teams. Teams meet annually to review data and assess needs. This review drives targets for curriculum redesign. Horizontal and vertical alignment processes are driven by core values intended to ensure a culture of continuous improvement. Using the following values, curriculum is designed and developed and revised to be:

- Standards-based TEKS
- Aligned to informal and formal assessments
- Focused and cohesive addressing the written, taught, and assessed curriculum
- Manageable and usable for teachers as well as parents and students where applicable
- Clear and specific
- Identify prerequisite skills
- Provide clear delineation of resources

PLC alignment teams are provided time to meet prior to the beginning of the school year as well as systematically and periodically throughout the year in order to ensure integrity, consistency, and uniformity in curriculum design and instructional delivery.

INSTRUCTIONAL EXPECTATIONS

Executive Summary

Instruction is defined as curriculum plus teaching. Through *Policy Statement EG(REGULATION) Curriculum Development,* the Board of Trustees specifies that teachers are required to use the district curriculum as their primary source of instructional direction. This section of the Curriculum Management Plan provides instructional expectations and how professional learning experiences will operate in order to provide teachers the knowledge and skills to ensure student success.

Key Points

- Teachers are required to use the district scope and sequence/curriculum maps as their primary source of instructional direction.
- Teachers will utilize instructional resources within TEKS Resource system to strengthen or supplement their instruction.
- Lesson plans will focus on what is necessary for students to learn the curriculum at rigorous levels of engagement.
- Effective use of student achievement data is critical to guide instruction and target areas of weakness.
- A quality professional learning plan is essential for all levels of professionals for continuous improvement.
- Professional learning must be planned to enhance student learning of the curriculum.

Components of Lesson Design

The district, through *Board Policy Statement: EG (REGULATION): Curriculum Development*, has outlined expectations of the teaching process. Specifically, teachers are expected to teach the curriculum of the district as their primary source of instructional direction. The district curriculum will enable continuity and equity across the system in the delivery of instruction. All faculty members may exercise their responsibility to contribute to the alignment, refinement, and continuous improvement of curriculum design and delivery functions.

Teachers will be responsible for delivery of instruction according to the district scope and sequence/curriculum maps which cover the required Texas Essential Knowledge and Skillsper subject area or course. Principals and other key administrators are responsible for managing and monitoring the delivery of the district-approved curriculum.

Lesson plans will be based on required Texas Essential Knowledge and Skills and resources will include TEKS Resource System documents, district-adopted resources, and campus-approved resources. Principals will monitor and approve teacher lesson plans.

The minimum district requirements for lesson design include:

- Standards – knowledge, skills, and competencies expected for TEKS mastery
- Resources – materials that support instruction
- Strategies – techniques or tools that students use to process information
- Structures – ways a teacher organizes the classroom to maximize learning
- Activities – procedures and processes to ensure efficiency and effectiveness
- Assessments – formative and summative measures

Instructional Design Characteristics and Processes

The district has several expectations for the process of teaching and learning. There must be the understanding that all individuals responsible for student success are working toward a common goal. Principals shall ensure that optimum use is made of the curriculum, instructional time, aligned resources, and assessments.

All curriculum decisions, including but not limited to elimination, additions, courses, and extensive content modification, shall be subject to district approval. Proposals from employees shall be submitted to their campus principal for referral to central administration. Principals will conduct walkthroughs to monitor delivery of the curriculum as well as provide instructional information for T-TESS purposes.

Other factors that contribute to effective teacher planning and to student achievement:
- Establishing a school climate that is conducive to learning
- Implementing research-based practices
- Expecting high levels of learning for all students
- 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 (STAAR, STAR, Istation, etc.)
- Matching instructional strategies and assessments to the learning 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

Assessment data is used to guide instructional decision making to ensure mastery of the curriculum and can be observed in the following ways:
- Using beginning, middle and end of year screeners and DMAC data to determine strengths and weaknesses
- 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 up student assessment data
- Communicating assessment/achievement data to student and parents in a timely fashion
- Encouraging students and parents to work with teachers to establish learning targets/goals for student in order to achieve mastery of the curriculum
- Providing opportunities for students to advance their course work through added online 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

The District purchased DMAC in 2008 for student performance data analysis and disaggregation of STAAR, TAKS, and TELPAS data. DMAC is entirely web-based which provides access anywhere an Internet connection is available, always has the latest updates, and provides immediate access to data stored in a central location on secure servers. Data is protected through firewalls, 128-bit SSL encryption, restricted physical access, and tiered access based on user credentials.

Analyzed assessment data in DMAC can be disaggregated for each campus by grade level and objective. DMAC allows for customized instructional, demographic, comparison, and trend reports. In addition, all reports can be created at various levels to

help monitor students' progress (i.e., state, regional, district, campus, class, teacher, or student levels).

DMAC also allows us to analyze data based on STAAR Reporting Categories and student performance on Readiness/Supporting standards and Process Skills. Also beneficial in instruction and learning is the ability to create custom student tutorials and heat maps that identify areas of concern to prepare for STAAR. DMAC reports provide an opportunity for teachers to plan targeted, differentiated instruction in efforts to improve classroom instruction/intervention.

Professional Learning
A quality professional learning environment is critical to an effective teaching and learning process and for continuous improvement. The most effective professional learning models incorporate processes that are research-based and designed to engage adult learners. Staff development opportunities for our district include, but are not limited to the following:

- Induction training for new teachers and administrators
- Mentoring for all new teachers
- Vertical and Horizontal Alignment Meetings
- Various Technology Training
- Curriculum Planning and Alignment Meetings

Professional learning should be differentiated to meet the needs of teachers based on where teachers are in their professional career. Also, 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 must be planned to enhance student learning of the curriculum.

Professional Learning Networks
Port Neches-Groves ISD is implementing Professional Learning Networks as opportunities for professional growth for educators. PN-GISD will support educators in developing their Professional Learning Networks as avenues for conversation, study of data, and professional growth. The basis for the PLN is "Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, and Many ©Solution Tree, 2006, pp. 95-97). The guiding principle behind the PN-GISD PNL initiative is to empower teachers to take control of their own learning and professional growth. Learning communities provide teachers with opportunities to learn from each other and drive the effort for professional growth. Teachers not only have a

professional learning community within their brick-and-mortar school building, but teachers are encouraged to expand their professional learning network beyond the school walls.

The following model illustrates the district's flow of alignment and PLN feedback.

PLANNING FOR LEARNING: A SYSTEMS PERSPECTIVE
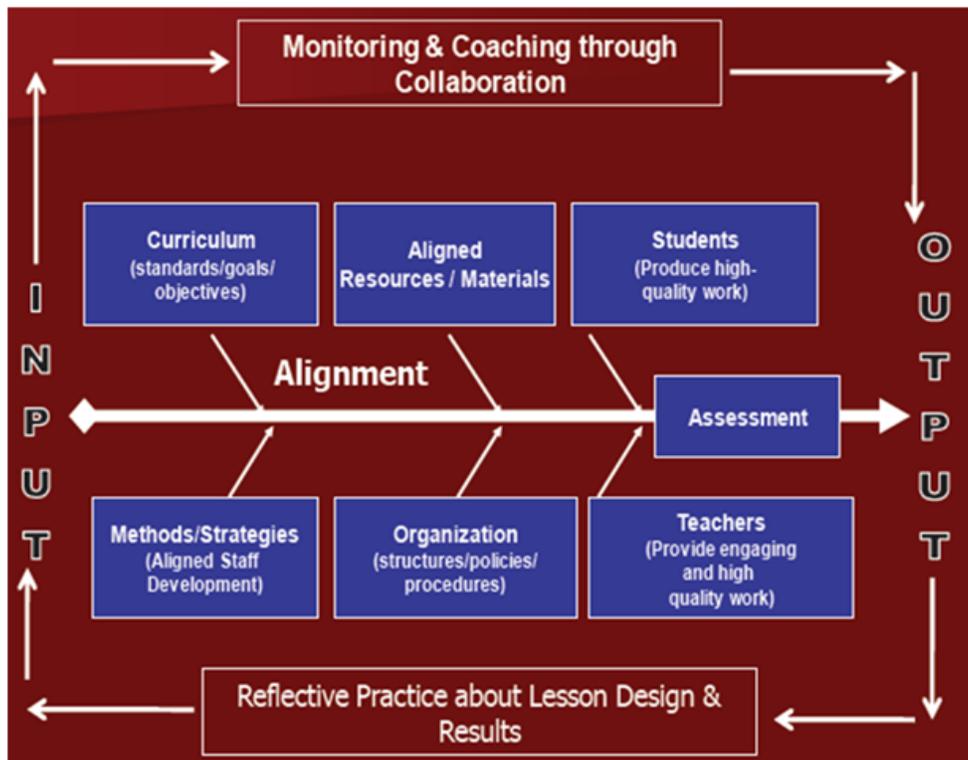
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ASSESSMENT EXPECTATIONS

Executive Summary
Assessment assures the alignment of the written and taught curriculum as it relates to the state standards. Diagnostic, formative, and summative assessments are used throughout the school year in the classroom setting. Data from these assessments is used by a variety of stakeholders for the purpose of ensuring high student achievement for all and to drive instruction.

Definition of Formative and Summative Assessments
According to W. James Popham, "Formative assessment is a way to improve the caliber of still-underway instructional activities" and "Summative assessment is a way to determine the effectiveness of already-completed instructional activities." The use of both formative and summative assessment in the classroom environment is a necessity.

Formative Assessments:
Formative assessments occur during the learning process. They provide ongoing feedback and are used to evaluate learning in order to strengthen instruction and increase the efficacy of programs and services.

Summative Assessments:
Summative assessments occur at the conclusion of the learning process. They provide qualitative judgement in order to determine effectiveness of the design and delivery of the curriculum.

Purpose and Use of Formative and Summative Assessments
The following types of formative and summative assessments are used in PN-GISD:

Formative Assessments	Summative Assessments
Purpose: To provide students and teachers with a clear and ongoing picture of progress on learning goals. Timing: Throughout the learning process	Purpose: To evaluate student learning after a learning segment Timing: At the end of learning
Examples: • Informal questioning • Classroom Tests	Examples: • STAAR • TELPAS

• Projects • Rough draft of writing • Rosetta Stone • Observation • Fluency Checks • Benchmark Assessments • iStation	• Semester/Final Exams • Final draft of writing • AP Testing • Teacher made tests • Final presentation/labs

Assessment Model and Processes

Port Neches-Groves ISD strives to align the written, taught, and tested curriculum in order to ensure quality control. Instructional leaders and curriculum coordinators work consistently with classroom teachers to review assessment results and evaluate student progress.
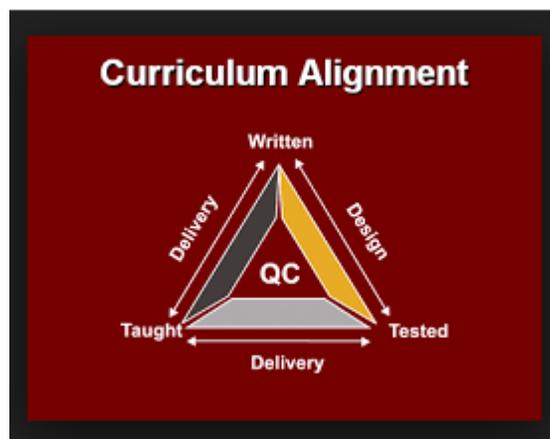
©Fenwick English Curriculum Model

Assessment Calendar

The district's testing calendar is posted on the district website at www.pngisd.org under *Calendars* on the top navigation bar.

PROGRAM EVALUATION AND FIDELITY

TEKS Resource Evaluation and Review Process
TEKS Resource materials are created with the Texas Essential Knowledge and Skills (TEKS) as the foundation. Therefore, as adjustments are made to these (TEKS), the TEKS Resource documents are adjusted accordingly. Under normal circumstances in an average year, the TEKS Resource documents are re-visited by the curriculum content specialists and curriculum coordinators at the State TEKS Resource office.

TEKS Resource engages in a multifaceted approach to review all content in the system with two separate reviews: one for TEKS Resource unit tests and the other for TEKS Resource curriculum and instruction components. The ultimate goal for all review work is to focus on TEKS Resource alignment to the content and cognitive rigor of the TEKS.

Program Monitoring: During formal and informal walkthroughs, alignment between written, taught, and tested curriculum is verified. T-TESS focus on the validity of instructional delivery supports this alignment.

Unit Test Review and Revision Process: TEKS Resource has contracted with EdGate Correlation Services[1] to provide an external, extensive analysis of TEKS Resource's Instructional Focus Documents (IFDs) with corresponding unit tests to ensure that test items are aligned to the content cognitive rigor, and intent of the IFD. Following EdGate's analysis, TEKS Resource will use a Unit Test Advisory Committee, composed of qualified district staff and ESC specialists, to review EdGate's recommendations. Final unit test revisions will be submitted to the TEKS Resource Assessment Team for the creation and posting of enhanced unit tests.

Content Review Process: A Request for Proposal (RFP) was published in spring 2012 to have an external review of the TEKS Resource Curriculum by content area. Resources for Learning[2] was the awarded vendor and given the task of reviewing all content areas.

Citations: [1]EdGate Correlation Services is a company established by educators for educators and has been in business since 1977. EdGate is nationally recognized for leadership in the field of aligning educational content to standards, including the Texas Essential Knowledge and Skills.

[2]Since 1998, Resources for Learning (RFL), a woman-owned, Texas HUB-certified small business, has collaborated with state, regional, and local level groups of educators and

policymakers to design and manage education projects and develop products. In 2008, RFL led a 10-district curriculum review project for the Texas Legislative Budget Board (LBB). RFL has also assessed curriculum systems and implementation in individual districts and has been involved in numerous projects to develop curriculum resources aligned with the TEKS.

District Evaluation and Review Process

District-developed curriculum program evaluation and fidelity will be multi-faceted providing data to support continuation, revisions to, or discontinuation of the program or programs.

An evaluation schedule will be developed by the District Curriculum Team and evaluations will be conducted using a format that indicates adherence to the following:

- District vision, mission, and goals
- Indicated program rationale, strengths and weaknesses
- Alignment to standards
- Data sources to measure program success

Program evaluation and integrity will be supported by general student achievement trends as indicated by assessment results. Principals and teachers will use assessment data to ensure congruence in the written, taught, and tested curriculum.

STAKEHOLDERS ROLES AND RESPONSIBILITIES

Executive Summary

Key stakeholders include students (demonstrate mastery), teachers (design and deliver), administrators (facilitate and support design and implementation), and parents (support the learning process). All stakeholders participate in the evaluation of our assessment system. The system consists of training key personnel on expectations and processes including diagnostic, formative, and summative assessments. Informal and formal measures of student learning are ongoing in all instructional environments. Data is used to identify needs for instructional planning, campus and district planning, and to identify needs for professional development.

The TESCCC owns and manages the TEKS Resource System curriculum management system. Management of the TESCCC processes and procedures is vested in its Governing Board of Directors. The TEKS Resource System is purchased through the Region 5 Educational Service Center. Region 5 ESC provides the financial structure for the purchase as well as professional development to support it. Decisions about the use of the TEKS Resource System components is the local responsibility of Port Neches-Groves ISD.

Stakeholders Roles and Responsibilities

Key stakeholders roles and responsibilities regarding curriculum management shall include the following:

The Board of Trustees will:

- Adopt policies that direct and support ongoing curriculum development and evaluation.
- Approve recommendations from superintendent regarding curriculum and state-approved instructional resources for teachers.
- Approve a budget that provides adequate funding for the development, implementation, and training needed to effectively design and deliver the curriculum.
- Provide funding for instructional resources to implement the curriculum.
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work.

The Superintendent will:
- Implement the policies of the Board
- Support central staff hired to develop, assess, and manage curriculum.
- Ensure that a functional organizational structure is in place to manage curriculum design and delivery functions.
- Recommend a budget to support curriculum design and delivery work.
- Require that administrative regulations and management plans are developed and followed.
- Be responsible for system coherency and capacity.

The Assistant Superintendent of Curriculum & Instruction/Technology will:
- Facilitate the development, customization, revision, and evaluation of a district curriculum management plan.
- Establish curriculum regulations, guidelines, and priorities.
- Provide technical and expert assistance as well as training and resources needed to implement the curriculum.
- Meet with curriculum coordinators regularly.
- Conduct curriculum staff meetings every other month.
- Support curriculum coordinators.
- Oversee the assessment of the curriculum.
- Approve the district assessment calendar.
- Provide guidance for principals in data analysis of practice STAAR tests and state assessments.
- Provide support to principals in their role of implementing and managing the curriculum on their campuses.

The Curriculum Coordinators will:
- Collaborate on the development, customization, revision, and evaluation of a district curriculum management plan.
- Provide teachers with technical and expert support as well as training and resources needed to implement the district's written curriculum.
- Provide support to grade level principals in their role of implementing and managing the curriculum on their campuses.
- Facilitate and support the district assessment program, including STAAR practice testing.
- Use assessment data to help principals and teachers understand student proficiencies and areas of need.
- Participate in professional learning designed to assist teachers to improve classroom instruction.

- Demonstrate an understanding and commitment to the curriculum alignment process.

The Campus Principal will:
- Serve as the primary instructional leader for campus staff and be responsible for managing the delivery of the curriculum.
- Communicate the importance of curriculum delivery and instructional best practices on a regular basis.
- Develop a working knowledge of the curriculum for all subjects/courses taught at the assigned campus.
- Observe teaching and learning in each classroom.
- Monitor lesson delivery and assessment.
- Monitor the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement.
- Conference with individual teachers and/or teams.
- Meet with district curriculum staff.
- Provide campus-based professional learning that improves curriculum delivery and student performance.
- Provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities.
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives.
- Conduct walk-throughs to monitor the delivery of curriculum.
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities.
- Communicate to parent their role in supporting learning for their children.
- Demonstrate an understanding of the curriculum management plan and their role within the plan.

The Teachers will:
- Educate themselves on the use of the TEKS Resource System materials and/or curriculum maps and utilize them as the district has determined they should be used.
- Be responsible for effectively teaching the district's written curriculum.
- Deliver classroom instruction by using TEKS-based lesson plans strategically designed to ensure high student engagement.

- Determine student mastery by using a variety of assessments including curriculum-based assessments, benchmarks, state and national assessments.
- Collaborate through professional learning communities for the purpose of improving student learning.
- Involve students in the learning process through the use of a variety of strategies and grouping arrangements.
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and principal.
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives.
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership.
- Demonstrate an understanding and commitment to the curriculum alignment process.
- Participate in curriculum development and evaluation activities as appropriate.

The Students will:
- Recognize the importance of their active participation in the learning and assessment process.
- Understand and articulate their learning strengths and needs.
- Articulate the learning objectives within a required unit of study
- Come to class with all the necessary learning tools.
- Actively participate in the learning process.
- Use data results to establish learning goals.
- Meet or exceed learning requirements based on the district curriculum.
- Recognize the impact their behavior has on their own learning and the learning of others
- Set goals for their own learning and aspire to meet the criteria of the Texas College and Career Readiness Standards K-12.

The Parents will:
- Partner with teachers and administrators
- Establish high expectations for learning and nurture the desire to be a life-long learner
- Be actively involved in their child's education by:
  - Knowing their child's teacher(s)
  - Attending meetings that provide parents with information about the school
  - Attending parent/teacher conferences
  - Keeping up with their child's progress, report cards, and test data.

- Making certain that their child completes homework assignments and that their child goes to class prepared for learning with all the necessary learning tools.
- Help their child develop good study habits
- Support school policies including the discipline management plan and student code of conduct
- Establish and maintain a positive attitude toward the school, personnel, and the educational process.
- Make every effort to address the physical, emotional, and health care needs of their child.

The Business Manager will:
- Ensure that the District's budget reflects the organization's goals and priorities.
- Use a program-based budgeting process based on goals, priorities, need, cost benefit, and perceived consequences if funding request is withheld or reduced.
- Demonstrate an understanding of the Curriculum Management Plan and articulate how the work is supported through the budgetary process.
- Be able to track cost and benefit analysis to programs and services.

Organizational Chart

Port Neches-Groves ISD

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                          │  COMMUNITY  │
                          └──────┬──────┘
                          ┌──────┴───────┐
                          │ Board of     │
                          │ Trustees     │
                          └──────┬───────┘
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                          │ Superintendent│
                          └──────┬───────┘
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| Assistant Superintendent for Administration & Operations | Athletic Director | Assistant Superintendent for Student Services | Business Manager | Assistant Superintendent for Curr. & Instruction/Technology |

Director of Facilites Management & Maintenance				High School Curriculum Coordinator
Coordinator of Student Services				Middle School Curriculum Coordinator/Textbooks/ Testing
Principals PK-12				Elementary Curriculum Coordinator/ESL
Director of Info. Services, Safety & Homeland Security				Program Support Coordinator
Director of Child Nutrition				Director of Special Education

FINANCIAL SUPPORT

Executive Summary
The budget process ensures alignment between district goals and priorities related to the development and delivery of curriculum. The budget is developed to ensure that the system is capable of supporting the district's goals and priorities for the development, delivery, assessment, and management of curriculum. Identified technology support, assessments, resources to support the curriculum, and professional learning opportunities play an integral part in formulating the curriculum, instruction, assessment, and technology budgets.

Key Points
- Decisions related to reduction or increases in funding levels are addressed through administrative decision-making processes involving the Assistant Superintendent for Curriculum & Instruction/Technology.
- Budgeting decisions reflect curriculum design and delivery, student performance and accountability, program costs, legal and state requirements, district-established priorities, and district growth and demographic changes.

Financial Support of Curriculum Development, Assessment, and Management
The budget provides tangible connections between cost and benefits of educational opportunities. The district's yearly comprehensive needs assessment plays an important role in curriculum planning which may directly affect the budget. Curriculum coordinators and program directors serve as liaisons between teachers, campus administration, and site-based decision making committees and the Assistant Superintendent for Curriculum & Instruction/Technology.

- Budget requests include the following components:
- Description of the funding request
- Projected cost analysis
- Rationale/Justification
- Proposed timeline for implementation
- Clear explanation of consequences if request is denied, reduced, or deleted.

Timeline for budget requests:
- Assistant Superintendent for Curriculum & Instruction/Technology evaluates the budget request including the relationship of the request to campus and/or

district improvement plans and meets with Curriculum Coordinators/Directors, if necessary, to refine the total estimated costs.

- Budget requests are prioritized by the Assistant Superintendent for Curriculum & Instruction/Technology based on meetings with the business manager and/or Superintendent, as needed.
- Business manager incorporates approved budget requests into the first draft of the budget for presentation to the board of trustees.
- The proposed budget is posted to the District website and the notice of the public hearing is published in the local newspaper.
- After the public hearing is held and the board officially approves the budget, the business manager and/or the Assistant Superintendent for Curriculum & Instruction/Technology notifies curriculum coordinators/directors that the budget requests were approved.
- Note: District practice requires that purchase orders over $25,000 need specific board approval.

EXHIBITS

Glossary of Terms

Board Policy
Board policy governs the operation of the District. Board policies are required by law or by the Texas Education Agency because they are recommended by the Texas Association of School Boards as essential to effective District governance and management or because the Board wishes to make a statement in a particular policy area.
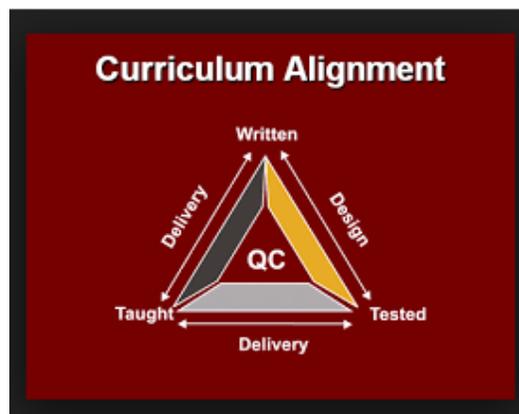
Curriculum
Curriculum in Port Neches-Groves ISD is defined as the knowledge, skills, concepts, processes, and attitudes to be taught and learned at the appropriate levels/area or in courses in our schools. The word curriculum refers to what is written, taught, and tested.

Curriculum Alignment
Curriculum alignment is the coordination of what is written, taught, and tested within a course, within a grade level, and from school to school. It is also the vertical alignment of the curriculum from PK-12.

Curriculum Alignment Model
The Fenwick English model includes three components: written curriculum, taught curriculum, and the tested curriculum. Quality control is throughout the continuous cycle of instruction.

©Fenwick English Curriculum Model

Curriculum Design
Curriculum design refers to the act of creating curriculum via specifications or templates.

Curriculum Delivery
Curriculum delivery refers to the act of implementing the curriculum, along with the identification of professional learning procedures to assist in this implementation.

Curriculum Map
Curriculum maps provide a general scope and sequence for content but are not intended to be specific enough to serve as lesson plans.

Data Disaggregation
Data disaggregation refers to the act of analyzing student achievement data and other learning data to guide instruction, set goals, and monitor programs and curriculum.

Formative Assessment
Formative assessment provides information needed to adjust teaching and learning while they are still happening. Formative assessments occur during the learning process and provide ongoing feedback and are used to evaluate learning in order to strengthen instruction and increase the efficacy of programs and services.

Key Stakeholders
Key stakeholders in Port Neches-Groves ISD include students, teachers, administrators, and parents.

Professional Learning
Professional learning that incorporates processes that are research-based and designed to engage adult learners. Professional learning should be differentiated to meet the needs of teachers based on where they are in their professional career.

Summative Assessment
Summative assessments occur at the conclusion of the learning process and provides qualitative feedback in order to determine effectiveness of the design and delivery of the curriculum.

Taught Curriculum
Taught curriculum refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of student, lesson plans, and/or approaches to

instruction for teaching the written curriculum. Teachers follow the courses of study and instructional resources provided by the District, the essential knowledge and skills for each subject mandated by the state, and the scope and sequence developed by teachers and approved by the district.

Tested Curriculum
Tested curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. Teacher-made tests, district assessments, and state assessments are congruent with what is written and taught.

TEKS Resource System
The TEKS Resource System is a curriculum management system owned and operated by TESCCC.

Written Curriculum
Written curriculum is defined as those standards, goals, and objectives students are to achieve and teachers are to teach. It contains knowledge, concepts, and skills which are aligned to state standards; developed assessments; suggested timeframes; and aligned resources.

Board Policies

The district contracts with the Texas Association of School Boards (TASB) for its policy development and updates. TASB categorizes all policies according to seven major areas of school operations: basic district operations, local governance, business and support services, personnel, instruction, students, and community government relations. Policies are designated as (LEGAL) or (EXHIBIT) to comply with legal entities that define district governance. In addition, local policies can be created to reflect local school board decisions. TASB designates such policies as (LOCAL) or (REGULATION).

The PN-GISD Board of Trustees has adopted nine policies that reference curriculum for the grade levels and core areas considered in this review. Four of these board policies are local. All board policies are posted at http://pol.tasb.org/Home/Index/724.

AE (EXHIBIT) Educational Philosophy
Objective 4 of this policy defines curriculum as "well balanced and appropriate" and states such a "curriculum will be provided to all students."

BQ (LEGAL) Planning and Decision-Making Process
This policy states that the board will clearly define the roles and duties of district and campus staff in the area of curriculum.

BQ (LOCAL) Planning and Decision-Making Process
This policy states that the board shall ensure that administrative procedures meet legal requirements in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the district's planning process; and include implementation guidelines, time frames, and necessary resources. The superintendent shall report periodically to the board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

EG (REGULATION) Curriculum Development
This policy provides the District's curriculum philosophy; information about the "Planned and Written," the "Taught," and the "Tested" curriculum; the roles and responsibilities of various stakeholders in the curriculum development process as well as the budget as related to curriculum development.

EHAA (LEGAL) Basic Instructional Program: Required Instruction (All Levels)
This policy states the district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation (four core areas) and enrichment curriculum, according to Texas Education Code (TEC) 28.002(c). It also states that all children in the district participate actively in a balanced curriculum designed to meet individual needs, through TEC 28.002(g).

EHAB (LEGAL) Basic Instructional Program: Required Instruction (Elementary) and EHAC (LEGAL) Basic Instructional Program: Required Instruction (Secondary) provide similar provisions to EHAA (LEGAL) Basic Instructional Program: Required Instruction (All Levels).

EFA (LOCAL) Instructional Resources: Instructional Materials Selection and Adoption
This policy states that although trained professional staff members are afforded the freedom to select instructional resources for their use in accordance with this policy and the state mandated curriculum, the ultimate authority for determining and approving the curriculum and instructional program of the district lies with the board.

EK (LOCAL) Testing Programs
This policy provides the philosophical framework and purposes of assessment and assessment development and outlines various stakeholder responsibilities in the assessment process.

Budget

The district's budget is posted on the district website at www.pngisd.org under *Financial Transparency* at the top of the website.