



Curriculum Management Plan

Updated June 25, 2019

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Mission To inspire and educate students to be productive citizens.

A destination district committed to excellence. **Vision**

Values

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relationships
- Resiliency

Motto MISD: A great place to live, learn, and teach.

Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra I by the end of ninth grade.
3. Students will graduate with 24+ college hours and/or industry certification or a certificate.
4. Students will participate in an extra or co-curricular activity.
5. Our parents and students will have choices with educational opportunities.

Mansfield ISD District Scorecard
2016-2021

1. Vision 2020 Guiding Statements									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
1.1	% Reading on level by start of 3 rd gr.	92%	82%	87%	86%				
1.2	% of 8 th /9 th graders mastering algebra	85%	51%	60%	66%				
1.3	% graduating with 24+ hrs. or certificate	100%		74.4%	77%				
1.4	% participating in extra or co-curricular	100%		65%	76%				
1.5	# of new Power of Choice options	15		6	8				
2. Curriculum and Instruction--									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
2.1	Campuses earning at least one distinction	100%	66%	76%	Aug. 2018				
2.2	% Campuses Accountability Rating – Met Standard	100%	100%	100%	100%				
2.3	Student Progress % -Gr. 3-8 Reading/Math	80%/80%	62%/64%	61%/67%	65%/68%				
3. Student Services – Focus on Student Success									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
3.1	Attendance Rate	97%	96.3%	96.54%	96.17%				
3.2	Graduation Rate – 4 yr. All MISD students	95%	94.5%	96.9%	96.86%				
3.3	Student survey - % satisfied	80%	61%	55%	74%				
4. Technology – Focus on Excellence and Equity in Technology									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
4.1	Average scheduled uptime for critical systems	99.95%	98.6%	99.95%	99.27%				
4.2	% of work orders in seven days	70%	61.89%	68.42%	67%				
4.3	Teachers using 4Cs	Exemplary	Beginning	Beginning	Emerging				
5. Human Resources – Focus on Employee Retention, Customer Service and Top Ranking Salaries									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
5.1	Teacher discretionary turnover rate	≥90%	88%	87.4%	Aug. 2018				
5.2	Top 5 ranking for teacher salaries – Western Metroplex Comparison Group	100% in Top 5	100%	100%	100%				
5.3	Staff survey - % satisfied	85%	80%	93%/74%	90%/83%				
6. Communications and Marketing – Focus on Customer Engagement									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
6.1	MISD Positive Publicity via Media Hits	350 a year	304	1101	1070				
6.3	Advertising Revenue Generated	\$294K	\$133K	133K	130K				
6.4	Parent survey - % satisfied	90%	81%	86%	85%				
7. Facilities and Operations – Focus on Operational Excellence									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
7.1	% of Work Orders Completed within 5 Business Days	77%	77.6%	81%	82%				
7.2	% of Workers Compensation Claims Filed	≤6.5%	5.3%	6.3%	3.8%				
7.3	Food Cost to Revenue Percentage	≤43%	42.0%	43.0%	40.4%				
8. Business Services – Focus on Economy and Efficiency with Financial Transparency									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
8.1	Highest rating on FIRST	Superior	Superior	Superior	Nov. 2018				
8.2	Three months operating expenditures in fund balance	Three months		3.59	Nov. 2018				
8.3	Financial Transparency	3 stars			Nov. 2018				
9. Safety and Security									
#	Key Strategic Measure	5 Year Goal	Base Line	Actual Data					Status
			15-16	16-17	17-18	18-19	19-21	20-21	
9.1	Emergency Management Drills	100%	100%	101%	100%				
9.2	Response Times (in minutes)	<4 min.	4.29	3.69	3.55				
9.3	Staff benchmark question – % feels safe	90%	89%	100%	100%				

Met or Exceeded 5 Year Goal
 On Track Towards Meeting Goal with a Positive Trend
 Did Not Achieve Yearly Goal-Improvement Effort Suggested
 Current Progress Did Not Achieve Goal-Improvement Effort Required

July 2018



A

MISD Portrait of a Graduate

Academically Prepared

C

College and Career Ready

H

Highly Prepared to Attain Personal and Professional Goals

I

Innovative in Problem-Solving and Critical Thinking

E

Ethical in Decision-Making and Conduct

V

Versatile with Communication and Collaboration

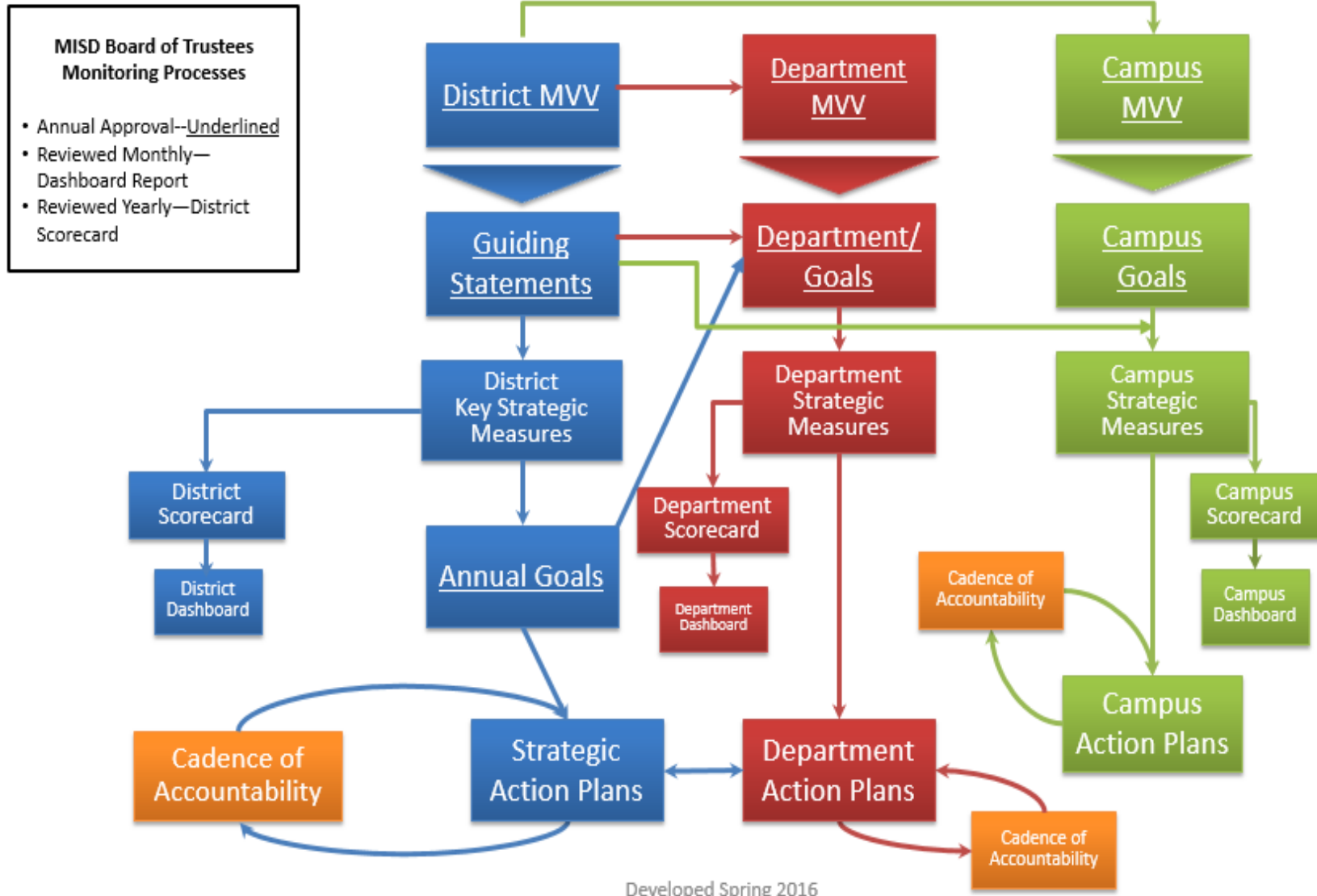
E

Effective as a Global Digital Citizen

R

Resilient When Faced with Adversity

Mansfield ISD Planning Processes



I. Curriculum Management Plan	3
Executive Summary.....	3
Philosophy	3
Department of Curriculum, Instruction, and Assessment.....	3
II. Curriculum	4
Executive Summary.....	4
Philosophy	4
Definitions	5
Alignment	7
Expectations.....	7
Audit	8
III. Curriculum Management.....	8
Executive Summary.....	8
Philosophy	8
Curriculum Alignment Model	8
Delivery	9
Monitoring.....	9
Evaluation and Refinement	10
IV. Curriculum Delivery	10
Executive Summary.....	10
Philosophy	11
Components of Lesson Design	11
Selection of Instructional Materials.....	11
Instructional Standards	12
The Power of Choice	16
Management of Curriculum Implementation	17
Specialized Services	17
V. Professional Learning	20
Executive Summary.....	20

Philosophy	21
VI. Instructional Technology	22
Executive Summary.....	22
Philosophy	22
Technology Plan	23
VII. Automated Management	24
Executive Summary.....	24
Philosophy	24
Tools	24
VIII. Financial Management	26
Executive Summary.....	26
Philosophy	26
XI. Roles and Responsibilities	26
X. Continuous Improvement.....	31
Executive Summary.....	31
Philosophy	31
XI. Glossary.....	31

I. Curriculum Management Plan

Executive Summary

The Curriculum Management Plan communicates the intent and direction for the Mansfield ISD in the areas of curriculum, instruction, and assessment. The plan coordinates improvement efforts in the development and implementation of the curriculum. It outlines the expectations and procedures for the *written* curriculum (frameworks), *taught* curriculum (instruction), and *assessed* curriculum (tested) in accordance with Board policy.

A Curriculum Management Plan allows the organization to obtain the educational benefits of a coordinated and focused program for student learning. The plan also serves to focus instruction and facilitate the design, delivery, and assessment of the curriculum. Ultimately, the Curriculum Management Plan conveys the intent of District leadership and provides clear direction for students, parents, teachers, and administrators in the system. The plan establishes a framework outlining guidelines and procedures for the development, adoption, scope, sequence, alignment, delivery, evaluation, and revision of the written curriculum in all subject areas. The plan also provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and necessary resources.

The MISD Board of Trustees designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum consistent with the Board's adopted mission and applicable goals, State laws, and State Board of Education (SBOE) rules. The Board deems it essential for the school system to continually develop and modify its curriculum to provide a common direction of action for all instructional and programmatic efforts 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.

Philosophy

Mansfield ISD is committed to the development of a curriculum that imparts knowledge, concepts, skills, processes, and attitudes necessary for students to be successful and competitive in a global society. This includes the preparation necessary to develop the 21st century skills of communication, critical thinking and problem-solving, collaboration, creativity, character, and citizenship to be college, career and life ready. The Board intends to provide an environment and opportunity for innovative instructional approaches and is committed to continuous improvement of the teaching and learning process.

MISD Board Policy AE(LEGAL), Issue Date 11/11/2017

MISD Board Policy AE(LOCAL), Issue Date 7/28/17

Department of Curriculum, Instruction, and Assessment

The purpose of the Department of Curriculum, Instruction, and Assessment is to provide leadership, service, and support to District staff, parents, and community, and to focus the educational environment, practices, and programs of the District on student learning.

MISD Organizational Chart

C&I Core Processes

II. Curriculum

Executive Summary

Curriculum is defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels/areas and courses. Content of the student objectives/expectations are specified and include aligned cognitive, conceptual, and contextual components within the written, taught, and assessed curriculum. Adherence to a tightly aligned curriculum provides instructional focus and results in higher student achievement.

The Board expects a consistent, managed curriculum will be followed across the District. Teachers are to teach the curriculum of the District in accordance with the Curriculum Management Plan. 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 goals common to all students. There shall be equal access to the curriculum for all students, which shall be delivered in an equitable manner.

Philosophy

The essential purpose of a school system is to educate all students to high levels through quality teaching and learning. 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. Instruction for Early Childhood through Grade 12 shall be derived from a foundation and enrichment curriculum incorporating the Texas Pre-Kindergarten Guidelines and the Texas Essential Knowledge and Skills (TEKS) for Kindergarten through Grade 12. The integrated District curriculum frameworks shall provide for the continuity and cumulative acquisition of skills and knowledge from grade to grade and from campus to campus.

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

- Each student can achieve excellence in learning the essentials of formal schooling using a continuous progress approach
- The instructional process can be adapted to improve learning
- 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 accommodations and/or modifications based on assessment results
- Successful student learning must be based on providing relevant educational experiences at the appropriate level of challenge to ensure maximum level of achievement for each student
- High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery)
- Instructional materials meeting the expectations for content standards, cognitive demand, and responsiveness are selected and adopted
- Future-ready outcomes are embedded within co-curricular standards and content expectations

Definitions

Written Curriculum

The Board expects learning will be enhanced by adherence to a District curriculum promoting 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 nature of society, the desires of the residents and taxpayers of the District, State laws, and State Board of Education (SBOE) rules. Written curriculum and instructional frameworks shall be developed for all grade levels and subjects in the District. Administrators shall work with teachers to maintain consistency between the written, taught, and assessed curriculum.

Instructional resources such as textbooks, software, supplemental resources, and other materials shall be selected based upon alignment with the curriculum objectives and curriculum priorities of the District. Staff development shall use continuous improvement processes for long-term institutionalization.

The focus of the curriculum shall ensure:

- Emphasis on reading on or above grade level
- Emphasis on conceptual understanding and skill mastery supporting Algebra readiness
- Mastery of skills required by the Texas Essential Knowledge and Skills
- Integration of Texas Technology Applications Standards within the foundation curriculum
- Texas Pre-Kindergarten Guidelines

MISD Curriculum Map

MISD Canvas

Career and Technology Curriculum Frameworks

Texas Essential Knowledge and Skills

Texas Prekindergarten Guidelines

College Board Advanced Placement Course Requirements

Taught Curriculum

The Board 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. The District curriculum framework and instructional standards shall serve as the primary sources of instructional direction from which a teacher will develop units of study, individual lesson plans, and approaches to instruction to meet a student's unique needs at a particular time. The principal shall ensure optimum use is made of available written curriculum materials and instructional time. Teachers are required to use the District curriculum and to teach to the curriculum objectives.

Taught curriculum refers to instruction, the process by which the teachers plan, organize, and deliver instructional strategies for teaching the written curriculum. The teaching of the curriculum shall be aligned with the written curriculum and assessed curriculum. All programs, including those for special populations, shall be aligned to

the District curriculum. Teachers are required to modify curriculum and/or make necessary accommodations for students to succeed. Whenever possible, instructional planning shall include collaboration among teachers of the same course. In addition to the consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in scientifically-based educational research or evidence-based practice. Instructional supervision efforts shall focus on these research-based teaching practices.

The systemic process shall include:

- Establishing a school climate that continually affirms the worth and diversity of all students
- Expecting that all students perform at high levels of cognition
- Ensuring that all students experience opportunities for personal success
- Varying the time of learning according to the needs of each student and the complexity of the task
- Having staff members take responsibility for successful learning
- Analyzing the content, cognition, and context of each Student Expectation so that learning objectives, instructional planning, instructional delivery, and assessment are aligned
- Sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery
- Pacing of curriculum design and delivery to ensure instruction of required State standards.
- Assessing student mastery of the objectives to determine readiness for movement to a new instructional objective or the need to extend, enrich, or differentiate instruction
- Embedding technology into the curriculum that is aligned with academic content and student achievement standards including backward design to achieve congruency with written curriculum and State standards

Assessed Curriculum

The assessed curriculum refers to student assessment, both formal and informal, used to evaluate student progress toward mastery of the written curriculum. The Superintendent or Designee shall establish assessment approaches for determining the effectiveness of instructional programming at 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 instructors are displaying effective conveyance of curriculum in the classrooms.

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 and results.

Teachers shall conduct frequent assessment of students on the curriculum objectives. Teacher-made assignments/assessments, District designed Curriculum Based Assessments (CBAs), Advanced Placement Common Assessments, as well as criterion-referenced tests shall be used to determine patterns of student achievement. Teachers and supervisors 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 shall review assessments to help teachers ensure congruence with the written curriculum and guide instruction.

Effective disaggregation and use of student achievement data are critical to assessing student mastery of the learning objectives. Data-driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, grade, campus, and district levels.

The assessed curriculum shall:

- Measure individual learner achievement, guide regrouping of learners for instruction, identify general achievement trends, and provide direction for differentiated instruction
- Guide teachers' instruction at appropriate levels of depth and complexity
- Vary the instructional time, setting, and/or presentation for reteach and enrichment opportunities based on student achievement data
- Guide placement in intervention and/or enrichment programs based on assessment data
- Guide district and campus improvement of curriculum alignment and programmatic decisions
- Identify general achievement trends of various student groups
- Communicate progress to parents
- Establish success criteria that the learner understands and can articulate

Local Assessment Processes & Procedures 2018-2019

K-2 Literacy Benchmarks

MISD Assessment, Accountability, & Analysis Website

Alignment

Curriculum alignment is a coordination of what is written, taught, and assessed. It is also the articulation of the curriculum from Early Childhood to Grade 12, as well as the congruence of instruction within the department/grade level and from school to school. Curriculum alignment is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting. Alignment of the curriculum results in systemic agreement and connectedness, both horizontally and vertically, to provide a coherent system through which students matriculate, reducing the effect of random variation.

Expectations

The following beliefs are included in the design and delivery of the curriculum:

- Curriculum and its delivery are the primary work of the school
- Curriculum development is a participatory process involving teams of teachers with support of central office staff
- A well-designed curriculum is written, aligned vertically and horizontally, delivered and evaluated
- Curriculum is based on a set of non-negotiable, relevant, and challenging student objectives
- Every child learns when the curriculum is presented in a manner that actively engages the student at the appropriate level of rigor
- Technology is an integral tool for curriculum management and delivery
- Current student performance data is essential to curriculum revision and improvement

Audit

Curriculum management is a process whereby quality control of the written, taught, and assessed curriculum occurs resulting in increased student achievement. It includes provisions for conducting an audit of the curriculum, including a comprehensive review of alignment to State standards, so that development is dynamic, delivery is more consistent and coherent, and evaluation is formative.

Instructional leaders are trained in the Curriculum Management Audit process. District curriculum documents are scored and considered adequate with a minimum score of twelve out of fifteen points on the CMSi Curriculum Guide Analysis. The desired standard for all curricula is the maximum of fifteen points.

MISD Board Policy EH(LOCAL), Issue Date 8-13-18

CMSi Curriculum Guide Analysis

High School Course Guide 2019-2020

Middle School Course Guide 2019-2020

Intermediate Course Guide 2019-2020

Graduation Requirements

III. Curriculum Management

Executive Summary

Curriculum management is a dynamic process. The primary goal is to improve articulation, coordination, and collaboration across the system. The Board recognizes the need and value of a systematic program of curriculum review and development. The Board shall encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results. To ensure quality control of the curriculum and to be responsive to the school community and State requirements, the Board sets forth policy to be followed by the Superintendent and professional staff.

Philosophy

The purpose of curriculum management is to provide an aligned, articulated, and assessed curriculum that serves as a foundation for all students to learn, succeed, and compete in an ever-changing and dynamic world.

Curriculum Alignment Model



(Fenwick English)

Curriculum development involves vertical teams of teachers in the various content areas who are facilitated and supported by Content Coordinators in the Department of Curriculum, Instruction, and Assessment. Standards

and student expectations in the curriculum are based upon the Texas Essential Knowledge and Skills (TEKS) and provide a framework for the development of measurable student objectives that are vertically and horizontally aligned. Revisions to the curriculum will be made based on TEKS revisions, assessment data, and stakeholder feedback. Technology shall be fully integrated into the curriculum and instruction of schools.

Delivery

Curriculum implementation/delivery is guided by the written curriculum framework provided online for teachers, which is based on sound teaching principals grounded in scientifically-based educational research. Instruction is derived from a set of common curriculum standards and differentiated to address the unique needs of students. All District employees shall comply with the copyright and licensure agreements of curriculum and curriculum products.

Monitoring

Curriculum monitoring is an evaluation process that occurs during every phase of the curriculum development cycle. All instructional staff members are responsible for monitoring the curriculum to ensure the written, taught, and assessed curricula are aligned.

Instructional staff shall monitor the curriculum through continuous evaluation of student performance data. Instructional staff shall identify the instructional needs of individual students and of groups of students, and then modify instruction based on need. Instructional staff shall provide feedback and possible revisions to the curriculum using online Curriculum Feedback Forms.

As the instructional leader of the campus, the principal has the primary responsibility for monitoring the implementation of written curriculum. The campus instructional leadership team shall monitor the following:

- Analysis of campus, District, and State assessment data
- Review of lesson plans and curriculum documents
- Professional learning meetings
- Collaborative design/analysis of lesson student work
- Lead fidelity and performance measures
- Design and delivery of instruction
- Student performance data
- Employee performance

District administrators monitor the curriculum through the following:

- Campus SchoolView observations
- Fidelity and performance lead measures
- Cadence of Accountability
- Curriculum documents
- Lesson calibration including design, and delivery, and assessment
- Classroom observations
- School performance data

SchoolView Observation Tally Worksheet

SchoolView Summary Report

Evaluation and Refinement

Curriculum refinement and enhancement is an ongoing process. The District shall continually develop and modify its curriculum to meet changing needs based on TEKS revisions, assessment data, legal updates, and stakeholder feedback. Coordinators in the Department of Curriculum, Instruction, and Assessment shall follow an annual cycle for reviewing student assessment data and feedback from teachers and administrators to develop proposals for curriculum modification essential to the maintenance of a high-quality program of education.

The District shall continually develop and modify its curriculum to meet changing needs. The Superintendent or designee shall be responsible for developing proposals relating to curriculum modification and that, in the opinion of the Board, the staff, and consultants, are essential to the maintenance of a high-quality program of education from Early Childhood through Grade 12.

The curriculum for all State foundation courses that lead to an assessment through the Texas testing system will be reviewed annually in June and July.

Curriculum Feedback Form - ELAR Grades K-6

Curriculum Feedback Form - ELAR Grades 7-12

Curriculum Feedback Form - Math Grades K-6

Curriculum Feedback Form - Math Grades 7-12

Curriculum Feedback Form - Science Grades K-6

Curriculum Feedback Form - Science Grades 7-12

Curriculum Feedback Form - Social Studies Grades K-6

Curriculum Feedback Form - Social Studies Grades 7-12

High School Approved Reading List

Middle School Approved Novel List

Intermediate School Reading List

IV. Curriculum Delivery

Executive Summary

The model for curriculum development, implementation, and evaluation shall include the following components: Curriculum (written curriculum), Instruction (taught curriculum), and Evaluation (assessed curriculum). The curriculum shall be stated clearly and comprehensively in writing so that the faculty teaches the written curriculum. The teacher-made tests, District Curriculum-Based Assessments (CBAs), Advanced Placement Common Assessments, and standardized tests shall be congruent with the written and taught curriculum. The curriculum shall encompass local goals/objectives and skills that are identified by State and Federal guidelines and mandates, where applicable.

Philosophy

The taught curriculum refers to the delivery of the written curriculum. It is the process used by teachers to collaboratively develop and organize lesson plans, and/or approaches to instruction. Teachers shall adhere to the curriculum framework developed by the District, which includes the essential knowledge and skills for each subject mandated by the State, curriculum objectives, a recommended pacing schedule, and aligned teaching resources. Staff development is designed and implemented to prepare teachers to deliver the approved curriculum in order to meet the needs of their students.

Components of Lesson Design

District curriculum and instruction components shall serve as the foundation from which teachers will develop aligned lesson plans and approaches to instruction that will serve the students' needs. The curriculum frameworks shall be used to map a logical sequence of instruction.

Lesson planning is a cognitive and intellectual event where teachers are engaged and collaborate with colleagues to produce desired learning outcomes. Teachers shall purposefully plan for engaging lessons using research-based practices including calibration.

Selection of Instructional Materials

According to Board Policy EFA (LOCAL), the Board shall provide a wide range of instructional resources in addition to adopted textbooks and instructional materials for students and staff that present varying levels of difficulty, diversity of appeal, and a variety of viewpoints. The primary objectives of instructional resources are to deliver, support, enrich, and assist in implementing the District's curriculum.

Selection of instructional resources in Mansfield ISD must adhere to a review process to ensure alignment to the State standards and the District curriculum. According to Board Policy EFA (LOCAL), the District follows the state adoption cycle for review of textbooks. A Textbook Selection Committee comprised of professional staff, the majority of which is classroom teachers, is appointed by the Superintendent or Designee. The Textbook Selection Committee shall be inclusive of professional staff representing special populations. The committee utilizes District criteria to evaluate the State-adopted resources. The Textbook Selection Committee submits recommendations to the Board of Trustees for approval. Content Coordinators review and analyze additional materials and reference them in curriculum documents.

MISD Board Policy CMD(LEGAL), Issue Date 9/27/2018

MISD Board Policy EF(LEGAL), Issue Date 11/11/2017

MISD Board Policy EF(LOCAL), Issue Date 5/24/2017

MISD Board Policy EFA(LEGAL), Issue Date 11/11/2017

Education Code Chapter 31 Instructional Materials

19 TAC Chapter 66 State Adoption and Distribution of Instructional Materials

IMA Flowchart

Criterion for Selecting Textbooks/Instructional Materials

Campus Supplemental Resource Flowchart

Adoption Cycle for Foundation and Enrichment Subjects

District Calendar 2019-2020

Instructional Standards

Mansfield ISD has identified research-based instructional standards designed to enhance student achievement. These strategies should be an integral piece in the development of standards-based lessons and units of study.

Advancement Via Individual Determination (AVID) (Grades 5-12)

AVID is a college readiness system for elementary through higher education that focuses on effective delivery of curriculum. The AVID College Readiness System accelerates student learning, uses research-based methods of effective instruction (WICOR – Writing, Inquiry, Collaboration, Organization, and Reading), provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform.

[AVID Content Classroom Observation Form](#)

[AVID Elective Classroom Observation Form](#)

[AVID Elementary Foundations Site Visit Form](#)

[MISD AVID Webpage](#)

[AVID Instructional Methodologies](#)

Balanced Literacy (Grades K-12)

The term – Balanced Literacy – comes, in part, from the recognition that readers need a variety of different opportunities to learn. Balanced Literacy encompasses all the learning methods that are used to teach students how to read, write, speak, and think critically about text. The components of Balanced Literacy include:

- Word Work (Phonics/Spelling/Vocabulary)
- Interactive Read-Alouds
- Shared Reading
- Guided Reading
- Independent Reading
- Modeled/Interactive (Shared) Writing
- Guided Writing
- Independent Writing

Grades K-6

Balanced Literacy reading instruction provides students with multiple ways to encounter texts. Based on the research that supports students needing daily opportunities to hear wonderful literature read aloud, along with frequent opportunities to participate in meaningful conversation around text, the MISD expectation is that teachers lead *Interactive Read-Alouds* daily. Students also participate in a classroom *Shared Reading* weekly that includes explicit instruction in the skills and strategies of proficient reading. Because students develop at varying rates, individualized instruction through the component of *Guided Reading* is also part of the daily literacy block. During Guided Reading students read text at their instructional level with the guidance of the teacher. The end goal of Interactive Read-Alouds, Shared Reading, and Guided Reading is to develop proficient, *independent readers*.

Balanced Literacy writing instruction includes the study of conventions of written language, punctuation, handwriting, the writing process, and writer's craft. Writing instruction is provided with the direct guidance of

the teacher through Modeled, Interactive (Shared), and Guided Writing. Independent Writing, using appropriate conventions and rich craft, is the final step in this process.

In addition, either as part of the reading or writing instruction, or both, students need time to study words, learn spelling patterns, and analyze meaning of terms in context. This is known in Balanced Literacy as Word Work. Word Work is a combination of explicit, teacher-led instruction and small-group/independent practice.

Professional Development opportunities, provided annually by MISD, include:

- Early Literacy Academy (K-2, Required)
- Critical Reading Strategies (K-6)
- Best Practices in Writing Instruction with Mentor Texts (K-6)
- Guided Reading (K-6, Required)
- Literacy Stations with Daily 5 (K-6)
- Explicit Phonics Instruction (K-5)
- The ELAR Block
- Reading Intervention for Struggling Students

Professional Resources, provided by MISD, related to Balanced Literacy include:

- The Continuum of Literacy Learning by Fontas and Pinnell
- The Reading Strategies Book by Jennifer Serravallo

Grades 7-12

Mansfield ISD utilizes a balanced literacy approach in grades 7-12 English/Language Arts/Reading. A balanced literacy program blends explicit skill instruction with language-rich literature to foster the development of independent, fluent readers, writers, and communicators. A balanced literacy approach requires thoughtful decision-making. Teachers identify instructional needs through ongoing assessment and plan appropriate differentiated instruction. Learner-centered (student needs) and teacher-directed (grade-level TEKS and curriculum) approaches merge together to provide students with regular opportunities to engage in authentic reading, writing, and oral language activities. A comprehensive balanced literacy framework involves reading and writing to students, with students, and by students. Teachers gradually release the responsibility for learning to students.

K-4 Guided Reading Framework/Lesson Plan

Mansfield ISD K-6 Balanced Literacy Instructional Guide

Calibration (Grades EC-12)

Calibration processes focus on aligning the curriculum in a systematic way. Instructional design, instructional delivery, student work, and student assessment are analyzed for alignment of concept, context, and cognitive level as it relates to the district curriculum, the Texas Essential Knowledge and Skills (TEKS), and the State of Texas Assessment of Academic Readiness (STAAR).

The MISD core process of calibration is the foundation for building deep knowledge and understanding of the TEKS to effectively design aligned lessons, deliver aligned instruction, and assess student mastery of the

curriculum and State standards. Campus and District administrators monitor the fidelity of curriculum design and delivery through lesson calibrations.

Formal calibration processes and procedures are intended to develop collective capacity among instructional personnel to inform instructional decision making. The process results in rich professional conversation about teaching and learning resulting in a common framework for critical analysis of curriculum standards, instructional strategies, and learning resources. District provided guidelines and forms are used for formal campus and district calibrations. Routine calibration skills applied to weekly lesson planning do not require the district forms, but they may be used as a guidance document.

Curriculum Calibration Worksheet

Calibration Summary Report

District Team Calibration Processes & Procedures

Campus Calibration Process & Procedures

Calibration Guidelines

Concrete, Representational, Abstract (CRA) (Mathematics) (Grades EC-12)

The purpose of teaching through a concrete-to-representational-to-abstract sequence of instruction is to ensure students have a thorough understanding of the mathematical concepts/skills they are learning.

The concrete level of understanding is the most basic level of mathematical understanding. It is also the most crucial level for developing conceptual understanding of mathematical concepts/skills. Concrete learning occurs when students have ample opportunities to manipulate concrete objects to problem-solve.

At the representational level of understanding, students learn to problem-solve by drawing pictures. The pictures students draw represent the concrete objects students manipulated when problem-solving at the concrete level. It is appropriate for students to begin drawing solutions to problems as soon as they demonstrate they have mastered a mathematical concept/skill at the concrete level.

A student who problem-solves at the abstract level, does so without the use of concrete objects or without drawing pictures. Understanding mathematical concepts and performing mathematical skills at the abstract level requires students to do this with numbers and mathematical symbols only.

Cooperative Learning Structures (Grades EC-12)

When students are engaged, they are motivated, they learn more, and the learning sticks. Cooperative learning structures engage every student to participate frequently and approximately equally. The more students interact with each other and the curriculum, the more they learn.

Differentiation

Differentiation is structuring content, learning activities, outcomes, and environment based on individual student learning styles and needs so that all students can experience success. It is an intentional way of adjusting methods to meet each student's needs and preferences to maximize growth as a learner. Differentiation can occur through content, process, product, and learning environment.

Differentiated instruction supports inclusive education because it is a teaching philosophy that views diversity as natural and recognizes that instruction must adapt to student differences because one size does not fit all. It assures that all members of the class are welcomed and valued because their learning preferences are identified and used to facilitate their learning. Differentiated instruction supports diverse learners and leads to empowerment and self-determination by allowing students choice and providing students multiple options for accessing the curriculum, taking in information, making sense of ideas, and expressing what has been learned. (Jacqueline Thousand and Richard Villa)

Fundamental Five (Grades EC-12)

The Fundamental Five consists of critical practices, which when executed with high-frequency and high-quality, are the core of highly effective instruction. Components include framing the lesson, working in the power zone, frequent small group purposeful talk, recognition and reinforcement, and critical writing. (The Fundamental 5, Cain and Laird)

Fundamental 5 Quality Instructional Components

Perceptual Modes (Grades EC-12)

Learning styles are how learners extract information from their surroundings through the senses. Individuals have different neurological pathways specific to the learner. When information enters the preferred pathway, the information is retained in short-term memory. Repeated exposure and use promote retention in long-term memory. Perceptual modes include reading, hearing, seeing, saying, and doing.

Mansfield ISD Math Structures K-6

Response to Intervention (RtI) (Grades EC-12)

Response to Intervention is a school-based, multi-level prevention system to maximize student achievement and reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Response to Intervention processes include data-based decision making, universal screeners, goal setting, a tiered model of instructional delivery, progress monitoring, and fidelity of process implementation.

WIN Time (Grades K-6)/Skills for Success (Grades 7-8) is an intentionally scheduled time within the master schedule outside of Tier 1 instruction. The primary purpose of MISD's Intervention/WIN model is to meet the academic needs of all students. Targeted instruction is data-driven to close achievement gaps and to maximize/extend academic growth; thus, increasing the likelihood that all students perform at or above grade level and achieve one or more years' academic growth annually.

RtI/Intervention Guide

K-8 Response to Intervention Model

Guidelines for Successful WIN Time

Small Group Instruction (Grades EC-12)

Small group instruction is a differentiated delivery method, which refers to a teacher working with a small group of students (maximum of six students) on a specific learning objective, while reducing the student-teacher ratio. It allows teachers to work more closely with each student, reinforce skills learned in whole group instruction, and check for individual student understanding. It allows students more of the teacher's attention and gives them a chance to ask specific questions they may have about what they learned. This method may be used in any course or setting and is a core component of Intervention/WIN (What I Need) Time, Guided Reading, and Guided Math.

Specially Designed Instruction (SDI)

Specially Designed Instruction describes the types of unique instructional services needed by a child with a disability to accomplish his/her Individualized Education Plan goals and objectives. These services may include accommodations and/or modifications, as well as adaptations in instructional methods, materials, techniques, media, physical setting, and/or environment. These services are not ordinarily used with most children of a given age or grade level, but are needed in order for a child with a disability to accomplish their IEP goals and objectives.

SDI Guidance Document

Technology Integration

In accordance with the Texas Long-Range Technology Plan and the Texas Education Agency, teachers integrate technology to engage students, and to enhance and extend learning in all classes. Using digital tools for communication, creativity, critical thinking, and collaboration all students are empowered to be digital learners.

MISD Educational Technology Website

Understand, Plan, Solve, Check (UPSC) (Grades K-12)

UPSC is a mathematical problem-solving model, which improves students' abilities to think about mathematics in a way that can be applied to many different types of problems. Components of UPSC include Understand the Problem, Plan, Solve, and Check for Reasonableness.

Additional Practices

The District supports MISD's curriculum with additional best practices in classroom management, instructional materials, physical classroom arrangement, and assessment data.

The Power of Choice

In Mansfield ISD, parents and students have the opportunity to choose the educational pathway that is the best fit for them. The Power of Choice allows students of all ages to take advantage of specific programs that are tailored to their needs, even if it is located outside of their designated attendance zone. MISD's The Power of Choice options include:

- Donna Shepard Intermediate School Leadership Academy
- Early College High School at Timberview High School
- Frontier High School
- Jerry Knight STEM Academy at Wester Middle School

- Louise Cabaniss Elementary Academy of Young Scholars
- Martha Reid Leadership Academy
- Orchestra
- Tarver Rendon School of Agricultural Leadership
- The Innovative Learning Academy at Elizabeth Smith Elementary
- Two-Way Dual Language at Erma Nash Elementary
- Two-Way Dual Language at D. P. Morris Elementary
- Willie Brown Elementary Academy of Young Scholars

Management of Curriculum Implementation

Academic standards are determined by the State of Texas for each academic content area. The State Board of Education (SBOE) periodically updates content standards called the Texas Essential Knowledge and Skills (TEKS). Student Expectations (SEs) consist of both Readiness and Supporting Standards.

Readiness Standards are:

- Essential for success in the current grade or course
- Important for preparedness for the next grade or course
- Support college and career readiness
- Necessitate in-depth instruction
- Address broad and deep ideas

Supporting Standards are:

- Introduced in the current grade or course, but may be emphasized in a subsequent year
- Play a minor role in preparing students for the next grade or course
- Address more narrowly defined ideas
- Reinforced in the current grade or course, but may be emphasized in a previous year
- Lay the foundation for the Readiness Standards

Specialized Services

Advanced Academics

Advanced Academics programming is designed to provide all students opportunities to participate in accelerated academics. Participation allows students to deepen their knowledge of the District curriculum and State standards, while preparing for and pursuing post-secondary opportunities. Equitable opportunities for students to participate in college preparatory courses and seminars are an important part of this program.

Advanced Academics opportunities offered in Mansfield ISD include, but are not limited to:

- Advanced Placement courses
- Credit by Exam
- Dual Credit courses
- Duke Talent Search
- Gifted and Talented Clusters

- Pre-Advanced Placement courses
- SAT/ACT preparation
- Summer reading
- UIL preparation and competition
- Virtual courses

[Advanced Placement College Board Website](#)

[Advanced Placement Exam Information](#)

[MISD Credit by Examination](#)

[Out-of-School Options for Advanced Learners](#)

[SAT/ACT Workshops & Exams](#)

[MISD Dual Credit Webpage](#)

[Gifted & Talented Program Guide](#)

[Duke Scholars](#)

[Gifted & Talented Identification Process](#)

[Gifted & Talented Opportunities](#)

[MISD SAT/ACT Summer Institute](#)

Dual Language

Mansfield ISD is committed to providing a quality Dual Language Program where students develop a high level of academic and linguistic proficiency in two languages by participating in a rigorous academic program that enhances the development of bilingualism, biculturalism, and biliteracy so that students will graduate ready for college, career, and life in a globally competitive economy.

[Elementary Dual Language Webpage](#)

Dyslexia

Mansfield ISD provides a program for all students with Dyslexia. Each student is served by a trained reading specialist. The MISD Dyslexia Program includes the components of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies. The instructional strategies utilize research-based, explicit, multi-sensory phonetic methods and a variety of writing and spelling components to meet the specific learning needs of each student.

[MISD Dyslexia Manual](#)

[MISD Dyslexia Webpage](#)

Early Childhood

The purpose of Early Childhood education is to improve the school readiness of young children using creative hands-on, interactive experiences within a researched-based early childhood program in literacy-rich classrooms that are *joyful*, busy places where children learn through *play*, develop *relationships*, *explore*, and *learn*. (Fontas

and Pinnell, 2011) Mansfield ISD offers free half-day Pre-Kindergarten to four-year-old children who meet state and/or federal eligibility criteria for one of the following:

- Unable to speak and comprehend the English language
- Economically disadvantaged (qualifies for free or reduced lunch)
- Homeless
- The child of an active duty member of the armed forces, including state military forces or a reserve component of the armed forces, who is ordered to active duty (must be on active duty the first day of school)
- The child of an active duty member of the armed forces, including state military forces or a reserve component of the armed forces who was injured or killed while serving on active duty
- The child is or ever has been in the conservatorship of the Department of Family and Protective Services following an adverse hearing. This also includes children who have been adopted or returned to their parents.
- The child of a first responder eligible for the STAR of Texas Award.

Curriculum and instruction are focused on the pre-academic, language, social, emotional, and physical needs of young children in child-centered classrooms following the Texas Pre-Kindergarten Guidelines. The program supports the key elements of an effective pre-kindergarten program:

- Consistent use of a responsive interaction style to support learning
- Content that builds cognitive and social skills known to predict school readiness
- Planning that takes advantage of recent brain research for memory development
- A balance of teaching strategies
- Flexible grouping of children for learning activities, including one-to-one, small groups, and large groups

[PreK Family Engagement Plan](#)

[Texas Pre-Kindergarten Guidelines](#)

[MISD Pre-K Time Framework](#)

English Language Learners (ELL)

Mansfield ISD is committed to providing a quality English Second Language (ESL) program that differentiates and scaffolds instruction across all content areas according to each student's level of language proficiency, while supporting the affective, linguistic, and cognitive needs of English Language Learners. Curriculum documents include the English Language Proficiency Standards (ELPS).

[MISD ELL-Bilingual Webpage](#)

[English Language Proficiency Standards](#)

[ELL PreK-12 Planning Guide](#)

[One-Way Dual Language Model: PreK-6](#)

[Two-Way Dual Language Model: Grade K-6](#)

Gifted and Talented (GT)

The State's goal for the education of Gifted and Talented students is to ensure that those students who participate in GT services demonstrate skills in self-directed learning, thinking, research, and communication. Gifted and Talented students develop innovative products and sophisticated performances that reflect individuality, creativity, and are targeted to an audience outside the classroom. (Texas Education Agency)

A GT student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area
- Possesses an unusual capacity for leadership, or
- Excels in a specific academic field

Texas Education Code 29

Section 504

Federal law protects students with disabilities from being discriminated against at school. It requires the school to give a child the same opportunities as students without disabilities. The school does this through reasonable accommodation or modification.

Section 504 Forms

Special Education

Mansfield ISD is committed to providing a continuum of services in the Least Restrictive Environment (LRE) to eligible students ages three through twenty-one (birth through twenty-one for students with visual or auditory impairments) who meet the legal requirements of one or more of the disabilities defined by the Texas Education Agency.

MISD Special Education Webpage

Co-Teach Handbook

Co-teaching Observation Checklist

V. Professional Learning

Executive Summary

Mansfield ISD supports a professional development program that provides instructional staff and leadership with the tools and knowledge required to teach the written curriculum; thereby, building capacity within schools so there is a commitment to teaching, learning, and continuous improvement.

All staff are required to participate in continuous growth as an integral part of their job assignment. The District's professional development program provides capacity building opportunities based upon diagnosed needs and professional goals as they relate to Board, campus, and program goals.

Philosophy

A quality professional development 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, learning, and continuous improvement. Effective professional learning efforts include high-quality ongoing development with intensive follow-up and support. In addition, the most effective professional learning models incorporate processes that are research-based and designed to engage adult learners.

Mansfield ISD offers professional learning that provides instructional staff knowledge of the written curriculum and the tools that support effective instruction. The purpose of the program is to ensure professional growth for improving job performance and organizational development that ultimately results in student achievement. The District believes that all employees impact student learning. Sustained individual growth is a professional responsibility for all District personnel.

Mansfield ISD offers professional learning that:

- Reflects the District's mission, vision, core values, guiding statements, and Board goals
- Aligns individual, campus, and District goals to promote student success
- Provides assistance from central administration that supports and invests in the campus principal as an instructional leader
- Provides support for participants during the implementation stage
- Provides for the integration and implementation of research-based practices
- Engages adult learners in relevant learning experiences

Staff development is designed to provide for:

- Research-based learning for the design, delivery, and assessment of a standards-based aligned curriculum
- Familiarity with state accountability standards
- Strategies for disaggregating and analyzing student performance data
- Induction training for new teachers and leaders
- Compliance requirements
- Customer service
- Personal development
- Follow-up and support
- Curriculum Assistance Request (CAR)
- Continuous Improvement
- Capacity building to improve teaching and learning
- Integration of technology standards
- Coordination with special programs in the written taught and assessed curriculum
- Strategies for supporting social-emotional health and restorative practices

Opportunities include:

- Book studies/research

- Campus staff development
- District staff development
- Instructional coaching support
- Mentoring
- Online training
- Out-of-District workshops
- Professional Conferences
- Professional Learning Communities (PLCs)

The MISD Staff Development Catalog is published online in Eduphoria for employees to register for courses in the following areas:

- Auxiliary staff development
- Compliance staff development
- Departmental staff development
- Paraprofessional staff development
- Personal growth and development
- Professional staff development

MISD Board Policy DMA(LEGAL), Issue Date 11/11/2017

MISD Board Policy DMD(LOCAL), Issue Date 5/10/1999

MISD Professional Development Webpage

MISD KEEPS Webpage

MISD CIA Compliance PD

VI. Instructional Technology

Executive Summary

The mission of instructional technology is to enhance teaching and learning. The Education Technology team collaborates with the Department of Curriculum, Instruction, and Assessment to enhance content and support instruction using digital tools. Through professional development, mentoring, and coaching, the team empowers teachers with the knowledge, skills, and confidence to innovate instruction. With the integration of technology, students are inspired and prepared for their future.

The MISD Technology Plan supports Vision 2020, the Texas Long-Range Technology Plan, and the MISD District Improvement Plan. The technology applications curriculum includes local goals and objectives in addition to skills and knowledge identified by State, National, and Federal guidelines and mandates.

Philosophy

The purpose of Instructional Technology is to provide training and support to facilitate the effective integration of technology into the teaching and learning process. Students enrolled in MISD will have jobs that do not currently exist. Their future will demand technology proficiency and rely on digital tools and the 21st century

skills of communication, collaboration, creativity, and critical thinking. To prepare students for a, ever-changing and technology-infused future, MISD builds student knowledge and skills of effective digital citizenship, responsible and appropriate technology use, online etiquette, and digital rights and responsibilities.

Technology Plan

The goal of all technology expansion is to support student academic success, while increasing digital fluency of all learners. The technology goals support instructional technology by:

- Providing meaningful, relevant opportunities for all learners to engage in communication, collaboration, creativity, and critical thinking, while increasing digital literacy
- Providing ongoing, accessible professional development (Local, Regional, and State) in a variety of formats for all staff to promote digital literacy and provide strategies to ensure student academic success
- Providing a foundation of leadership, administration, and services to support exceptional teaching and learning through the integration of technology
- Providing an infrastructure that supports an anywhere/anytime, safe and secure learning environment

Instructional Technology aligns with Vision 2020, the Texas Essential Knowledge and Skills for Technology Applications, and the International Society for Technology Education (ISTE) Standards for Students.

- Digital Citizenship: the skills and strategies to access technology to communicate, connect, collaborate, and create; attitudes and values that support personal integrity and positive connection with others; understanding and knowledge of digital environments and contexts; ability to draw on this to participate in life-enhancing opportunities, achieve goals, and make a difference
- Authentic Learning: learning through experiencing, doing, creating, and demonstrating; richer, hands-on, real-world experiences resulting in increased higher-level thinking and more student ownership and control of learning; strategies include project-based learning, problem-based learning, challenge-based learning, online/blended learning, augmented reality/virtual reality, and game-based learning
- Learners as Creators; opportunities to create/co-create and experiment in ways that spur complex thinking; examples include creative problem-solving, active solution implementation, computational thinking-ability to develop and employ strategies for understanding and solving problems (ex. coding literacy, robotics)
- Digital Strategies: organization of technologies into pathways of development that are relevant to learning and creative inquiry including consumer technologies, digital strategies, enabling technologies, Internet technologies, learning technologies (online learning), social media technologies, and visualization

Texas Essential Knowledge and Skills for Technology Applications

Family Educational Rights and Privacy Act (FERPA)

Children's Internet Protection Act (CIPA)

Children's Online Privacy Protection Rule (COPPA)

MISD 2018 Technology and Learning Survey Reports

District Teaching and Learning Resources

Canvas

Google Apps for Education

Edgenuity

VII. Automated Management

Executive Summary

Curriculum management is a process whereby quality control of the written, taught, and assessed curriculum is aligned by design. Managing this process electronically guarantees that curriculum development and customization is a dynamic, delivery of the curriculum is more consistent and coherent, and evaluation of the curriculum is formative and results in learning. It also provides the means for equitable access to the curriculum, by every teacher of the curriculum is comparable, retrievable, and provides for longitudinal analysis of student data over time. Components include curriculum, instructional resources, assessments, training, data management, and customizable reporting capability.

Philosophy

Mansfield ISD is committed to optimal student performance, and by automating curriculum management components, quality control of the teaching and learning processes is achieved. It is through managing the written, taught, and assessed curriculum that the District is held accountable for high levels of productivity and system improvement.

Using automated management systems that provide curriculum, assessment, resources, monitoring of instruction, professional development tracking, and reporting results that are linked to curriculum allows for system alignment and the reduction of variability within the system.

Tools

Canvas

Canvas is a learning management system that makes teaching and learning easier by connecting all the digital tools and resources used by teachers and students into one place. Mansfield ISD's Canvas is located at <https://mansfieldisd.instructure.com/>. Features include:

- 24/7 access through any Internet connected device
- Digital platform for curriculum guiding documents
- Class calendar
- Customized notifications
- Access to Third-party integrations such as Google Apps for Education and Microsoft Office 365
- Online submission of work with teacher feedback through text, audio or video
- Canvas grades exported to official Skyward Gradebook
- Real-time conferencing so teachers and students stay connected
- Ability to collaborate online with teachers and classmates
- Parents can easily create an "Observer" account to help support their student's success

Edgenuity

Edgenuity partners with schools and districts to bring a world-class learning experience to classrooms of any size and shape using cutting-edge digital tools and research-backed instructional strategies. Edgenuity's online curriculum and learning solutions are designed to give educators more ways to manage and customize their program, and students the personalization and engagement they need to succeed. Mansfield ISD utilizes Edgenuity for original course credit and credit recovery.

Edugence

Edugence is a comprehensive and fully integrated set of applications for data warehousing, educational/business intelligence, and instructional management system for K-12 school districts designed to give users the tools necessary to make informed and intelligent decisions. Mansfield ISD uses Edugence for data analysis, Curriculum-Based Assessment/Common Assessment design and analysis, Response to Intervention (RtI). Tracking of graduation requirements, and monitoring of College, Career, and Military Readiness(CCMR).

Eduphoria

Eduphoria is a comprehensive platform of integrated tools for districts and educators, which supports functions including professional development, staff evaluation, technology trouble-shooting and service, field trips, fundraising, facility work orders, technology work orders, and reports.

Google Classroom

Google Classroom is part of MISD's Google Apps for Education. It makes it easy for learners and teachers 1st-12th grade to connect—inside and outside of schools. It supports teacher-student communication, collaboration, creation, and organization of class learning materials, activities, and documents.

SharePoint

SharePoint provides a platform neutral suite of Microsoft Office 365 productivity tools/applications, which allow employees to create, edit, and share collaboratively in real time. SharePoint is used to house the District and campus Vision 20/20 documents, Plans on a Page, PDSA improvement plans, scorecards, dashboards, and Cadence of Accountability (CoA) documents.

Skyward

Skyward is an integrated student and business management system, which includes enrollment, gradebook, fee management, purchase order processing, scheduling, report cards, attendance, behavior tracking, Skylert notifications, family access, employee True Time and time-off tracking, Health Services records, and message center applications.

VIII. Financial Management

Executive Summary

The budget process ensures District goals and priorities for the development and delivery of curriculum are central to the core work of educating students. The Board shall adopt a budget annually that provides the monetary resources to fund the curriculum training, materials and resources, and assessment necessary to effectively implement the aligned curriculum. The budget development process shall ensure goals and priorities are considered in the preparation of budget proposals, and that any decision related to reduction or increase in funding levels can be addressed in those terms.

Philosophy

The Business Services office shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities. A major premise of curriculum management is that results can be assessed and there is a relationship among goals and objectives, priorities, costs, and results.

IX. Roles and Responsibilities

The Board of Trustees shall:

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

The Superintendent shall:

- Develop and revise policies for adoption by the Board
- Implement the policies of the Board
- Recommend a budget to support curriculum design, delivery, and assessment work
- Recommend staff to be hired
- Establish procedures to guide curriculum design, delivery, and assessment
- Report annually to the Board concerning implementation of the curriculum
- Ensure a functional decision-making structure is in place to carry out policy
- Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum

- Be responsible for system coherency and capacity
- Oversee the work of District staff in accomplishing their responsibilities

District level administrators shall:

- Develop a long-range plan for curriculum management, development, customization, revision, evaluation
 - Establish curriculum regulations, guidelines, and priorities
 - Implement District Level policies and procedures
 - Provide district-wide professional development needed to implement the curriculum
 - Provide support for campus-level administrators in monitoring the implementation of the curriculum
 - Implement the master long-range plan, providing technical and expert assistance as required
- Analyze data and prepare reports for staff and Board consideration Participate in SchoolView, Calibration and instructional delivery visits to monitor the fidelity of implementation of the District curriculum at the campus level

Curriculum Coordinators shall:

- Communicate legal mandates impacting curriculum and instruction
- Stay current with knowledge of state standards
- Write and revise aligned curriculum
- Monitor student performance data to evaluate quality of the District curriculum
- Communicate curriculum revisions
- Oversee development of District common assessments
- Develop District-level professional development plan
- Lead District level professional development
- Analyze, interpret, and communicate data to inform instructional programming and decisions
- Support the implementation of curriculum through classroom observation, calibration, and support of lesson design
- Share and model best practices
- Build campus instructional leadership capacity
- Support campus improvement targets
- Establish deployment plan for instructional coaches
- Create learning resources

Instructional Coaches shall:

- Provide job-embedded professional learning for teachers to support aligned curriculum design, delivery, and assessment
- Communicate curriculum revisions
- Lead professional development sessions
- Assist teachers in using student performance data to make instructional decisions
- Monitor the implementation of curriculum through classroom observation, peer coaching, and support with lesson design, delivery and assessment
- Model instructional best practices for classroom teachers and campus leaders

- Support campus improvement targets
- Create learning resources
- Provide direct support for teacher planning
- Assist with curriculum design, evaluation, and refinement

Campus level administrators shall:

- Serve as the primary instructional leader of teacher leaders and be responsible for managing the delivery and formative assessment of instruction aligned to the curriculum
- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor lesson design, lesson delivery, and formative/summative assessment of the curriculum
- Analyze and interpret student assessment data to use in making school-improvement decisions
- Monitor the implementation of the curriculum using the following basic strategies:
 - Teacher appraisal observations and conferences using the Texas Teacher Evaluation and Support System (T-TESS)
 - Frequent walk-through and follow-up conversations including targeted best practice and fidelity observations
 - Periodic review of lesson plans and curriculum documents
- Translate the importance of effective curriculum, instruction, and assessment practices on a regular basis
- Observe classes, monitor lessons, and evaluate assessment materials utilized on campus
- Conduct targeted calibration and instructional delivery observations to monitor the implementation of the District curriculum at the campus level
- Lead calibration meetings reviewing alignment of student work, instructional delivery, and student assessment
- Provide opportunities for teachers to discuss and share ideas and strategies to teach and assess mastery of the curriculum standards
- Lead continuous improvement processes including Root Cause Analysis at the campus
- Update the Campus Improvement Plan and monitor lead performance and fidelity measures to support effective curriculum management and continuous improvement
- Lead the Response to Intervention (RtI) process to ensure access to the grade level curriculum for students experiencing difficulties
- Lead and oversee campus-based professional development
- Help parents understand their roles in supporting the learning of the curriculum
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports the curriculum vision
- Comply with law, regulations, and Board policy
- Lead 504, Student Success Initiative (SSI), Language Assessment Proficiency Committee (LPAC), and Special Education Admission, Review, and Dismissal (ARD) meetings.

Counselors shall:

- Work with students to help solve personal, social, emotional, and academic problems
- Identify problems such as alcohol and substance abuse, family violence, or problems between students
- Use a variety of counseling methods and conflict resolution skills to solve problems
- Help students find their appropriate educational path to meet graduation requirements, post-secondary goals, and college, career, and military readiness
- Assist students in choosing school classes that prepare students for post-graduation plans
- Work with students to determine and achieve their goals
- At high schools, help students apply to colleges or trade schools by advising them about admission requirements and financial aid
- Inform students and parents of college, career, and military readiness criteria and pathways
- Monitor student scorecards and provide advisement for planning an educational path to meet targets for college, career and life readiness

Librarians shall:

- Design collaborative spaces
- Build instructional partnerships
- Empower students as creators
- Curate digital resources and tools
- Facilitate professional learning
- Ensure equitable digital access
- Invest strategically in digital resources
- Cultivate community partnerships
- Advocate for student privacy (Data and Privacy)
- Meet Texas Library Standards
- Lead beyond the library
- Support instructional programming
- Plan and deliver aligned instructional lessons

Teachers shall:

- Align resources used to teach the District curriculum
- Plan collaboratively to design aligned instructional plans
- Align instruction to the District curriculum and State standards
- Analyze and interpret student assessment data to assess each student's learning
- Differentiate instruction to meet individual needs
- Incorporate research-based instructional strategies in the teaching of the curriculum
- Actively seek and constructively engage in appropriate and ongoing professional development and planning
- Participate collaboratively with colleagues to reflect on teaching practices
- Ensure equal access to the curriculum and equitable delivery to each student
- Encourage parents to support student learning

- Communicate student progress in achievement regularly to students, parents, and others as appropriate
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff
- Collaborate during planned meeting times with peers and supervisors to improve student learning
- Deliver classroom instruction by using lesson plans that are designed and proven to promote high student engagement
- Demonstrate an understanding and commitment to the curriculum alignment process, which includes aligning instruction to the content, context and cognitive level of the State standards
- Participate in curriculum development, customization, revision, and evaluation activities as appropriate

Students shall:

- Be an active partner in the learning and assessment process
- Understand his/her learning strengths and weaknesses
- Meet or exceed learning requirements based on the District curriculum and State standards
- Exhibit behavior that is conducive to learning for self and others
- Attend school regularly
- Engage in progress monitoring of academic growth
- Monitor personal scorecard to guide educational path to college, career and life readiness (Pilot)

Parents shall:

- Be valued partners in the learning process
 - Establish high expectations for learning and nurturing 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 and District
 - Attending parent/teacher conferences
 - Keeping up with their child's progress, report cards, test data, and scorecard
 - Making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools
 - Accept a shared responsibility working with the teacher in the learning process
 - Support the development of academic, communication, life, and technology skills
 - Help their child develop effective study habits
 - Support school policies including the discipline management plan
 - Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Make every effort to address the physical, emotional, and health care needs of their child

X. Continuous Improvement

Executive Summary

Mansfield ISD is committed to intentional and continuous growth efforts to improve student performance. At the core of continuous improvement is serial experimentation applied to everyday work to meet the needs of those we serve and improve the services we offer. Continuous improvement tools are used to achieve improvement over time.

Continuous improvement is a systematic approach to quality assurance. Root Cause Analysis (RCA) is a prerequisite to effective improvement efforts. Success is defined by meeting the needs of those we serve.

Philosophy

Mansfield ISD believes that most things can be improved, and that most problems are found in processes, not people. Unintended variation in processes can lead to unwanted variation in outcomes. Performance excellence is achieved by building cultural competency using quality management tools that focus on systems, recognize internal and external stakeholders, and promote the need for objective data to analyze and improve processes. The concept of Continuous Improvement recognizes that improving the effectiveness of schools and teaching is highly complex and requires a sustained commitment to incremental, ongoing improvements.

[C&I Plan on a Page](#)

[PDSA Action Planning Template - Long Form](#)

[PDSA Action Planning Document - Short Form](#)

[Cadence of Accountability Protocol](#)

[District Improvement Plan 2018-2019](#)

[C&I Scorecard](#)

[Quality Tools](#)

[DOI Dashboard 2018-2019](#)

XI. Glossary

504 Plan –a blueprint developed by a committee for how the school will provide supports and remove barriers for a student with a disability, so the student has equal access to the general education curriculum.

Accommodation – teaching support or service a student may require to fully access the curriculum and successfully demonstrate learning without altering curriculum expectations

Accountability – The ability to report progress or lack of progress using numbers

Admission, Review and Dismissal (ARD) – committee of teachers, support staff, and parents to determine a child's eligibility for Special Education services and most of the major decisions about a child's Special Education program through the development, review, and update of the student's Individualized Education Plan (IEP) implemented in the Least Restrictive Environment (LRE)

Alignment – the degree of congruency between the written, taught, and assessed curriculum; the extent to which the curriculum is used to guide decisions about lesson planning, instructional delivery, instructional materials, formative and summative assessment, professional learning, facilities, and budgeting

Articulation – vertical alignment of the curriculum, Early Childhood through Grade 12

Assessment – evaluation measure of student achievement

Backward Design – a method of designing curriculum and lessons by setting goals before choosing instructional methods and forms of assessment; backward design typically involves three stages: 1) identify the results desired (big ideas and skills within the TEKS), 2) determine acceptable levels of evidence supporting desired results have occurred (culminating assessment tasks), and 3) design activities that will make desired results happen (learning events)

Best Practices – optimally effective professional behaviors that are confirmed by sound research

Bloom's Taxonomy – classification system used to define and distinguish different levels of human cognition, i.e. thinking, learning, and understanding; levels of thinking include knowledge, comprehension, application, analysis, synthesis, and evaluation

Cadence of Accountability – A recurring cycle of planning and accounting for results

Continuous Improvement - the ongoing betterment of products, services, or processes through incremental and breakthrough improvements

Coordination – horizontal alignment of what is written, taught, and assessed within a course

Critical Thinking – the development of analytical processes for decision-making, which includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, reaching sound conclusions, and the high levels of Bloom's Taxonomy

Curriculum – knowledge, skills, concepts, processes, and attitudes to be taught and learned at the appropriate levels/courses in our schools; the word curriculum refers to what is written, taught, and assessed

Curriculum Based Assessment (CBA) – District developed *common assessments* used to track student progress on taught standards to evaluate the quality of the curriculum and to monitor the movement of the District toward the desired student performance goals; CBAs and Advanced Placement common assessments are given during designated windows of time that are consistent for each campus and outlined on the District Local Assessment Calendar

Curriculum Delivery – the act of implementing the curriculum, along with the identification of professional development procedures to assist in the implementation

Curriculum Design – the act of creating the curriculum via specifications or templates

Dashboard – A collection of scoreboards by which senior leaders can readily gauge progress on key organizational measures

Data-Based Decision Making – Critical education decisions made based on assessment results and data collection; data is carefully analyzed to determine why academic or behavioral problems exist

Diagnostic Assessment – assessments designed to provide the teacher with an understanding of the prior knowledge and skills, strengths, and specific learning needs of students

Differentiate - to design and deliver in a way that is responsive to the needs of all learners by focusing on processes and procedures that ensure effective learning for varied individuals

English Learner (EL) – student receiving services of language assistance such as English as a Second Language; includes students who were not born in the United States and/or students whose primary language is non-English

English Language Proficiency Standards (ELPS) – required curriculum standards outlining English language proficiency level descriptors and student expectations for English Learners

Fidelity – the degree of exactness with which something is copied or reproduced; the degree to which the delivery of instruction, assessments, and progress monitoring is carried out as it was designed to be

Future-Ready Outcomes – a broad set of knowledge, skills, work habits, and character traits that are believed – by educators, school reformers, college professors, employers, and others – to be critically important to college, career, and life success

Goal – any target expressed in terms of lag measures representing improvement in the organization’s performance

Horizontal Alignment – Congruence within a grade level or course

Individualized Education Plan – customized plan for a student receiving Special Education services that is developed by an ARD Committee based on consideration of the strengths of the child; parental input for enhancing the education of the child, the results of the most recent evaluations of the child, and the academic, developmental, and functional needs of the child.

Instructional Resources – anything which is read, listened to, manipulated, observed, or experienced by learners as part of the instructional process

Integration – instructional approach which blends two or more content areas together and ensures the fidelity of lesson design, delivery, and assessment aligns with the State standards and District curriculum for both subjects and is taught to mastery for each subject.

Lag Measure – The measure of a goal expressed in terms of *from X to Y by when*

Lead Measure – The measure of an action plan deployed to achieve a goal; lead measures are influenceable by the team and predictive of the goal; the highest-leverage activities a team can engage in to ensure execution of a goal

Learning Objective – student skill/competency expected for mastery of a course or discipline

Least Restrictive Environment (LRE) – legal requirement for a student who has a disability to have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate; access to the general education curriculum, or any other program that non-disabled peers can access

Language Proficiency Assessment Committee (LPAC) – campus committee that reviews and makes decisions on an individual basis about the participation of English Learners (ELs) in State assessments in accordance with administrative procedures established by the Texas Education Agency (TEA) and in the Texas Administrative Code, Chapter 101, Subchapter AA, Commissioner’s Rules

Mission – an organization’s or team’s predefined purpose or reason for being

Modification – change made to the curriculum expectations to meet the needs of a student when the expectations are beyond the student’s level of ability

Progress Monitor – review of student performance data over time to determine effectiveness of instruction and/or interventions

Rigor – instruction, school work, learning experiences, and educational expectations that are academically, intellectually, and personally challenging as defined by alignment with the content, context, and cognitive level of State standards

Root Cause Analysis (RCA) – use of continuous improvement tools to identify what, how, and why an event occurred so that steps can be taken to realize desired outcomes; RCA may be used to target opportunities for system-wide improvement by specific underlying causes that can be reasonably identified, are within management’s control to remedy, and which generate effective solutions

SchoolView – a data-gathering classroom observation tool used by educational leaders to quantify trend data regarding curricular and instructional practices for the purpose of needs assessment

Scope – a clearly stated progression of learning objectives from Early Childhood through Grade 12 that reflect Local, State and Federal expectations

Sequence – the order in which learning objectives are taught

Specially Designed Instruction (SDI) – specialized teaching strategies and methods used by teachers to instruct students with learning disabilities and other learning disorders

State of Texas Assessment of Academic Readiness (STAAR) – series of State mandated standardized tests used in Texas public primary and secondary schools to assess a student’s achievements and knowledge learned in the grade level; it tests curriculum taught from the Texas Essential Knowledge and Skills (TEKS), which in turn is taught by public schools

Student Success Initiative (SSI) – State of Texas requirement that applies to enrolled grades 5 and 8 students who take the STAAR reading and mathematics tests at grades 5 and 8; the goal of the SSI is to ensure all students receive the instruction and support they need to be academically successful in reading and mathematics. The Student Success Initiative was enacted by the 76th Texas Legislature in 1999 and modified by the 81st Texas Legislature in 2009

Texas Essential Knowledge and Skills (TEKS) – State standards for Texas public schools from Kindergarten through Grade 12, which detail curriculum requirements for every course

Universal Screener – assessments administered to all students to determine as early as possible, which students are at risk of not meeting academic benchmarks in order to customize early intervention