



Leonard ISD
Curriculum Management Plan

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Mission

The Leonard Independent School District will partner with parents and the community to create life-long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe and respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams. "At LISD we are investing in the future of our students."

Vision

To prepare LISD students to be active, productive citizens by developing these skills throughout their educational experiences.

Beliefs

About **Schools**, we believe that:

- Schools should be a safe place for all learners.
- Schools should provide a welcoming and nurturing environment where everyone participates in the educational process.
- Schools should not just educate the students, but also develop the students in social and emotional growth.
- Schools should work together toward the same district goals.
- Schools are the heart of each community.
- Schools should have a culture of belonging. You are meant to be at our school: students, teachers, and staff.

About **Students and Learning**, we believe that:

- A safe learning environment, where all students feel comfortable, is essential for students to actively engage in the learning process.
- Students should play an active role in the learning process.
- Learning should be engaging and address different learning styles.
- Learning should be connected to real-world experiences.
- All students are capable of learning.
- All students should show improvement each year.
- Students should have responsibility for their learning
- Learning should be student centered.

About **Teachers and Teaching**, we believe that:

- The teacher is the most important factor in helping students learn the skills they need to be successful.
- Teachers should use the district provided curriculum, but present it in a way that honors their personality and students' learning styles.
- Teachers cannot stay stagnant with teaching. They should always be looking for ways to improve and reach more students.
- Teachers have a responsibility to stay current with data-driven curriculum and professional development.
- Teachers should communicate effectively with each other, students, and families.

About **Data and Accountability**, we believe that:

- Assessments are meaningless if the data is not analyzed and used to drive instruction.
- Assessments should be used to identify areas of weakness as well as strengths, so that instruction is improved.
- Assessments should be given consistently throughout the year to monitor progress. This data should be used by teachers, interventionists, and principals to drive instruction.
- Data is the driving force behind what we do to evaluate our outcomes.
- Principals should understand their campus data and know how it relates to accountability.
- Data is about growth and accomplishments.

About **Curriculum**, we believe that:

- Curriculum should be aligned to the TEKS, based on current, research based practices in all grade levels, all subject areas.
- Curriculum should be district approved and followed without exception.
- Curriculum is the blueprint for teachers to follow to prepare each lesson.
- Curriculum should be differentiated to meet the needs of all learners.
- Curriculum should be rigorous.

About a **Graduate of Leonard ISD**, we believe that:

- All graduates should have critical thinking skills necessary to join the workforce, higher education, or military.
- All graduates should be problem solvers and be able to apply skills required in everyday life.
- All graduates should have effective communication skills.
- All graduates should have the academic foundation needed to be successful in the next phase of their life.
- All graduates should have an understanding of their strengths and be ready to join their community as participating citizens.
- Equipped with knowledge and experience to be a successful and positive member of society.

Curriculum and Instruction Mission

Our mission is to ensure all students have engaging, relevant, and rigorous educational experiences. The curriculum department will work with administrators and teachers to ensure we provide a guaranteed and viable curriculum that is aligned to state standards and includes research-based best practices. All teachers will have the tools, resources, and professional development needed to deliver high-quality instruction.

Curriculum and Instruction Goals

1. Curriculum Alignment and Coherence

- **Objective:** Ensure that the curriculum is aligned with state standards and prepares students for college and career readiness.
- **Strategies:** Provide resources for curriculum mapping and lesson planning. Ensure lesson plans are aligned with instruction and assessments. Promote vertical and horizontal alignment across grade levels. Regularly review and revise curricula.

2. Student Engagement

- **Objective:** Regularly implement research-based strategies that actively involve students in the learning process, promoting discourse, participation, and motivation.
- **Strategies:** Provide professional development on research based instructional strategies, differentiation, and learning styles. Ensure lesson plans include strategies for engagement.

3. Assessment and Accountability

- **Objective:** Utilize assessments to inform instruction and improve student outcomes.
- **Strategies:** Use district assessment calendar, Implement formative and summative assessments, analyze data to guide instructional decisions, and communicate progress to stakeholders.

4. Data-Driven Decision Making

- **Objective:** Use data to inform instructional practices, improve student outcomes, and determine Tier 2 and Tier 3 instruction.
- **Strategies:** Establish systems for collecting and analyzing data, train staff on data interpretation, and create action plans based on data insights.

5. Equity and Access

- **Objective:** Ensure all students, regardless of background or ability, have access to high-quality instruction.
- **Strategies:** Provide differentiated instructional strategies to meet the needs of diverse learners, including EB and students with disabilities. Expand enrichment opportunities for gifted students. Provide a Multi-Tiered System of Support model to ensure targeted instruction is in place to close academic and behavioral/social emotional gaps.

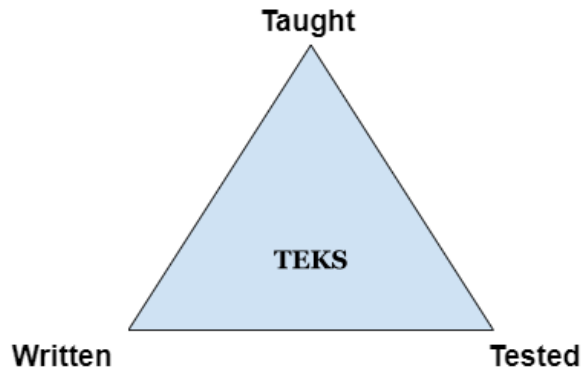
6. Professional Development for Educators

- **Objective:** Enhance teachers' instructional practices and content knowledge.
- **Strategies:** Offer ongoing training, mentorship programs, and collaborative planning time. Differentiate training by campus, subject, or individuals to support various needs.

Curriculum Expectations

Leonard ISD Alignment Model

The district utilizes the Backwards Planning Alignment Model which is a strategic approach to curriculum design that focuses on defining the desired outcomes first and then working backward to develop the steps needed to achieve those outcomes.



Leonard ISD Lesson Design Process

1. Identify Desired Outcomes

- Using the Texas Essential Knowledge and Skills (TEKS) determine clear, measurable objectives for the students to achieve.

2. Determine Assessment Methods

- Ensure both classroom and district assessments are aligned to the state standards. This could include tests, projects, presentations, or other forms of assessment.

3. Plan Learning Experiences and Instruction

- Develop the activities, lessons, and resources that will facilitate the learning process, ensuring they are aligned with the desired outcomes and assessments.

4. Implement and Evaluate

- Carry out the plan and continuously evaluate both the learning experiences and the outcomes to make necessary adjustments to instruction.

Tier 1 Curriculum Resources

TEKS Resource System			
Year at a Glance- Shows all the units in the course, approximate days for each unit, and TEKS assigned within each unit.	Vertical Alignment Document- Aligns student expectations across grade levels.	Enhanced TEKS Clarification- Document which explains how to teach each standard with examples provided.	Instructional Planning Document- Planning guide for each unit with an overview of the unit, vocabulary, student misconceptions, overarching ideas, specificity of TEKS, and performance assessments.
<u>Additional Resources to Support Planning with TRS:</u> ITRS+ - Implementing TEKS Resource System Plus TExGuide with ESC Region 13 Lead4ward			

High Quality Instructional Materials- Tier 1				
Math	ELAR	Science	Social Studies	CTE and Technology
Sharon Wells (2-5) Maneuvering the Middle (6-Alg. 1) McGraw (6-12) Glencoe	Phonics- HMH-Structured Literacy (K-3) Reading- SAAVAS (PreK-3) HMH (K-8) McGraw (9-12) Writing- Empowering Writers (K-8) HMH (K-1) McGraw (9-12) Tier 2 and 3: Reading Horizons Take Flight Lexia	HMH- Into Science (K-8) SAAVAS (9-12) Discovery Ed. (PreK-12)	<i>25-26 Social Studies Weekly (K-5)</i> McGraw (6-12) Mastering the TEKS (8, 10) Discovery Ed. (K-12) Sociology- HMH	Edynamic (6-12) ICEV (Ag) Learning.com (K-5) CTE- Intro to Culinary Arts- SAVVAS

T-TESS Planning Expectations

PLANNING (Domain 1)

Standards and Alignment (Dimension 1.1)

- The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards and are appropriate for diverse learners.

Data and Assessment (Dimension 1.2)

- The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Knowledge of Students (Dimension 1.3)

- Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Activities (Dimension 1.4)

- The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.



Planning Guidelines

Scope and Sequence:	Teachers will work with the curriculum director to create a scope and sequence using TEKS Resource System and other district approved resources. Before school begins each year, there will be an opportunity to review the scope and sequence and revise as needed.	
Lesson Plan Components: <ul style="list-style-type: none"> • Learning Objective • TEKS • Lesson Specific Vocabulary • Learning Cycle with Instructional Strategies 	Platform: Eduphoria (Google docs may be attached in Eduphoria) Accountability: Lesson plans are due by 8:00 am Monday morning. If there is no school on a Monday, lesson plans will be due by 8:00 am the first day we return that week.	Responsibility: Teachers will complete lesson plans in Eduphoria by 8:00 am every Monday, ensuring all components are met. Administrators will monitor to ensure lesson plans are complete, aligned, and provide support to teachers as needed. Curriculum Director will monitor lesson plans as a way to ensure alignment to TEKS and district assessments and provide support to teachers.

Definitions and Examples of Lesson Components	
Learning Objective	<p>Statements that describe what students will be able to learn and do by the end of a lesson. Written in student friendly language and used to communicate the purpose of instruction.</p> <p>Examples:</p> <ul style="list-style-type: none"> • I can write a paragraph with an introduction, body, and conclusion. • I can explain the causes and effects of World War I. • I can plot points on a coordinate plane. • I can describe the scientific method.
TEKS	<p>Only the TEKS taught that day should be included on lesson plans. These are the main standards the students will explicitly learn or practice. Although other TEKS may be addressed in the Bell Ringer, spiral review, there should only be one-three main TEKS in a lesson.</p>
Lesson Specific Vocabulary	<p>This only needs to be included if vocabulary will be explicitly taught or referenced that day. This should not include a list of all vocabulary words in the unit.</p>
Lesson Cycle	<p>The lesson cycle is the sequential process for learning and instruction. It includes steps or phases. Teachers can choose the format they want to match their planning preference. Each format should include a beginning, middle, and end. Note: Some lessons take multiple days to complete.</p> <p>Examples:</p> <p>Engage, Explore, Explain, Elaborate, Evaluate I do, We do, You Do Hook, Direct Teach, Guided Practice, Independent Practice, Closure</p>
Instructional Strategies	<p>Techniques teachers use to help students learn, retain content, and increase participation and engagement.</p> <p>Examples: Graphic Organizers, Hands-on experiments, Think-Pair-Share, Jigsaw Partner learning/ Flexible grouping, Debate, Learning stations/centers, Modeling Four Corners, Songs/Chants/Games, Peer teaching, Notebooking/Journaling, etc...</p>

T-TESS Assessment Expectations

INSTRUCTION (Domain 2)

Achieving Expectations (Dimension 2.1)

- The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Content Knowledge and Expertise (Dimension 2.2)

- The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Communication (Dimension 2.3)

- The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Differentiation (Dimension 2.4)

- The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Monitor and Adjust (Dimension 2.5)

- The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.



Assessment Types

Type of Assessment	Description	District
Diagnostic Assessments	An assessment intended to evaluate a student's strengths and identify gaps in learning. These assessments do not count for a grade and are meant to provide teachers with information to inform instruction or intervention.	<p>Pre-K: Circle Progress Monitoring</p> <p>Kindergarten: Texas Kindergarten Entry Assessment</p> <p>First and Second Grade: TPRI</p> <p>Reading: Lexia STAR Renaissance</p> <p>Math: STAR Math</p> <p>ESL: Lexia English</p>
Writing Samples	Writing samples are collected three times a year for teachers to monitor progress over time. Samples are scored using a rubric. Data is shared with students and students set individual writing goals. Writing samples are passed to the next grade level at the end of the year.	<p>Kindergarten-Second Grade:</p> <p>Beginning of the Year Middle of the Year End of the Year</p> <p>Third- Eighth Grade:</p>

		Beginning of the Year Middle of the Year Mock
Formative Assessments	Assessments designed and used at the classroom level. These assessments are used to measure student learning and class progress towards a standard. Teachers provide feedback to students and use data to adjust instruction.	
Mock Assessments	Interim assessments are based on STAAR released tests and are given in early Spring.	Grades 3-EOC
Unit Assessments	Unit assessments are created by the district with teacher input. These assessments are housed in Eduphoria and are aligned to state standards and the scope and sequence. 4th and 5th grade math use Edcite as an assessment platform.	Kindergarten and First Grade: Math 6 Weeks Assessments Second Grade: Reading and Math Unit Assessments Third - 12th: Reading, Math, Science, Social Studies Unit Assessments CTE English IV/Calculus-College Board
Summative Assessments	Assessments used to evaluate how much a student learned over the course.	Grades 3-8: Reading and Math Grades 5, 8: Science Grades 8: US History High School: Algebra I Biology US History English I English II

Assessment Calendar

The district assessment calendar is created by the district and includes diagnostic and unit assessment windows for all grade levels. The assessment windows will be set for two weeks which allows for some flexibility. Teachers should communicate any changes to the assessment calendar with campus administrators and the curriculum director.

Data Driven Instruction and Learning

Data Collection	District Expectation	Person Responsible
Diagnostic and Progress Monitoring	Assessments will be complete within the testing window. Data will be analyzed at the campus level to determine tier 2 and 3 supports.	Teachers Administrators Curriculum Director
Unit Assessments	Assessments will be complete within the testing window. Data should be analyzed using a data analysis tool determined by the campus principal. Teachers should use the data to reteach priority standards and create tutoring groups, as needed.	Teachers Administrators Curriculum Director
Mock and STAAR Analysis	Assessments will be complete within the testing window. Data will be analyzed in grade level or campus meetings with the Curriculum Director. Teachers will create an action plan for targeted review based on priority standards.	Teachers Administrator Curriculum Director

Multi-Tiered System of Support

“The multi-level prevention system is the organization of support for students that includes three tiers of intensity for instruction and intervention. Tier 1 is high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students. Tier 2 is small group, standardized interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk. Tier 3 is intensive intervention that is intensified and individualized based on student need. It is provided to students not responding to Tier 2 interventions and who may have low achievement or ongoing, intensive needs.” (American Institute of Research, 2025)

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> Materials and strategies are research based Teaching and learning objectives are used Differentiation is provided for students on, above, and below grade level Data is used to address needs Curriculum is aligned to state standards Includes enrichment 	<ul style="list-style-type: none"> Prioritized for 15-20% of students Uses evidence based intervention or practices Delivered by adequately trained staff Provided in addition to Tier 1 instruction Group size typically 3-7 Regularly monitor progress Increased practice and feedback on targeted skills Length of intervention determined 	<ul style="list-style-type: none"> Prioritized for 3-5% of students Interventions are individual and adapted to address data-based needs Interventions are more intensive than Tier 2 Provided by trained staff with qualified background Group size dependent on age and need of student Aligned with Tier 1 on case-by-case basis Weekly progress monitoring

High Quality Instructional Materials- Tier 2 and 3			
Math	ELAR	ESL	Credit Recovery
K-5 Numeracy Consultants Intervention Program (Beginning 2025-2026) 6-8 Zearn IXL Maneuvering the Middle Intervention 9-12 IXL Maneuvering the Middle Intervention	K-5 Lexia- Core 5 Reading Horizons Take Flight- Dyslexia 6-12 Lexia- Power Up	K-12 Lexia English	Edgenuity

T-TESS Professional Development Expectations

PROFESSIONAL PRACTICES AND RESPONSIBILITIES (Domain 4)

Goal Setting (Dimension 4.2)

- The teacher reflects on his/her practice.

Professional Development (Dimension 4.3)

- The teacher enhances the professional community.

Professional Learning

Professional learning opportunities for teachers and staff members will be built into the school calendar. By integrating professional development into the school calendar, Leonard ISD ensures that teachers and staff have dedicated time to enhance their skills and stay updated with best practices in education. The goal of these training opportunities is to expand vertical alignment, build in time to analyze data and strategically plan for remediation or enrichment, improve student outcomes, and foster collaboration among educators.

Leonard ISD values teacher time and acknowledges the importance of work/life balance. With this in mind, the district will try to build the majority of professional development into the school calendar. However, there may be times when after school meetings or professional development is necessary. In this case, campuses will give advance notice.

Staff members will be required to attend two days of professional development opportunities over the summer. These days will be applied towards compensatory time off. Typically, staff members will have opportunities to choose their own training; however, on occasion there will be required district training. If staff members are unable to attend, make-up sessions will be offered. In addition, each year teachers are responsible for completing state required compliance trainings. Teachers will have at least three months to complete these.

Roles and Responsibilities

Central Administration	<ol style="list-style-type: none"> 1. Ensure that the master long-range plan is in place for the District curriculum development, revisions, program assessment, and student assessment. 2. Implement the master long-range plan, providing technical and expert assistance as required. 3. Assist principals in monitoring the implementation of curriculum. 4. Manage the implementation of the District's assessment plan for accountability and continuous improvement of the teaching and learning process. 5. Assist principals in the review of assessment data and how it is used to focus and connect teaching as well as provide appropriate interventions. 6. Approve resources that are used in the district to teach the state standards.
Principals	<ol style="list-style-type: none"> 1. Monitor the implementation of the curriculum. 2. Emphasize the importance of effective curriculum and instruction practices on a regular basis. 3. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus. 4. Review assessment data and how it is used to focus and connect teaching as well as provide appropriate interventions. 5. Approve resources that are used at the campus to teach state standards.
Teachers	<ol style="list-style-type: none"> 1. Teach the District curriculum. 2. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success. 3. Study and use assessment data to monitor and adjust classroom instruction. 4. Participate in data meetings and professional learning opportunities provided to enhance curriculum delivery and student mastery. 5. Communicate results of assessments to students and parents in a timely and appropriate manner so that students and parents are informed. 6. Use only district and campus-approved resources to teach state standards.

This plan will be revised annually to reflect changes in the state standards and district and campus needs.