



Curriculum Management Plan

Updated September 2021

Crowley ISD

Curriculum Management Plan

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Section 1

Governance and Control

Curriculum Management Audit: Standard One

District Information

Our Students

Crowley ISD is privileged to serve more than 16,000 students who benefit from a laser focus on excellence in education – academics, arts, athletics and real-world applications. Activities beyond the classroom play a major role in fulfilling our goals for our students, including academic competitions, band, cheerleading, choir, drama, agricultural science, career/tech student organizations and many other opportunities.

Our Enrollment

Crowley ISD has 25 campuses, including 15 elementary schools, four middle schools, two ninth grade schools, two high schools, an alternative learning center and a career and technology education center.

Our Community

The District serves the city of Crowley, southwest Fort Worth and portions of Johnson County. More than one-third (9.7 miles) of the new Chisholm Trail Parkway runs through Crowley ISD with 18 exchanges located within our district. Enrollment in Crowley ISD has more than doubled in the last 15 years and is expected to increase even more with new residential and commercial development along the Chisholm Trail Parkway.

Our People

CISD employs more than 2,000 staff members including just over 1,000 classroom instructional employees. What truly makes Crowley ISD a special place is our people. We are blessed with dedicated and hard-working employees, a community who is highly invested in our district and a Board of Trustees committed to making the decisions necessary to assure that each staff member has the support to provide the best education for our students.

Call to Action

All Crowley ISD students will be equipped with social, emotional and academic skills to thrive as citizens in a diverse, evolving, global society.

Our Beliefs

- A quality education is a human right and is an equalizer for all students.
- District transparency at all levels leads to community support and respect.
- All students deserve a voice and choice in their learning because they learn in unique ways.
- We believe in meaningful relationships in the student learning community.
- We believe in educating the whole child beyond the core academics.

Rationale of the Curriculum Management Plan (CMP)

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

Curriculum alignment is the coordination of what is written, taught, and assessed, and is also the articulation of knowledge and skills from PK-12th grade. Articulation is the alignment of instruction within the department or grade level and from campus to campus. When curriculum is aligned, there is congruence both horizontally and vertically, which ensures high levels of learning for all.

With a foundation in Board policy EH(LOCAL) ([Exhibit 1.1](#)), the CMP operationalizes the acknowledgement of the board that there is both “need and value of a systematic ongoing program of curriculum review and development.” The CMP conveys the intent of District leadership and provides clear direction for all stakeholders 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.

Curriculum Vision and Mission Statement

The vision of the Curriculum and Instruction Department is for all students to receive guaranteed, high-quality curriculum and instruction - every campus, every day.

Our mission is to empower teachers to design and deliver effective instruction while equipping leaders to monitor and support student growth.

Curriculum Beliefs and Philosophy

It is the philosophy of the district that curriculum serves as a basic component of an effective instructional program. To that end, all curriculum will conform to state mandates regarding course offerings and essential knowledge and skills. Curriculum will also reflect current research, best practices, and technological advancements within the disciplines.

Crowley ISD believes that:

1. All students can learn through a variety of instructional methods and opportunities that meet their individual needs.
2. Learning is enhanced through social interaction in a diverse setting.
3. Schools can maximize the learning conditions for all students through clearly stated expectations of what students shall learn, high expectations for all students, formative and summative assessments of student achievement, and instructional modifications based on assessment results.

Roles and Responsibilities for Curriculum Management

The Board of Trustees will:

- establish policies that support ongoing curriculum development and the evaluation needed to increase student achievement;
- approve the written curriculum scope;
- adopt instructional materials as resources to teach the curriculum;
- provide funding for professional learning opportunities that focus on and support curriculum design and delivery for increased student achievement;
- communicate to its constituents the Board's curricular expectations by establishing policy and
- supporting administrative procedures.

The Superintendent will:

- develop and recommend policies for adoption by the Board;
- establish procedures to guide curriculum design, delivery, and evaluation;
- ensure that a functional decision-making structure is in place to implement this policy; and
- provide support to campus-level Administrators in their roles of implementing and monitoring the curriculum.

District-level administrators will:

- implement district-level policies and procedures;
- implement the District strategic plan, provide technical and expert assistance as required;
- analyze data and prepare reports for staff and Board consideration; and
- provide support for campus-level administrators in monitoring the implementation of the curriculum.

The Department of Curriculum and Instruction will:

- collaboratively develop, build, train, and consistently improve on curriculum documents to
- ensure teacher understanding of the written curriculum;
- analyze and interpret student assessment data to use in making recommendations for district
- curricular improvement as well as assessment updates;
- implement the District strategic plan, provide technical and expert assistance as required;

- analyze data and prepare reports for staff consideration upon request;
- provide instructional support for campus-level teachers and staff in the implementation of the curriculum; and
- provide professional learning opportunities to new and current staff.

Principals will:

- Ensure that teachers implement the district curriculum and that teachers follow the scope and sequence of the curriculum.
- analyze and interpret student assessment data to use in making school improvement decisions;
- be knowledgeable of and monitor implementation of the curriculum using the following basic strategies:
 - monitor lesson plans for standards alignment, engagement, and rigor
 - supervision, observation, and conferences;
 - frequent walk-through observations and follow-up conversations based on System Walkthrough data;
 - facilitate and/or monitor the fidelity of the Professional Learning Community (PLC) process.
- discuss the importance of effective curriculum and instruction practices on a continual basis;
- observe classes, monitor lessons and instruction, and evaluate assessment materials;
- provide campus-based professional learning opportunities around written, assessed, and taught curriculum points;
- provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives; and
- help parents understand their roles in supporting student learning of the curriculum.

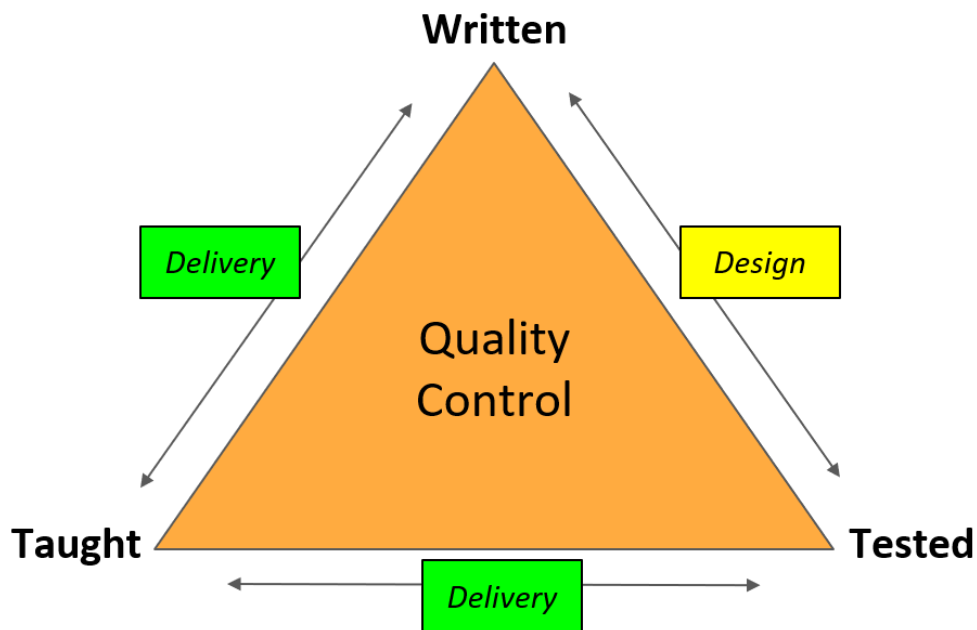
Teachers will:

- plan learning experiences and deliver those lessons according to the scope and sequence of the district curriculum;
- frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success;
- collaborate in PLCs to analyze and interpret student assessment data to diagnose each student's learning and differentiate instruction to meet each student's instructional needs;
- utilize the Crowley ISD Instructional Playbook to incorporate research-based instructional strategies in teaching the curriculum;

- seek and actively participate in appropriate, ongoing professional learning;
- ensure equal access to the curriculum and equitable delivery to each student;
and
- encourage parents to support student learning.

The Fenwick English Model of Curriculum Alignment

The curriculum model used by Crowley ISD is based on Fenwick English’s alignment model that includes three components: written, taught, and assessed curriculum. With the use of well-written curriculum documents, the district has created a coherent system that can be managed and controlled for quality purposes and improvement over time. The documents are aligned to state standards and state assessments, which are implemented by teachers who have been trained to deliver the curriculum through aligned professional development.



Section 2

Direction and Clientele Expectations

Curriculum Management Audit: Standard Two

Curriculum Philosophy

In Crowley ISD, we believe each learner must have equal access to a rigorous curriculum which prepares them for postsecondary success. The curriculum of CISD focuses on the development and deepening of understanding and the transfer of knowledge and skills through the intentional design of learning experiences that require high cognitive demand.

Curriculum Defined

Curriculum is defined as what is to be taught by teachers and learned by students. This includes knowledge, skills, attitudes, and processes. The Board expects a consistent, managed curriculum will be followed across the district. The curriculum specifies and clarifies the content of the student objectives and includes multiple contexts and cognitive types. Curriculum development, implementation, and evaluation includes the following aligned components: the written, taught, and assessed curriculum.

Written Curriculum Defined

The written curriculum includes curriculum documents and support materials that designate the goals and objectives to be taught. It outlines the core knowledge, strategies, and skills to teach as well as clear descriptions of student outcomes. The district expects adherence to the aligned curriculum to promote continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school.

Taught Curriculum Defined

The taught curriculum refers to instruction, the process by which teachers plan, organize, and deliver instructional strategies for teaching the written curriculum. Teachers utilize the district written curriculum to prepare lessons and write plans for what is taught. The majority of the taught curriculum is determined by the district written curriculum, but occasionally schools may enrich curriculum with additional objectives. Teachers are required to modify curriculum and/or make necessary accommodations for students to succeed.

Assessed Curriculum Defined

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 will establish assessment approaches for determining the effectiveness of instructional programming at district, campus, and classroom levels. Assessments will focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum in the classroom.

Curriculum Management Principles

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.

The principles established by Fenwick English guide the work of the district in managing curriculum alignment. These include ongoing evaluation and refinement as it pertains to the following Curriculum Audit standards:

1. Governance and Leadership (Control)
2. Curriculum and Learning (Direction)
3. Equity, Equality, and Connectivity (Consistency and Equity)
4. Feedback and Assessment (Feedback)
5. Productivity and Resource Use (Productivity)

Basis of Written Curriculum

The Crowley ISD curriculum framework is based on and includes all of the Texas Essential Knowledge and Skills (TEKS).

The following components are included in the written curriculum:

Component	Purpose
Vertical Alignment Document	Includes the TEKS for a subject area that shows the alignment of skills learned in previous and ensuing courses.
Pacing Calendars	Indicates TEKS bundling and pacing of instruction, including local and state assessments. Provides a clear picture of what is to be taught and helps ensure consistency across the

	district.
Year-at-a-Glance (YAG)	Lists essential knowledge and skills for each unit.
Unit Overview	Summarizes the skills and learning targets of the unit.
Misconceptions	Identifies possible student misconceptions and/or underdeveloped concepts to address when designing learning experiences.
Teacher Background	Provides background information on the content to be presented for teachers.
Suggested Instructional Sequence (SIS)	Day-by-day instructional sequence for areas of highest need.
Academic Vocabulary	Academic vocabulary taught in the unit.
Instructional Strategies	Offers instructional strategies to consider when planning for delivery of the written curriculum.
TEKS Specificity	Gives clarification on the depth and complexity of the Student Expectations to be taught in the unit.
Essential Questions	Identifies essential questions for the unit.
Instructional Resources	Offers aligned and rigorous district instructional resources to be used in lesson planning.
Additional Resources for Exceptional Learners	Provides resources and strategies for teaching exceptional learners, including struggling students, ELLs, and advanced students.

A sample Curriculum Guide is available in [Exhibit 2.1](#). The written curriculum is distributed and accessible to teachers through the Crowley ISD Curriculum & Instruction website.

Guidelines for Curriculum Development, Customization, and Revision

The CISD Curriculum Communication Plan is the responsibility of the Curriculum and Instruction department within the Central Office. The plan for curriculum design is first presented to the Superintendent’s Cabinet for feedback. Then Curriculum Coordinators identify curriculum designers at each grade level and each department.

Following the completion of the design phase, Coordinators and Instructional Support Specialists present the curriculum to teachers, discuss the design of the curriculum, and train teachers in the use of the written curriculum to guide instruction.

At the time of this writing, curriculum guides have been created for all core content areas, grades K-12. Additional development is outlined in the *Timeline for Content Curriculum Design* ([Exhibit 2.2](#)). After subject area curriculum development is completed, curriculum materials will be shared as follows:

- Curriculum guides will be stored in shared Google Drive folders
- Shared Google Drive folders are available through the Curriculum and Instruction website (intranet) and can also be accessed through the hyperlinked curriculum map ([Exhibit 2.3](#)).
- All district administrators, principals, instructional specialists, and teachers have access to the curriculum
- Copies of curriculum information will be available to the public upon request (TEC 26.006)

Revision of curriculum documents in state assessed content areas occurs on an annual basis following the receipt of state testing scores. Other areas are reviewed on a three-to-five year basis as outlined in the *Timeline for Content Curriculum Design*.

Cycle of Curriculum Development to Cover Scope

The *Timeline for Content Curriculum Design* outlines the systematic process for development, revision, and evaluation of the written curriculum over the next 5 years. The *Timeline* is based on revisions to the Texas Essential Knowledge and Skills, textbook adoptions, and other mitigating factors. The *Timeline* begins with Crowley ISD's 2016-2017 Curriculum Audit, which produced the needs assessment and necessitated the creation of a long-term cycle for curriculum development.

See [Exhibit 2.2](#) for the *Timeline for Content Curriculum Design*.

Section 3

Assessment and Feedback

Curriculum Management Audit: Standard Four

Assessment Principles and Beliefs

Crowley ISD believes that assessment plays a critical role in evaluating and maintaining alignment of the written, taught, and tested curriculum (EK(LOCAL) ([Exhibit 3.1](#)). The general purposes of assessment are as follows:

- *Drive instruction.* Analysis of assessment data guides teachers in instructional design at appropriate levels of challenge and directs principals in instructional decision-making.
- *Evaluate programs.* Assessment data is critical to determining the efficacy of programs, interventions, or placements and shall guide staff in making programmatic decisions regarding the continuation of fiscal and human resource allocations.
- *Measure student progress.* Communication of progress data empowers students to identify their learning needs; informs parents on how to support learning at home; and guides teachers and administrators in programmatic and instructional decision making.
- *Align curriculum.* Assessment data guides district staff in making curricular improvements according to the standard revision cycle and in determining the fidelity of implementation of the written curriculum.

Types, Purposes, and Use of Assessments (Formative, Interim, Summative)

The Crowley ISD Assessment Matrix ([Exhibit 3.2](#)) outlines the scope of the district's assessment program by assessment and grade level.

In addition to district formative assessments and benchmarks, Crowley ISD employs the following instruments to assess student progress and performance:

Assessment	Purpose
ACT	Measures high school students readiness for college
Advanced Placement	Summative assessments to college-level Advanced Placement classes
ASVAB	Used to determine if a student is qualified to enlist in the military and determines appropriate job placement
Benchmark Assessment System (BAS)	Determines English language students' independent and instructional reading levels
Sistema de evaluación de la lectura (SEL)	Determines Spanish language students' independent and instructional reading levels
Circle Progress Monitoring	Enables an early childhood teacher to quickly assess a child's progress in a particular skill area
Credit by Examination (CBE)	Allows students to accelerate a grade level or earn credit for a course based on successful exam performance
FitnessGram	Comprehensive fitness battery employing a variety of physical fitness tests
Gifted / Talented	Includes CogAT, Naglieri, and OLSAT as well as observational checklists
mClass / Lexia	Provides continuous progress monitoring of student ability in critical domains of reading
NWEA MAP Growth	Universal screener which identifies student skill gaps in math and reading for targeted intervention
PSAT (8/9 & NMSQT)	Establishes a starting point for college and career readiness for students as well as being used to identify National Merit Scholars
SAT	Measures high school students readiness for college
STAAR / EOC	Series of standardized tests used to assess Texas students achievements and knowledge
TELPAS	Test language proficiency of English Language Learners (ELLs) in the domains of listening, speaking, reading, and writing
TSIA	Designed to help institutions of higher education determine if students are ready for college-level coursework

Assessment Policies, Procedures, and Protocols

The CISD District Assessment Guidelines provide direction regarding the administration of district-created assessments ([Exhibit 3.3](#)). All district assessments will be administered according to the district assessment calendar ([Exhibit 3.4](#)).

Continuous Improvement Process

All district assessments are used to improve instruction and target student areas of need. After the administration of each assessment, teachers, principals, and district coordinators complete *Data Reflection Guides*. These guides target overall performance, performance by demographic, item analysis, and teacher/campus action plans. An example of the *Data Reflection Guide* is included in [Exhibit 3.5](#).

Assessment for Program Evaluation

Program evaluation is a systematic method for collecting, analyzing, and using information about projects, policies, and programs with a focus on program effectiveness.

Crowley ISD seeks to make all programmatic and instructional decisions after careful review of multiple data points, including student and staff perceptions, student achievement outcomes, observation of processes, and demographic analysis. Determining the effectiveness of any program, practice, or resource includes -

- clarity about the intended outcomes
- consideration of the degree to which the target was implemented
- degree of impact to the intended population
- evidence of impact, and
- recommendation for future action.

Section 4

Instruction

Curriculum Management Audit: Standard Three

Instruction Defined

Instruction is defined as curriculum plus teaching. As defined by the Board in policy EH(LOCAL), there will be a system process in place for planning and providing instruction for each student. Among others, this process includes:

1. Implementing research-based practices/strategies to teach the curriculum;
2. Expecting all students to perform at high levels of learning;
3. Analyzing content objectives so that instructional strategies match content and assessment;
4. Using ongoing assessment of the teaching/learning process to understand the impact of the design of the curriculum on student achievement;
5. Providing reteaching/acceleration opportunities for students who do not attain mastery;
6. Matching instructional strategies and assessments to the Texas Essential Knowledge and Skills (TEKS); and
7. Basing instructional decisions on student achievement data.

Additionally, EH(LOCAL) states that teachers “shall be required to use the District scope and sequence and curriculum guides for instructional directions. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.”

Lesson Planning as the Basis for Instructional Delivery

District curriculum components will serve as the framework from which a teacher will develop individual lesson plans and approaches to instruction that will serve the needs

of his/her students. The Curriculum Guides will be used to map a logical sequence of instruction, and the sequence of instruction should be planned with the allotted minutes per class period as defined by district expectations for campus bell schedules. These expectations are operationalized in both the Sample Elementary Master Schedule ([Exhibit 4.1](#)) and the Elementary Master Schedule Requirements ([Exhibit 4.2](#)).

Teachers should purposefully plan for engaging lessons that are

1. Aligned to the Texas Essential Knowledge and Skills;
2. Integrate frequent “Checks for Understanding” (CFUs) to assess student knowledge and adjust instruction accordingly;
3. Include Learning Targets in both the plan and posted for students to reference;
4. Identify applicable English Language Proficiency Standards (ELPS);
5. Note key learning activities in the appropriate lesson cycle (Workshop, 5E, Gradual Release).

Monitoring Instructional Delivery

Teachers and their colleagues should be working toward a common set of student objectives. This should be evidenced by classroom walkthroughs, lesson plan review, and collaborative teacher planning (both in campus- and district-level Professional Learning Communities.)

The delivery of instruction is monitored through campus- and district-level Common Formative Assessments (CFAs) as well as classroom walkthrough data.

Assessments

Common Formative Assessments (district-level) and Quick Checks (campus-level) are standards based assessments that assess the learning for each core content’s unit of study. It is required that all campus PLCs create one Quick Check to be administered between each district assessment, and that each student completes the district CFA according to the district assessment calendar. District CFA data will be entered into DMAC for the purposes of monitoring instructional delivery as well as identifying areas of revision in the taught and written curriculum.

Campus Performance Reviews

After each district assessment window, campus leadership team and district leadership will engage in Campus Performance Reviews. These virtual meetings conducted via videoconference will be used to identify trends in assessment data, root causes of underperformance, and campus action steps. Additionally, district leadership will work with campus teams to identify barriers to success as well as additional support needed at the campus level.

Walkthroughs

Classroom walkthroughs will be performed by campus- and district-level administration including principals, assistant principals, directors, coordinators, instructional coaches, and superintendents. These walkthroughs will be performed regularly to help monitor and improve the taught curriculum. District walkthrough data will inform district and campus leaders with regard to professional learning opportunities, needed revision of curriculum, or coaching opportunities for individual teachers or teacher teams.

Mastery Learning

Crowley ISD follows a Mastery Learning Instructional Model in the process of instructional delivery. This encompasses an iterative process illustrated below, comprised of instructional planning, instructional delivery, and instructional assessment.

Instructional Planning	Instructional Delivery	Instructional Assessment
1. Pre-assessment and analysis 2. Learning Objectives selection and order 3. Instructional strategies selection / design	4. Information and examples 5. Practice and feedback 6. Reteaching	7. Assessment 8. Intervention / Enrichment
Monitoring and record-keeping		

The Mastery Learning Model is fluid, and each component interacts with and is dependent upon the others.

Tier I Priorities

To provide focus to instruction, the Crowley ISD Curriculum and Instruction department has created “Tier 1 Priorities” for each core content area. These priorities will be posted in each core classroom and will provide a guide and focus for lesson planning to identify the highest-impact areas of emphasis for teachers when planning instruction.

All Tier 1 Priorities begin with a manageable, daily objective with a clear, measurable demonstration of learning (DOL).

Tier 1 Priorities

<p>Elementary ELAR</p> <ul style="list-style-type: none"> • Manageable, daily objective with a clear, measurable DOL • Alignment of instructional expectations with instructional best practices • Implement balanced literacy reading components in the workshop model using Benchmark Workshop • Implement grammar and Units of Study writing within the workshop model 	<p>Elementary Math</p> <ul style="list-style-type: none"> • Manageable, daily objective with a clear, measurable DOL • Consistent implementation of CISD Problem Solving Mat, emphasizing “What do I understand?” • Conceptual and linking lessons before procedural • Use of high cognitive demand tasks from CISD Curriculum Guides
<p>Elementary Science</p> <ul style="list-style-type: none"> • Manageable, daily objective with a clear, measurable DOL • Design aligned, rigorous lessons that follow the 5-E model • Model think aloud strategies during reading of non-fiction texts • Implement hands-on labs, including data collection, organization (tables/charts) and analysis 	<p>Elementary SLAR</p> <ul style="list-style-type: none"> • Manageable, daily objective with a clear, measurable DOL • Consistent implementation of Gomez & Gomez model • Implementation of SLAR Curriculum Guides • Use of 7-Step CIA (Challenging, Interactive, Authentic) lesson cycle with balanced literacy framework
<p>Secondary ELAR</p> <ul style="list-style-type: none"> • Manageable, daily objective with a clear, measurable DOL • Alignment with Six Weeks at a Glance (SWAG) and Curriculum Guides • Writing with Jane Schaffer colors • Reading annotation with Jane Schaffer colors 	<p>Secondary Math</p> <ul style="list-style-type: none"> • Manageable, daily objective with a clear, measurable DOL • Consistent and frequent use of the CISD Problem Solving Mat • Building a conceptual foundation and providing linking opportunities before procedural rules • Belief that ALL students can think about math at high levels

Secondary Science	Secondary Social Studies
<ul style="list-style-type: none"> ● Manageable, daily objective with a clear, measurable DOL ● Design rigorous lessons that follow the 5-E model ● Implement aligned, connect, and reflective hands-on investigations at least 40% of the instructional time ● Utilize a variety of visuals and media to make concrete connections to abstract concepts 	<ul style="list-style-type: none"> ● Manageable, daily objective with a clear, measurable DOL ● Deconstruct TEKS to determine level of rigor for essential standards ● Use Bloom’s taxonomy to scaffold to higher-order thinking tasks ● Apply and analyze information using critical thinking skills from outlines, reports, databases, primary sources, graphs, charts, timelines and maps

Tier 1 priorities are specific to each core content area. General instructional strategies can be found in the Crowley ISD Instructional Strategies Playbook ([Exhibit 4.3](#)), located on the Curriculum and Instruction website.

Section 5

Professional Learning

Curriculum Management Audit: Standard Three

Professional Learning Defined

Professional learning is designed to provide educators with the tools and knowledge needed to teach the curriculum. Professional learning serves to improve professional knowledge, competence, skill and effectiveness to enable learners to meet challenging academic standards.

It is the belief of the district that professional learning will be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Professional learning will also include activities that improve and increase teachers'

- content knowledge;
- understanding of how students learn;
- execution of effective classroom management techniques;
- ability to analyze student work and achievement from multiple sources; and
- ability to adjust instructional strategies, assessments, and materials based on such analysis.

Local Policy for Professional Learning

Details on Crowley ISD's expectations for professional learning, including minimum annual continuing education hour requirements can be found in Board policy DMA(LOCAL), located in [Exhibit 5.1](#).

Section 6

Finance & Support Systems

Curriculum Management Audit: Standard Five

System Productivity and Rationality Defined

System productivity and rationality seeks to answer the question of the relationship of results and costs to specific efforts taken to improve over time. This process includes prioritization based on the values of the system, propositions that link interventions to program criteria and identified problems, and resource plans that guide and support implementation of improvement strategies.

Local Policy for Budget Development

Board policy CE(LOCAL) states that “budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District’s programs and activities and provides the resources to implement them.” The full text of CE(LOCAL) is included as [Exhibit 6.1](#).

Budgeting Process

The departmental budgeting process takes place annually as follows:

1. Coordinators develop department budgets based on identified work or projects.
2. Director conferences with each Coordinator to discuss budget and priorities.
3. Director prepares final project work and budget requirements proposal.
4. Director presents project work and budget requirements to Executive Director.
5. Executive Director presents project work and budget requirements to Deputy Superintendent.
6. Executive Director prepares budget sheets for budget office.
7. Projects requiring additional funding are prepared for Cabinet approval and final Board approval.

Section 7

Exhibits

All exhibits can be accessed via a shared folder at tinyurl.com/CrowleyExhibits.

- Exhibit 1.1 - [Board Policy EH\(LOCAL\)](#)
- Exhibit 2.1 - [Sample Curriculum Guide \(4th Grade Math\)](#)
- Exhibit 2.2 - [Timeline for Content Curriculum Design](#)
- Exhibit 2.3 - [Crowley ISD Curriculum Map](#)
- Exhibit 3.1 - [Board Policy EK\(LOCAL\)](#)
- Exhibit 3.2 - [Crowley ISD Assessment Matrix](#)
- Exhibit 3.3 - [Crowley ISD District Assessment Guidelines](#)
- Exhibit 3.4 - [Crowley ISD District Assessment Calendar](#)
- Exhibit 3.5 - [Campus Data Reflection Guide](#)
- Exhibit 4.1 - [Sample Elementary Master Schedule](#)
- Exhibit 4.2 - [Elementary Master Schedule Requirements](#)
- Exhibit 4.3 - [Crowley ISD Instructional Strategies Playbook](#)
- Exhibit 5.1 - [Board Policy DMA\(LOCAL\)](#)
- Exhibit 5.2 - [Center for Teaching and Learning One-Pager](#)
- Exhibit 6.1 - [Board Policy CE\(LOCAL\)](#)