

Sec. 1. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

7Cs Academy shall establish instructional objectives that relate to the Texas Essential Knowledge and Skills (TEKS) for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated curriculum objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

State of Texas Assessments of Academic Readiness (STAAR[®]) is one tool 7Cs Academy will use to verify TEKS mastery. Texas Education Agency’s Performance Label and Policy Definition (2017) for demonstrating *Masters* Grade Level on STAAR “indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.” Students performing at this level statistically have a 75 percent chance of post-secondary success without remediation.

Texas Education Agency’s Performance Label and Policy Definition (2017) for demonstrating *Meets* Grade Level on STAAR category “indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.” Students performing at this level statistically have a 60 percent chance of post-secondary success without remediation.

Sec. 2. CURRICULUM DESIGN PURPOSE

The Board recognizes the need for and value of a systematic, ongoing program of curriculum review, curriculum development, and curriculum evaluation. The Board directs the Superintendent/Chief Education Officer and/or their designee to establish procedures for the design, development, and delivery of the curriculum.

The curriculum shall be consistent with the Board’s adopted Vision, Mission, Core Values, Theory of Action, state law, and State Board of Education rules. The Board expects the Superintendent/Chief Education Officer and/or their designee to investigate innovative curricular ideas, develop and improve programs, and evaluate and improve student learning outcomes.

The Board deems it essential that 7CsThrive continually develop and modify its curriculum to provide a common direction for all instructional and programmatic efforts in the long-range planning process of 7CsThrive.

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While instructional differentiation is expected to occur to address the unique needs of individual students, that instruction shall be derived from a set of curriculum standards common to all students. There shall be *equitable access* to the curriculum for all students. In other words, the curriculum shall become the non-negotiable, whereas the instructional approaches shall be based upon student needs and what is most appropriate for each student.

Sec. 3. CURRICULUM PHILOSOPHY

Article 7 (Section 1) of the Texas Constitution states: “A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.” Following this guidance, the purpose of education is to impart the knowledge, concepts, skills, processes, and attitudes necessary for all students to successfully function in society.

Therefore, the curriculum shall be designed and implemented based on the belief that all students are capable of high achievement given the appropriate instruction, resources, and support. 7CsThrive promotes a culture of innovation, and it is the responsibility of all 7Cs Academy personnel to engage in innovation of the curriculum following intentional, continuous instructional improvement processes. The 7CsThrive curriculum may be referred to throughout the Board Policy Manual as “7Cs Curriculum”.

7Cs Curriculum shall be:

- Aligned to the Texas Essential Knowledge and Skills (TEKS) as the essential foundation,
- Personalized to engage all students fully in learning and mastering of these standards,
- Differentiated to serve students who lack prerequisite skills by identifying them for acceleration while serving students who have mastered grade level content by identifying them for enrichment,
- Inclusive of stakeholder input to reflect the shared values and beliefs of the community,
- Vertically aligned and sequenced throughout the students’ Prekindergarten through Grade 8 experience,
- Implemented with fidelity and include the commitment and involvement of all personnel at 7Cs Academy to reduce variability in the system and maximize the quality of everyday instruction,
- Evaluated and refined through an ongoing and systematic process as described in the curriculum management plan.

Sec. 4. WRITTEN CURRICULUM

Curriculum is the heart of the instructional core in a classroom. The Superintendent/Chief Education Officer and/or designee shall guarantee that a relevant and rigorous curriculum is developed and documented in writing, which shall guide teachers and every 7Cs Academy

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personnel to teach all the curricular areas of 7CsThrive. The 7Cs Curriculum shall reflect an understanding of the growth, development, and needs of every learner, the expectations of the Community, state laws, and State Board of Education rules. The 7Cs Curriculum shall be reviewed and updated on a regular cycle by 7Cs Academy personnel under the guidance and direction of the Superintendent/Chief Education Officer and/or their designee.

The 7Cs Curriculum is designed to provide teachers and students with the Board’s expectations of what students will learn. 7Cs Academy personnel will develop 7Cs Curriculum Guides, by building on ESC Region 13’s TExGuides. The TExGuides will serve as a bridge between the TEKS Resource System curriculum; instructional planning, including scope and sequence; language and learning objectives; engaging student learning activities; aligned materials and resources for differentiation in the classroom, and assessments to ensure mastery learning.

By 2023-2024, a comprehensive curriculum management plan shall be developed and implemented to ensure clear progression of learning from PreK – Grade 3 and within grade levels. This plan will detail the expectations, processes, tasks, and responsibilities for the design, development, implementation, monitoring, evaluation, and revision of the written curriculum.

Sec. 5. TAUGHT CURRICULUM

The Superintendent/Chief Education Officer and/or designee shall guarantee that the taught curriculum is aligned to the written and assessed 7Cs Curriculum with adequate time for collaborative planning. The taught curriculum shall be relevant and challenging to promote academic growth and achievement on 7Cs Academy’s Graduate Profile.

Instruction shall be differentiated to accommodate for individual student needs and learning styles. Teachers shall maximize the learning conditions for every student by clearly identifying and communicating the goals and expectations, aligning instruction to the stated or implied goals, using evidence-based teaching procedures like *Designing Learning 2.0*, prompting students to apply skills through guided practice, and consistently check for understanding throughout the lesson with monitoring and feedback, while adjusting instruction as needed based on student growth and learning.

Sec. 6. ASSESSED CURRICULUM

The Superintendent/Chief Education Officer and/or designee shall establish assessment approaches to determine the effectiveness of instructional programming at the student, classroom, campus, and the District levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives on state standards.

The Superintendent/Chief Education Officer and/or designee shall report monthly the Goal Progress Measures (GPMs) to the Board on the three HB 3 goals outlined in the LSG Superintendent Evaluation Instrument – by regularly reporting on Literacy, Math, and College and

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Career Readiness student outcome goals.

Sec. 7. BUDGETS

The Superintendent/Chief Education Officer and/or designee shall ensure that 7CsThrive budget is ‘Resourced’ and becomes a document that reflects the funding decisions based on the Board’s ‘SMART’ Student Outcome Goals and Constraints and the Superintendent’s Goal Progress Measures and Constraint Progress Measures.

The SMART goals shall also be ‘Engaging’ by developing students who have marketable skills per the 7Cs Academy’s Graduate Profile and set all of them for success in life as outlined in <http://60x30TX.com>. The ‘SMARTER’ goals shall begin by using the Science of Teaching Reading with an explicit and systematic teaching of both word recognition and language comprehension to ensure all students are reading on and above grade level.

The Board shall use a planning and budgeting process that is consistent with the ‘Best Practices in School District Budgeting’ of the *Government Finance Officers Association*. Using a focused ‘SMARTER’ goal setting process, that refers to the Specific, Measurable, Attainable, Results-focused, Time-bound, Engaging, and Resourced goal setting process, the District will better align resources for continuous improvement with student outcome goals.

Sec. 8. THEORY OF ACTION – QUALITY IMPROVEMENT

The Board and Superintendent/Chief Education Officer of 7CsThrive shall use a quality improvement, “thinking like an engineer,” mindset on governance and leadership to continuously improve the District’s academic and financial performance.

IF the leadership of 7CsThrive...

- Directs all instructional materials and methods; AND
- Focuses on the most critical functions of talent development and professional learning; AND
- Provides differentiated paths of continuous improvement for all 7Cs Academy personnel; AND
- Ensures that educator placement is a function of student needs rather than adult preferences; AND
- Empowers parents to make choices,

...THEN the District, will be able to accomplish the Board’s student outcome goals while operating within the Board’s constraints.

Sec. 9. GUIDELINES FOR GRADING

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The Superintendent/Chief Education Officer and/or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Sec. 10. PROGRESS REPORTING

Grade/progress reports shall be issued on a form approved by the Superintendent/Chief Education Officer or designee within the time approved by the Superintendent/Chief Education Officer or designee. Supplemental progress reports may be issued at the teacher's discretion.

Sec. 11. REPORT OF STUDENT PERFORMANCE TO PARENTS

7Cs Academy shall provide a record of the comparisons of student performance made under Education Code 39.034 and provided to 7Cs Academy under Education Code 39.302 in a written notice to the student's parent or other person standing in parental relationship.

For a student who failed to perform satisfactorily as determined under either performance standard under Education Code 39.0241 on an assessment instrument administered under Education Code 39.023(a), (c), or (l), 7Cs Academy shall include in the notice specific information relating to access to educational resources at the appropriate assessment instrument content level, including assessment instrument questions and answers released under Education Code 39.023(e).

Education Code 39.303.

Sec. 12. CONFERENCES

Conferences may be requested by a teacher or parent as needed.

Sec. 13. ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

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