

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, November 18, 2024

A G E N D A

I. CALL TO ORDER FOR 5:00 P.M. WORK SESSION

II. PUBLIC COMMENTS

A. Public Comment - Individuals Wishing to Address the Board on Agenda Items.

III. Special Recognition

IV. DISCUSSION

A. Review District Bullying Process, Programs, and Data (A. Gomez/ R. Lizardo/ S. Lopez) 3

B. Review Proposed Draft of the 2025-2026 Student and Teacher Calendars (A. Gomez/ R. Lizardo) 24

C. Receive Presentation of Curriculum & Instruction Strategies and Updates (L. Castillo/ J. Claxton) 31

D. Discuss Items on the November 18, 2024 Regular Board Meeting Agenda

V. EXECUTIVE SESSION - The Board May Recess the Open Meeting and Reconvene in a Closed Meeting Pursuant to the Following Sections of the Texas Government Code and as Authorized by Sections 551.071-551.076 and 551.082-551.084 Therefore of

A. Section 551.071 - To Seek the Advice of the Board's Attorney About:

1. Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.

2. A Matter in Which the Professional Duty of the Attorney to the Board Conflicts with the Applicable Provisions of the Texas Open Meetings Act.

B. Section 551.072 - To Deliberate the Purchase, Exchange, Sale, Lease or Value of Real Property if such Deliberation in Open Session Would Have a Detrimental Effect on the Board's Position in Negotiations with a Third Party.

- C. Section 551.074 - To Deliberate the Appointment, Employment, Resignation, Evaluation, Reassignment, Proposed Nonrenewals, Termination, Duties, Discipline, or Dismissal of a Public Officer or Employee; or to Hear a Complaint or Charge Against an Officer or Employee.
- D. Safety and Security - Discussion of District-Wide Intruder Detention Audit Report Finding (A. Smith/ K. Dodge)
 - 1. Receive Presentation on District Safety and Security Status (A. Smith/ K. Dodge)

VI. **RECONVENE** from Closed Meeting for Action Relative to Items Covered in Such Meeting.

- A. Consider Action by the Board Related to Pending or Contemplated Litigation, Settlement Offer, or Matter Under Investigation.
- B. Consider Action Regarding Purchase, Exchange, Sale, Lease or Value of Real Property.
- C. Public Comments - Individuals Wishing to Address the Board or Make Comments Regarding Issues Not on the Agenda will be Heard at this Time.

VII. **ADJOURNMENT**

REVIEW OF IRVING ISD'S BULLYING PROCESS AND DATA

SUBMITTED BY: Dr. Reny Lizardo, Executive Director of Campus Operations

BACKGROUND: This presentation will review Irving ISD's bullying process according to David's Law, the resources available for staff and students, and review bullying data and student perception of school safety.

Attachment:

- PRESENTATION WITH BULLYING PROCESS AND DATA



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INDEPENDENT SCHOOL DISTRICT



Bullying Process and Data



David's Law

- David's Law was passed and signed during the Texas 85th Legislative Session, Senate Bill 179.
- This was after David Molak, a 16-year-old high school student from San Antonio, died by suicide in January 2016 after being harassed online by classmates who mocked his appearance and threatened physical violence.
- The purpose of David's Law is to bring awareness and the implementation of policies to schools to battle cyberbullying.
- Requires schools to report and intervene in any suspected cyberbullying cases involving harassment or assault/bodily injury (or threat of)
- Courts can hold parents accountable if they could've taken reasonable actions to get their child to cease engaging in cyberbullying and failed to do so.

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Definition

Bullying is defined a single significant act or pattern of acts that exploits an imbalance of power engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or on a vehicle operated by the district and that:

- Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Interferes with a student's education opportunities or substantially disrupts the orderly operation of a classroom, school, or school-related activity.

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Cyberbullying

Cyberbullying is bullying that is done using electronic communication, including using a cellular or other type of telephone, a computer, pager, camera, electronic mail, instant messaging, text messaging, a social media application, internet website, or other internet-based communication tool.

Applies to cyberbullying that occurs off school property or outside of a school sponsored or school-related activity.



Training Teachers

24-25 Bullying-David's Law



Learn

Learner will be able to identify the characteristics of bullying and the steps to follow when it occurs.



Apply

The learner will go through the characteristics of bullying and steps to follow.



Additional Resources

[Bullying-David's Law Presentation](#)



Need Help?

Reach out to the following email address if you have questions about this challenge:

SOFLOPEZ@IRVINGISD.NET

November 18, 2024



Interrupting Bullying & Harassment in Schools Educator Checklist

This list outlines seven areas of focus for developing your own set of actions, determining your assets and challenges, and examining resources for creating a truly safe and friendly classroom and school where all students want to learn and succeed. This checklist is part of the IDRA EAC-South's free online assistance package, Safe, Friendly and Learning Supportive Spaces: Interrupting Bullying & Harassment in Schools.



Know your school's policies on bullying and harassment



[School-Level Strategies: Interrupting Bullying & Harassment in Schools – Toolkit](#), IDRA EAC-South



[Model District Anti-Bullying and Harassment Policy on Transgender and Gender Nonconforming Students](#), GLSEN



[Preventing and Addressing Cyberbullying through Equitable State and Local Policies](#), by D. Hinojosa, IDRA Newsletter



Support all students involved



["Strategies to Support Bystanders" in Individual-Level Strategies: Interrupting Bullying & Harassment in Schools – Toolkit](#), IDRA EAC-South



[Support the Kids Involved](#), StopBullying.gov



[How Youth Can Protect Themselves from Bullying](#), StopBullying.gov



Interrupt bullying behavior



Encourage bullied students to speak

EXPLORING



Is it Bullying or a Conflict?

Bullying vs. Conflict

- **Bullying** behavior is very different from **conflict**. Bullying is behavior that is intended to cause harm.
- There is always an imbalance of power (physical or social) or strength between the person doing the **bullying** and the target of the behavior.
- Most **conflicts** arise in the moment because people of the **same relative amount of power** see the same situation from two different points of view.

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The Bullying Investigation Process

When any of the following happens a school administrator must complete the bullying process:

- Suspect bullying has occurred.
- Has a teacher report that bullying has allegedly occurred.
- Has a parent report that bullying has allegedly occurred.
- Has a student report that bullying has allegedly occurred.

Bullying Process Outline / Checklist for administrators

Definition:

Bullying is defined as engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a [] school-sponsored or school-related activity, or on a vehicle operated by the district and that:

- Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Interferes with a student's education opportunities or substantially disrupts the orderly operation of a classroom, school, or school-related activity.

When you:

- Suspect bullying has occurred
- Have a teacher report that bullying has occurred
- Have a parent report that bullying has occurred
- Have a student report that bullying has occurred

You complete the following steps:

Administrator (Name and School):

Complainant (Name, Grade, ID#):

Respondent (Name, Grade, ID#):

Date complaint was received: Date

Step #	Action:	Who is completing?	Supporting Documents:	Notes:	Progress:
1.	Ensure that all parties are safe and have the most immediate necessary support.		(Link any documents on used)	Document when you received the complaint.	Not Started
2.	Gather initial information including student names.				Not Started
3.	Send the "Bullying Investigation notification letter" to the parents of all potential complainants, respondents, and		Bullying Investigation notification letter	This must be done on or before the third day of the incident notice	Not Started



Bullying Process

2.	Gather initial information including student names.			Not Sta... ▾
3.	Send the "Bullying investigation notification letter" to the parents of all potential complainants, respondents, and witnesses.	Bullying investigation notification letter	This must be done on or before the third day of the incident being reported	Not Sta... ▾ <input checked="" type="checkbox"/> Not Started <input type="checkbox"/> In Progress <input type="checkbox"/> Completed + Add / Edit Options
4.	Conduct the bullying investigation with the help of the "Texas State Bullying Checklist" and all documentation gathered during the	Texas State Bullying Checklist Bullying Investigation Form		[Parent/Guardian Name Address City, State, Zip]

Dear [Parent/Guardian],

This letter is to inform you that your child has been involved in a report of a bullying incident. A report has been made that alleges your child as the *[complainant/respondent/witness, select one]* of the bullying. I encourage you to discuss the incident with your child. Please review the Student Code of Conduct for the complete definition of bullying, if needed.

Complaints of bullying and cyberbullying are taken seriously by administration and investigated in a fair, thorough, and just manner. Every effort will be made to protect the due process rights of all complainants and all alleged respondents.

An investigation regarding the alleged bullying incident has been initiated. You will be notified of the outcome of the investigation and any actions taken pertaining to your child.

Sincerely,

BULLYING CHECKLIST FOR SCHOOLS

PLEASE READ BEFORE USING CHECKLIST

To determine whether an act is bullying or cyberbullying by law, proceed down the checklist and provide a checkmark for each true statement. If any identified section does not receive at least one checkmark, then the act is not considered bullying by state law.

SB 179, "David's Law" expanded authority to school districts, allowing public and charter schools to address cyberbullying off-campus and outside of school-related or school-sponsored activities based on specific criteria. In order to address this legislative change, this checklist may help parents, educators, and administrators determine if a

IS IT BULLYING?

- Was it a single significant act?
- Was it a pattern of acts?

- By one or more students directed at another student that **exploits an imbalance of power**

- Through physical contact
- Using verbal expression
- Using written expression
- Using electronic means

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- Physically harms a student or damages their property
- Creates reasonable fear of harm to student or damage to their property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates:**
 - Intimidating educational environment
 - Threatening educational environment
 - Abusive educational environment



Bullying Codes Explained

Federal Incident Code Entered in eSP	State Action Code Reason Crosswalk
F-00 – Code 21 – Bullying/harassment due to gender identity	21
F-01 – Code 21 – Bullying/harassment due to sex/gender	21
F-02 – Code 21 – Bullying/harassment due to race, color, or national origin	21
F-03 – Code 21 – Bullying/harassment due to disability	21
F-04 – Code 21 – Bullying/harassment due to religion	21
F-05 – Code 21 – Bullying/harassment due to sexual orientation	21
F-06 – Code 21 – Other Bullying/harassment	21
F-20 – Code 21 – Alleged Bullying/harassment due to gender identity	21
F-21 – Code 21 – Alleged Bullying/harassment due to sex/gender	21
F-22 – Code 21 – Alleged Bullying/harassment due to race, color, or national origin	21
F-23 – Code 21 – Alleged Bullying/harassment due to disability	21
F-24 – Code 21 – Alleged Bullying/harassment due to religion	21
F-25 – Code 21 – Alleged Bullying/harassment due to sexual orientation	21
F-26 – Code 21 – Other Alleged Bullying/harassment	21
F-60 – Code 61 – Bullying/harassment due to gender identity	61
F-61 – Code 61 – Bullying/harassment due to sex/gender	61
F-62 – Code 61 – Bullying/harassment due to race, color, or national origin	61
F-63 – Code 61 – Bullying/harassment due to disability	61
F-64 – Code 61 – Bullying/harassment due to religion	61
F-65 – Code 61 – Bullying/harassment due to sexual orientation	61
F-66 – Code 61 – Other Bullying/harassment	61

F 00 - F 06 - Was found to be bullying

F 20 - F 26 - Alleges Bullying / was not found to be bullying

F 60 - F 66 - Found to be extreme bullying* 13

Found to be extreme bullying if:

1. Incites violence

2. Encourages/leads to suicide

3. Involves exposure or taking pictures of the complainant and posting them.

Bullying Data

2023-2024 Data

(for the 2024 school year through 11/4/2023)

Total Bullying Incident - 103

Incidents Found to be Bullying - 32 (31%)

Alleged Bullying - 69 (67%)

Extreme Bullying - 2 (2%)

By Level

HS - 18 (18%)

MS - 29 (28%)

Elem - 56 (54%)

2024 - 2025 Data

(as of 11/4/2024)

Total Bullying Incident - 77

Incidents Found to be Bullying - 21 (27%)

Alleged Bullying - 48 (62%)

Extreme Bullying - 8 (11%)

By Level

HS - 11 (13%)

MS - 25 (32%)

Elem - 42 (55%)





Report/Monitoring Bullying Allegations

The Anonymous Alerts anti-bullying and safety app reporting system helps combat bullying and other negative activity in schools by empowering students to speak up.

2023-2024 Bullying Anonymous Alerts Reports:

147 - Bullying & 31 - Cyberbullying = 178 Total

2024-2025 Anonymous Alerts Reports:

30 - Bullying & - 9 Cyberbullying = 39 Total





Bullying Committee

The Protectors Group -

- Structured as part of Student Council plus parents and school staff, including administration
- Will review Climate Survey data to focus on bullying prevention, health, mental health and wellness needs of the campus
- Will hold a minimum of 1 session per semester to plan anti-bullying events in both the fall and spring.
- Events will focus on building positive school culture through healthy relationships between students and between students and staff

Protectors Group

- Plan bullying prevention and intervention programs. Set measurable goals.
- Implement a bullying prevention effort. Meet often enough to keep the momentum and address barriers.
- Develop, communicate, and enforce bullying prevention policies and rules.
- Educate the school community about bullying to ensure everyone understands the problem and their role in stopping it.
- Conduct school-wide assessments and review other data, such as incident reports.
- Evaluate bullying prevention efforts and refine the plan if necessary.
- Advocate for the school's work in bullying prevention to the entire school community.
- Sustain the effort over time.

Examples of previous activities

- Create anti-bullying campaign posters.
- Create posters with positive messages.
- Lunch Buddy program, have students join other students sitting by themselves.
- Random acts kindness and celebrate them.
 - Use a hashtag on Tweeter to post the acts.
 - Use a bulletin in a common area.
- Record videos of students providing motivational quotes.
- Door decorating contests.
- Toiletries drive to donate to Irving Cares
- Fundraisers to buy shirts.
- Build leadership skills.
- Monthly school wide projects.
- Read anti-bullying quotes during the month of October.
- Unity day on campus-everyone wears blue.
- Students keep an eye on social media and report cyber-bullying



Hope Squad

4 Campuses have Hope Squad: Singley HS, Bowie MS, Schulze ES, & Davis ES

What is a Hope Squad?

17



A Hope Squad is a group of students nominated by their peers.



They meet regularly with trained Advisors to talk and learn about mental health.



Members are trained to note signs of distress and reach out, connecting peers to help and hope.



Hope Squads educate the entire student body to reduce stigma and change their school's culture.



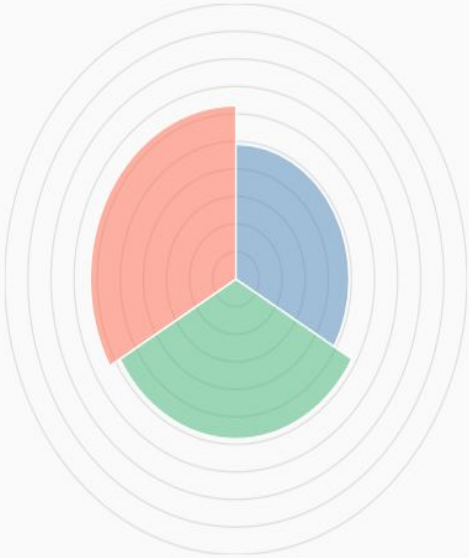
Irving ISD is Kind Week

Irving ISD is Kind November 11-15, 2024 #IrvingISDisKind		
Monday	Sport Kindness	Wear a Sports Jersey
Tuesday	Wild for Kindness	Wear Wild Socks
Wednesday	Shine Bright with Kindness	Wear Neon Colors
Thursday	Fall into Kindness	Wear Fall Colors
Friday	Cozy up with Kindness	Wear Sweats or Winter Clothes



Lenny Learning Survey

ASSESSMENT DATA



10334 started 7659 completed

School Engagement

19

4.9



Sense of Belonging

5.8



School Safety

6.3



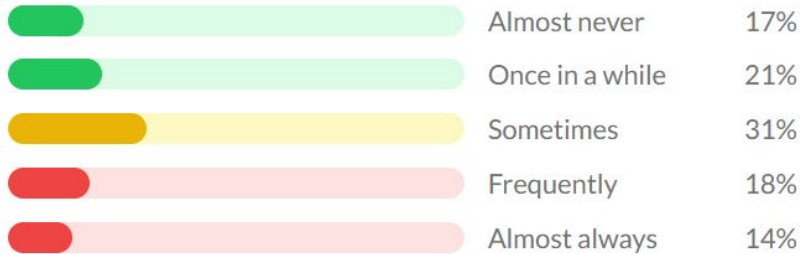


Lenny Learning Survey

How often are people disrespectful to others at your school?

37%

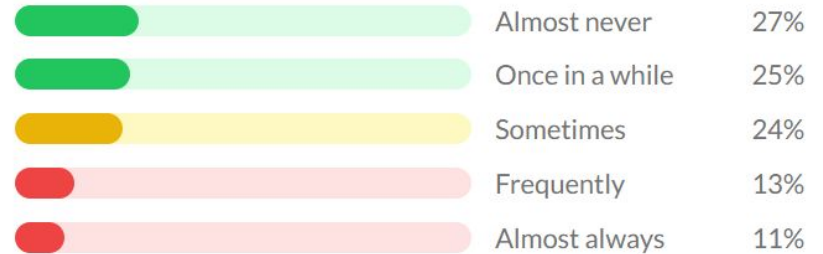
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How often do students get into physical fights at your school?

52%

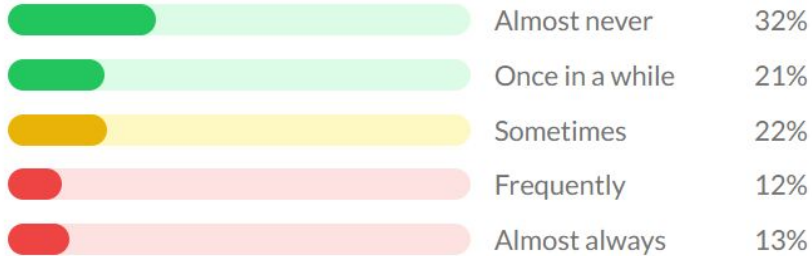
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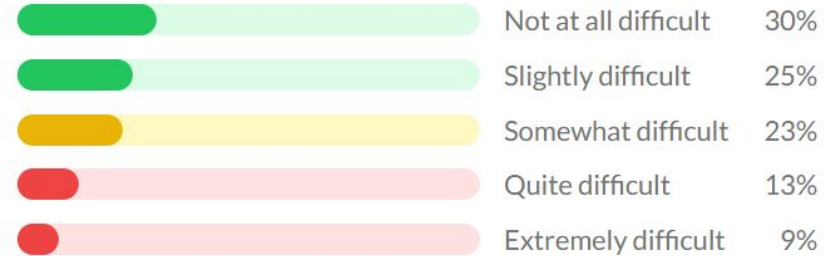


Lenny Learning Survey

How often do you worry about violence at your school? **53%** favorable



If a student is bullied in school, how difficult is it for him/her to get help from an adult? **55%** favorable

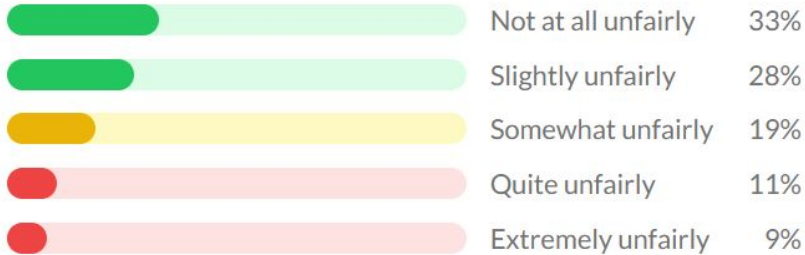




Lenny Learning Survey

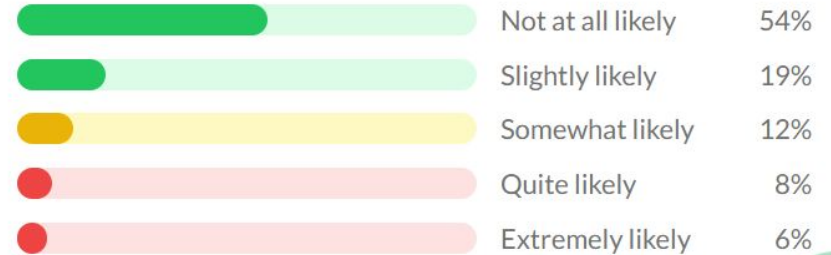
At your school, how unfairly do the adults treat the students?

61%
favorable



How likely is it that someone from your school will bully you online?

74%
favorable
22





REVIEW PROPOSED DRAFT OF THE 2025-2026 STUDENT AND TEACHER CALENDAR AND SCHOOL START TIME

SUBMITTED BY: Dr. Reny Lizardo, Executive Director of Campus Operations

BACKGROUND: This presentation will highlight the calendar development for the 2025-2026 school year, and items discussed as needed. Proposed changes to the school start and end times for the 2025-2026 school year will also be discussed. Teacher, staff, and community input will be sought before the preparation of the finalized 2025 - 2026 calendars and start times are presented to the board.

Attachment:

- PRESENTATION WITH CALENDAR AND START TIMES CONSIDERATIONS



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Review Proposed Draft of the 2025-2026 Student and Teacher Calendar and School Start Times



25-26 Draft Calendar & Times Highlights

- ★ Presented to Principals for comments and consideration.
- ★ Presented to various district departments for comments and considerations
- ★ 175 - Student Days
- ★ 187 - Teacher Days
- ★ School year starts on Aug 13th (Wednesday)
- ★ Spring Break will align with Dallas College
- ★ 78,750 Minutes of instruction which is over the 75600 minutes required by the state
- ★ Start time changes would align high schools and accommodate transportation routes for expanded school choice programs
- ★ Will go out for public comment from Nov 19th - Dec 9th and submitted for approval for the Dec 16th board meeting



2025 | 2026

TEACHER CALENDAR | CALENDARIO PARA MAESTROS

- Holiday / Día Festivo
- Required District Professional Learning / Capacitación profesional obligatoria
- [] Begin/End Grading Period / Inicio/ Fin periodo de calificaciones
- Required Campus Professional Learning / Desarrollo Profesional en la Escuela
- Campus Preparation Day/ Student Holiday / Día de Preparación de la Escuela/Día festivo para estudiantes
- Purposeful Planning and Development Day/Student Holiday / Planificación con Propósito/Día festivo para estudiantes

IMPORTANT DATES | FECHAS IMPORTANTES

- School Starts/Comienzo de clases August 13
- School Ends/Fin de clases May 28
- Required Professional Learning/Capacitación profesional obligatoria August 5-6
- Campus Professional Development/Desarrollo Profesional en la Escuela August 7-11
- Campus Preparation Day/Día de Preparación de la Escuela August 12
- Labor Day/Día del Trabajo September 1
- Purposeful Planning/Student Holiday/Día festivo para estudiantes September 12
- Fall Break/Vacaciones de otoño October 10-13
- Purposeful Planning/Student Holiday/Día festivo para estudiantes October 24
- Thanksgiving Break/Vacaciones de Acción de Gracias November 24-28
- End of Semester /Fin del Semestre December 19
- Winter Break/Vacaciones de invierno Dec 22 - Jan 2
- Campus Preparation Day/Student Holiday/Día festivo para estudiantes January 5
- Second Semester Starts/Inicio del Segundo Semestre January 6
- MLK Day/Día de Martin Luther King January 19
- Purposeful Planning/Student Holiday/Día festivo para estudiantes February 13
- Presidents Day/Día de los Presidentes February 16
- Spring Break/Vacaciones de primavera March 16-20
- Good Friday/el Viernes Santo April 3
- Purposeful Planning/Student Holiday/Día festivo para estudiantes April 6
- Memorial Day/Día de los Caídos May 25
- Campus Preparation Day/Día de Preparación de la Escuela May 29
- Independence Day Holiday/Día de la Independencia July 3

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Proposed School Start Time Change

Proposed change due to aligning all high school schedules, to accommodate transportation routes for expanded school of choice programs and adjusting for program needs at the high schools.

Current Schedule

Schools/Tiers	Campus Start and End Times
Elementary and EC	7:45 a.m. 3:15 p.m.
Traditional High Schools	8:45 a.m. 4:15 p.m.
Singley	7:45 a.m. 3:15 a.m.
Middle School and SRC	8:15 a.m. 3:45 p.m.

Proposed Change Option 1

Schools/Tiers	Campus Start and End Times
Traditional High Schools and Singley	7:45 a.m. 3:15 p.m.
Elementary and EC	8:20 a.m. 3:50 p.m.
Middle School and SRC	8:55 a.m. 4:25 p.m.

Proposed Change Option 2

Schools/Tiers	Campus Start and End Times
Elementary and EC	7:45 a.m. 3:15 p.m.
Traditional High Schools and Singley	8:20 a.m. 3:50 p.m.
Middle School and SRC	8:55 a.m. 4:25 p.m.

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REVIEW OF CURRICULUM & INSTRUCTION STRATEGIES AND UPDATES

SUBMITTED BY: Jana Claxton, Executive Director of Curriculum & Instruction

BACKGROUND: This presentation will review the Curriculum & Instruction areas of focus and provide an overview of instructional support. It will also provide information regarding Elementary Math and RLA curriculum implementation.

Attachment:

- PRESENTATION OF CURRICULUM & INSTRUCTION STRATEGIES AND UPDATES

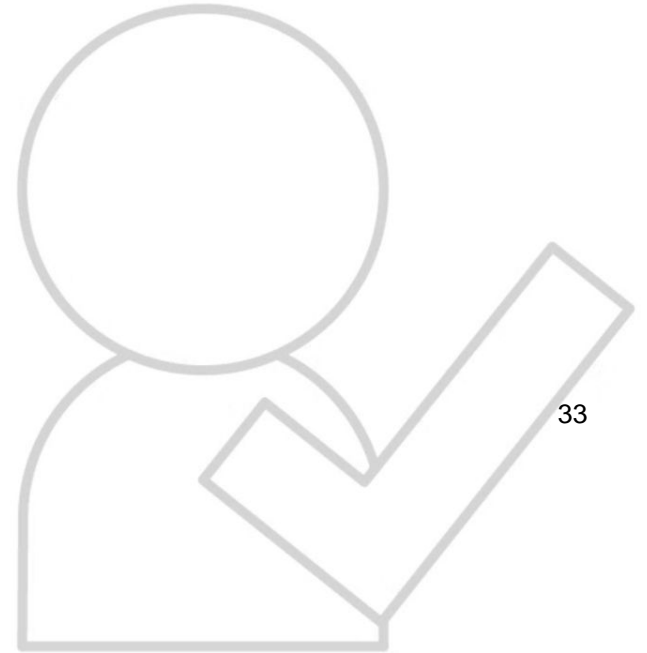


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Purpose of Presentation

- 1 Review Curriculum and Instruction Areas of Focus**
- 2 Provide an Instructional Support Overview**
- 3 Share Elementary Math and RLA Curriculum Implementation Information**



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Curriculum and Instruction

Department Leadership



Jana Claxton
Executive Director



Alicia Castro
Administrative
Assistant



Brooke Thomas-Chaffin
K-5 Science
Coordinator



Courtney Putman
6-12 Science
Coordinator



Zeshan Khan
6-12 Social Studies
Coordinator



Holley Nasky
K-5 GT Coordinator



Luis Gonzalez
6-12 GT / Advanced
Academics Coordinator



Terry Shin
6-12 Math
Coordinator



Leah Malone
K-5 Math
Coordinator



Anna Brown
K-5 RLA
Coordinator



Andrea Harris
6-12 RLA
Coordinator



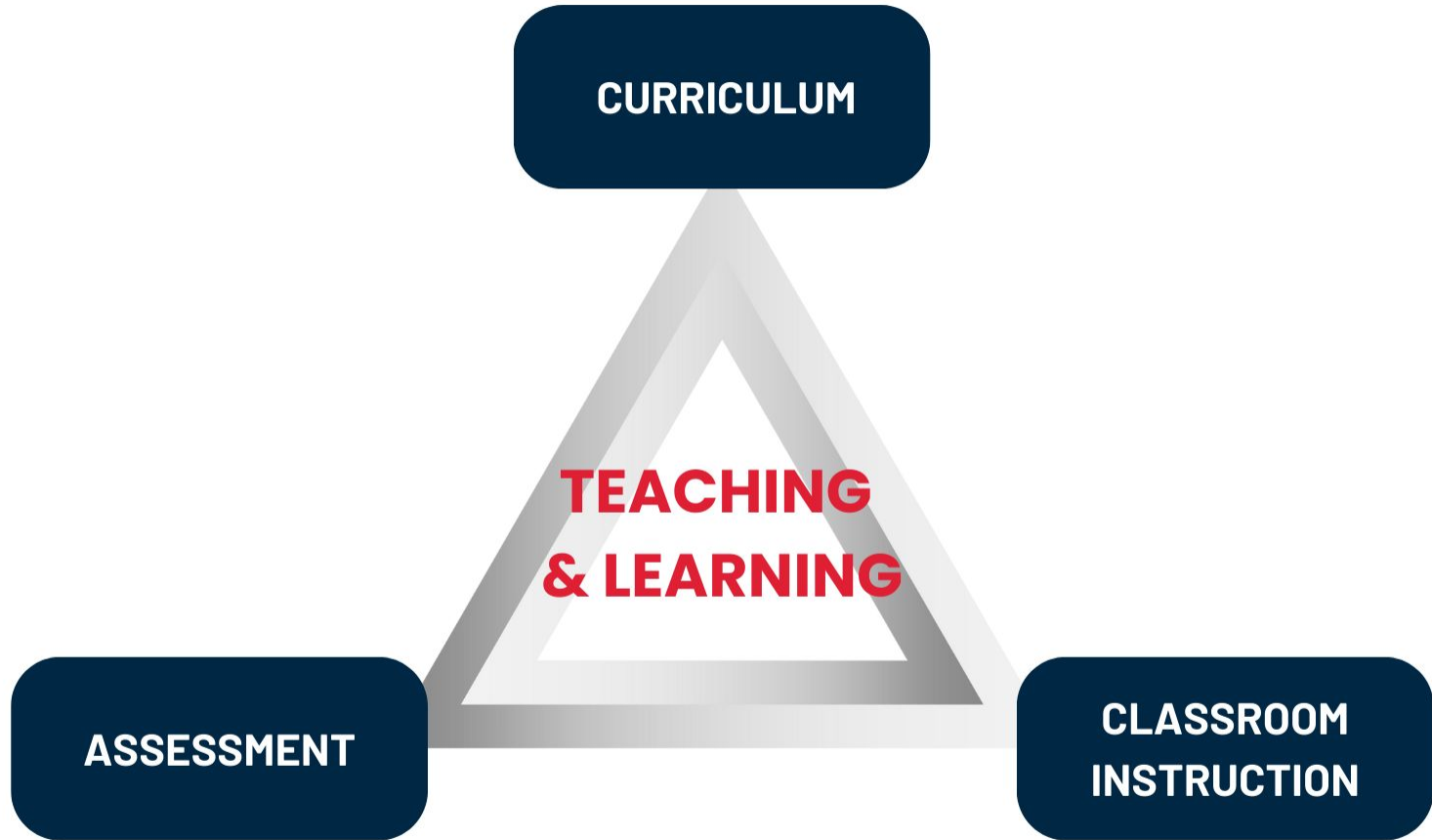
Vonda Nutt
K-5 RLA/S.S.
Coordinator

Specialists:
Kristen Ross
Neyra Rios
Leslie Gordineer
Krystal Comeaux
Katerine Garcia



Curriculum & Instruction Department Focus







District Curriculum Guidance



Instructional Minutes

Guidance on time allocation for each subject area.
Ensures appropriate coverage of content.



Pacing Guides

Suggested timelines for covering curriculum content.
Ensures curricular continuity across schools.



Assessments

Customized assessments aligned with TEKS and STAAR 2.0 including structured writing opportunities.

**IRVING INDEPENDENT SCHOOL DISTRICT
ELEMENTARY INSTRUCTIONAL MINUTES**

RLA

<p>K-2 Tier 1</p> <div style="border: 2px solid blue; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">120</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div> <p style="font-size: 8px; margin-top: 5px;">TWO STRAND APPROACH Knowledge: 60 Minutes Skill: 60 Minutes</p>	<p>3 Tier 1</p> <div style="border: 2px solid blue; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">120</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div> <p style="font-size: 8px; margin-top: 5px;">INTEGRATED APPROACH Knowledge: 120 Minutes</p>	<p>4-5 Tier 1</p> <div style="border: 2px solid blue; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">90</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div> <p style="font-size: 8px; margin-top: 5px;">INTEGRATED APPROACH Knowledge: 90 Minutes</p>	<p>K-3 Small Group</p> <div style="border: 2px solid blue; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">45-55</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div> <p style="font-size: 8px; margin-top: 5px;">4-5 Small Group</p> <div style="border: 2px solid blue; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">30-40</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div>
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- K-2 Skills units cover the **Developing and Sustaining Foundational Literacy** strand in the ELAR TEKS. Daily lessons are designed to take 60 minutes each day.
- K-2 Knowledge units cover RLA TEKS with an emphasis on building vocabulary and background knowledge. In grades K-2, Knowledge lessons are designed to take 60 minutes each day and are used alongside the K-2 Skills lessons.
- 3-5 Knowledge units are structured to cover all of the RLA TEKS and designed to take 120 minutes for grade 3 and 90 minutes for grades 4 and 5.

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MATH

<p>K-5 Tier 1</p> <div style="border: 2px solid red; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">60</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div>	<p>K-3 Small Group</p> <div style="border: 2px solid red; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">40-50</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div> <p style="font-size: 8px; margin-top: 5px;">4-5 Small Group</p> <div style="border: 2px solid red; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">30</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div>
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The lesson structure for Tier 1 Eureka Math is 60 minutes and consists of four components:

1. Fluency Practice (5-15 min)
2. Application Problem (5-10 min)
3. Concept Development and Problem Set (30-40 min)
4. Student Debrief & Exit Ticket (10 min)

SCIENCE & SOCIAL STUDIES

<p>K-3 SCIENCE & SS</p> <div style="border: 2px solid yellow; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">40-50</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div>	<p>4-5 SCIENCE</p> <div style="border: 2px solid yellow; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">45-55</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div>	<p>4-5 SOCIAL STUDIES</p> <div style="border: 2px solid gray; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> <div style="font-size: 24px; font-weight: bold;">20-30</div> <div style="font-size: 10px; font-weight: bold; text-align: center;">MINUTES</div> </div>
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- Grades K-3 Science and Social Studies will split instructional time. The pacing guide will denote the instructional focus for each week.
- Grades 4-5 will have dedicated time blocks for each subject.

Every minute matters. Exhibit IV-C

Curriculum and Instruction



Strategic Support



Campus and Teacher Support

**Curriculum-Based
Professional Learning**

**Job-Embedded
Instructional Support**

**Data Chats and Analyzing
Student Work**

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Collaborative Learning Walks

1:1 Teacher/Team Check-Ins





Secondary Instructional Focus Areas





Priorities

**STAAR 2.0
Alignment**

**Effective
Lesson Design**

**Content
Knowledge**





**Research-
Based
Instructional
Strategies**



**Writing
Across
Contents**

**Hands-On,
Interactive
Learning**

**Academic
Conversations**

High-Quality Tier 1 Instruction

Step 1: Understand the Big Picture 	Step 2: Know the Destination 	Step 3: Engage in the Learning 	Step 4: Plan for Learning 				
Review the Unit Framework Read the unit overview orienting to big ideas, knowledge, skills, and previous learning.	Analyze the Assessment Complete the assessment with a student lens. Notate what students must know and do to be successful. Anticipate potential misconceptions.	Select a Learning Experience that addresses an Essential Standard <ul style="list-style-type: none"> Independently, review the learning experience. Discuss how the experience supports what students should be able to do. Discuss instructional strategies, processing activities, and scaffolds needed in order for students to be successful with the learning. 	Construct Initial Instructional Planning Calendar <ul style="list-style-type: none"> Begin with campus events that interrupt instructional time. Strategically pace lessons, including learning objectives using the course YAG and learning from previous steps. Add team determined CFA dates and intervention/extension opportunities. 				
Determine Essential Standards Determine unit's essential standards and begin know/show charts. Use the Unpacking Standards document located in the curriculum. After completing the assessment, revisit know/show charts. <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; width: 50%;">KNOW</td> <td style="text-align: center; width: 50%;">SHOW</td> </tr> <tr> <td style="text-align: center;"><i>What knowledge do students need?</i></td> <td style="text-align: center;"><i>What skills do students need?</i></td> </tr> </table>		KNOW	SHOW	<i>What knowledge do students need?</i>	<i>What skills do students need?</i>	Align Learning Objectives Formative Assessments Customize or create a core formative assessment (CF) aligned to the essential standard and create an exemplar response.	
KNOW	SHOW						
<i>What knowledge do students need?</i>	<i>What skills do students need?</i>						

Unit Internalization Guiding Questions	
Step 1: Understand the Big Picture 	<ul style="list-style-type: none"> What are the big ideas/essential questions of the unit? What grade level standards does it cover? What are connections to previous and future learning? What aspects of rigor are being addressed? What connections to other content are being made? What connections to the real world are possible?
Step 2: Know the Destination 	<ul style="list-style-type: none"> How will student mastery of the TEKS be assessed? What do students need to know and be able to do? What do you think will be easy/challenging for your students? How can you use the formative assessments to build and understand student learning as you look toward the culminating assessment? What strategies, representations, or language will students be expected to use?

Readers'/Writers' Notebooks

Extended Constructed Response (ECR)

- District-wide pre-writing approach and ECR writing opportunities.

Literacy Across Content Areas

- District-wide reading and writing strategies before, during, and after reading.
- Formal and informal short constructed response (SCR) integration with a consistent written response structure.

Describe at least one similarity and one difference between the linear, quadratic, and exponential parent functions.

You must write in complete sentences using the CER format.

A similarity and difference ^{between} all three of linear, quadratic, and exponential is that for one, all of their parent functions are positive. However, exponential ^{is the only} parent function out of the 3 to pass through (0,1). Also, linear functions are the only one that uses the equation $y = mx + b$ and the quadratic function is the only one to use $y = ax^2 + bx + c$ as their equation.

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Response from Algebra 1 student at de Zavala MS



Research-Based Instructional Strategies (RBIS)

The RBIS are a set of **research-based practices** that highlight misconceptions that are most common in the field. They cover topics that sometimes **require conceptual or philosophical changes** to how we approach instruction and form a set of practices that are supported by research and should **be present in classrooms, regardless of instructional materials**. These strategies are based in the **science** of how students **best learn math and reading** in K-12 classrooms.

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MATH

Balance Conceptual & Procedural

Coherence of Key Concepts

Depth of Key Concepts

Productive Struggle

RLA

Foundational Skills

Text Complexity

Text-Based Responses

Knowledge Coherence

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RLA Research-based Instructional Strategies (RBIS) Pulse Check Tool

The purpose of this tool is to serve as a check of indicators for research-based instructional strategies. This is NOT an appraisal tool. This tool is designed to be utilized by instructional teams to identify patterns and trends across grade level(s), content area(s), and campus(es) to guide systemic supports that will improve implementation at a systems level and to assist with pin-pointing strengths to be celebrated.

For each look-for, observers should mark "yes" to all that apply. Observers should not expect to see every look-for during a single observation.

RLA RBIS Learning Walk Tool		
Observer: Grade:	Date:	Campus: Teacher:
RBIS Classroom Look Fors	Yes/No	Notes:
<p>HQIM Implementation - Is the HQIM being used in the classroom for Universal, Tier 1 instructional for all students?</p> <p>Teachers</p> <ul style="list-style-type: none"> Use HQIM in the classroom for Universal, Tier 1 instructional for all students 		
<p>Complex Texts</p> <p>Teachers</p> <ul style="list-style-type: none"> Select texts that provide students with opportunities to work with new language, knowledge and ways of thinking. The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information. Provide instruction in grade-level reading, writing, speaking and listening, and/or language TEKS in service of providing students with a deep understanding of text(s). <p>Students</p> <ul style="list-style-type: none"> Are engaged in texts that are at or above the complexity level for the grade and time in the school year. Spend the majority of the lesson listening to reading, writing, and/or speaking about text(s). 		
<p>Knowledge Coherence</p> <p>Questions/Tasks</p> <ul style="list-style-type: none"> Address the specific text(s) at hand and attend to its particular structure, concepts, ideas, events and/or details. Focus on specific words, phrases and sentences 		

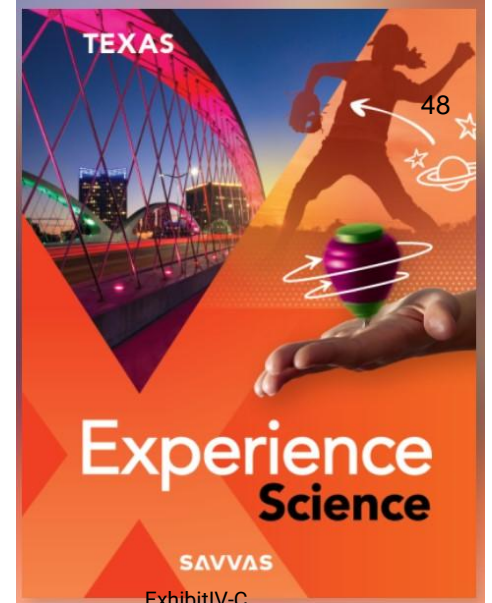
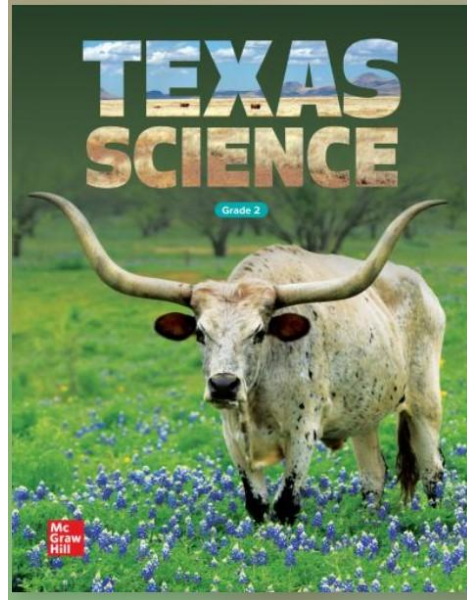
TEA Math Research-based Instructional Strategies (RBIS) Pulse Check Tool

The purpose of this tool is to serve as a check of indicators for research-based instructional strategies. This is NOT an appraisal tool. This tool is designed to be utilized by instructional teams to identify patterns and trends across grade level(s), content area(s), and campus(es) to guide systemic support that will improve implementation at a systems level and to assist with pin-pointing strengths to be celebrated.

For each look-for, observers should mark "yes" to all that apply. Observers should not expect to see every look-for during a single observation.

Math RBIS Learning Walk Tool		
Observer: Grade:	Date:	Campus: Teacher:
RBIS Classroom Look Fors	Y/N	Notes:
<p>HQIM Implementation - Is the HQIM being used in the classroom for Universal, Tier 1 instructional for all students?</p>		
<p>Balance Conceptual and Procedural Understanding - Are students building conceptual understanding of the how and why of mathematics?</p> <p>Teachers</p> <ul style="list-style-type: none"> Provide instruction that targets the emphasis of the standard(s) being taught (conceptual understanding, procedural fluency, or problem-solving skills). Emphasize conceptual understanding before procedural fluency and application and provide quality tasks where these aspects of rigor are intertwined. When appropriate, focus on developing automaticity and encouraging procedural fluency. Asking students the "why does that work?" "Explain your answers" "How does that make it true?" <p>Students</p> <ul style="list-style-type: none"> Frequently engage in rich, conceptually-based tasks while continuing to develop their procedural fluency. Develop skills in carrying out procedures flexibly, accurately, efficiently and appropriately Engage in fluency practice that allows them to see improvements in their accuracy and speed over time. 		

Science HQIM





K-12 Science

**New Science
TEKS**

**HQIM
Adoption**

**Curriculum-
Embedded
Assessments**


**IISD
Curriculum
Guidance**

**Professional
Learning**

**Internalization
Protocols**

**Hands-On
Learning
Materials &
Supports**

3-Dimensional Science Learning



Elementary Curriculum Implementation



Math & RLA HQIM



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ExhibitIV-C



**Unit plans and daily
lesson plans
aligned to Texas
standards**

**Grade-level,
rigorous
instruction**

**Embedded
formative &
summative
assessments**

**Supports for all
learners**

**Print and digital
resources**

**Teacher, student,
and family
supports**

52

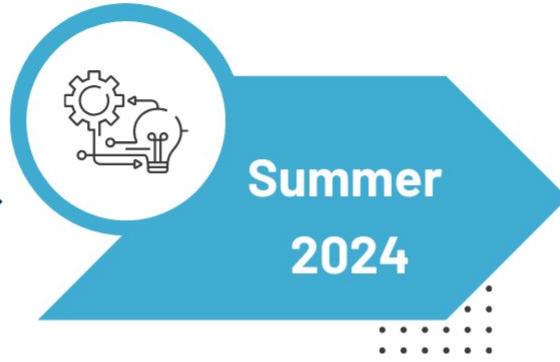
Pivotal Shift

Exhibit IV-C

Implementation Roadmap



- Visit Exemplar School Districts
- Craft Implementation Plan
- Communicate the Vision and Why
- Facilitate Teacher Curriculum Introduction Sessions
- Host Campus Materials Roadshows
- Design District Curriculum Anchor Documents



- Offer Teacher and Leader Professional Learning
- Build Curriculum Website and FAQs
- Customize and Align Curriculum-Embedded Assessments
- Develop Protocols and Observation Tools



- Coordinate and Manage Curricular Supports
- District-Wide Launch with Strategic Supports
- Ongoing Job-Embedded Professional Learning
- Coach, Monitor, and Adjust

District Curriculum Guidance Paired With Amplify and Eureka

**Pacing Guides -
Monolingual and Dual**

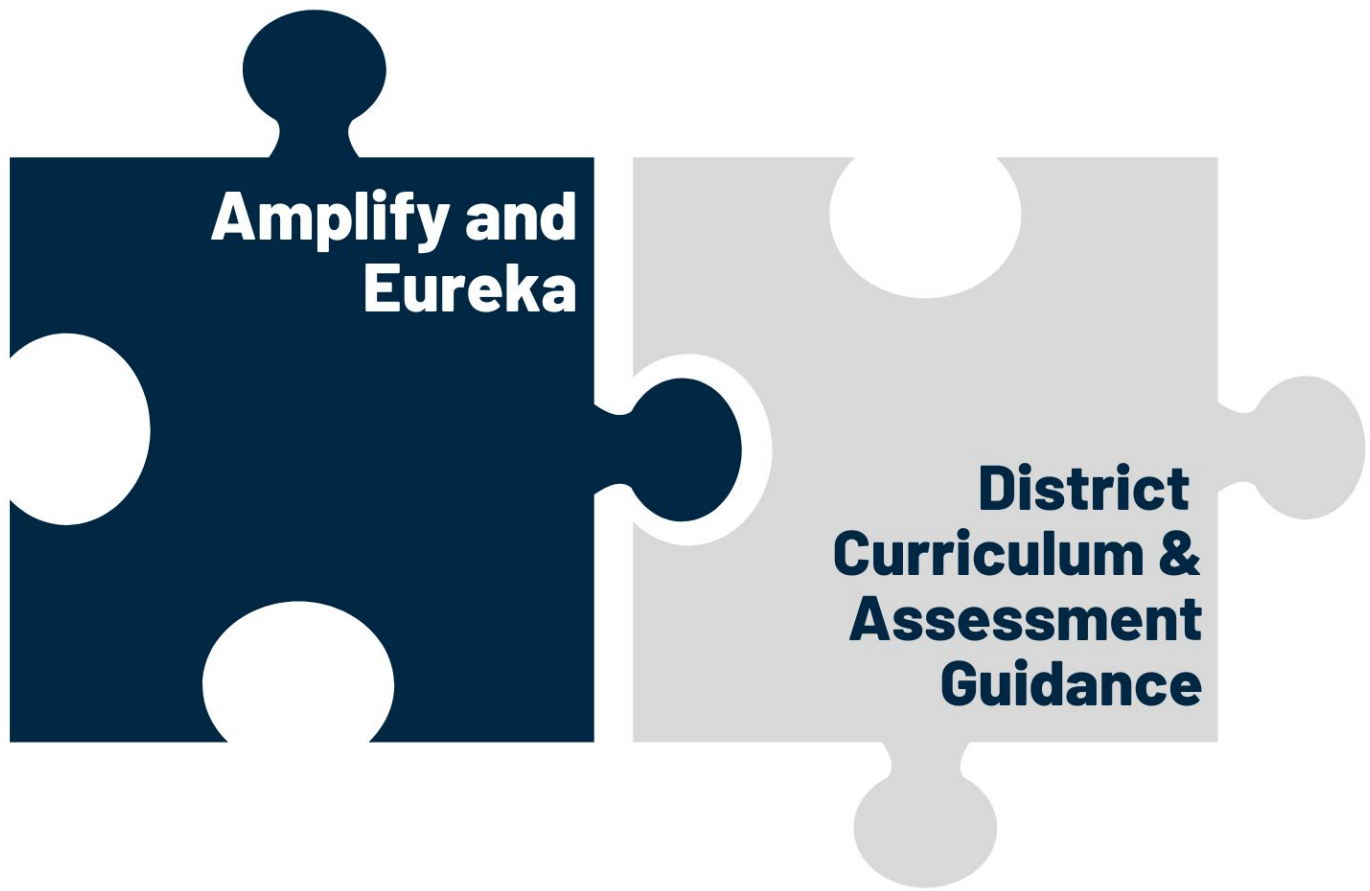
**Year-at-a Glance
Documents**

**Tier 1 Instructional
Frameworks**

54

Customized Unit Assessments

**IISD Writing Lessons Leveraging Amplify
Texts**



**Amplify and
Eureka**

**District
Curriculum &
Assessment
Guidance**

Curriculum Implementation Supports

1

Internalization and Planning

Internalization protocols, collaborative team time, and purposeful planning days built into the calendar.

2

Job-Embedded Professional Learning

Weekly coaching support with internalization of lessons, lesson component modeling and, co-teaching.

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3

Observation and Feedback

Regular learning walks and individual observations with specific, actionable feedback for improvement at the classroom, campus, and district level.





The Art and Science of Teaching

Customization to Meet ALL Students' Needs While⁵⁷
Maintaining Grade-Level Learning Expectations

Survey Question	Strongly Agree or Agree
Amplify/Eureka is a high-quality RLA/Math product that supports teachers to improve their instruction.	86%
Amplify/Eureka is a high-quality product that helps my students learn and supports them in mastering grade level TEKS.	85%
I feel confident in using the Amplify/Eureka materials effectively.	87% 58
My students are adapting to the routines and content of the product.	88%

Survey Scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree



HQIM Learning Walks - Fall 2024

- **HQIM Usage**



- Usage without substitution of materials, and pacing

- **Teacher Practice**

- Materials organization, understanding of lesson flow and purpose, and lesson delivery with fluency

- **Student Engagement**

- All students working the tasks, increasing familiarity, and student engagement with grade-level HQIM content

HQIM Initial Implementation Look-Fors & Data Collection Tool

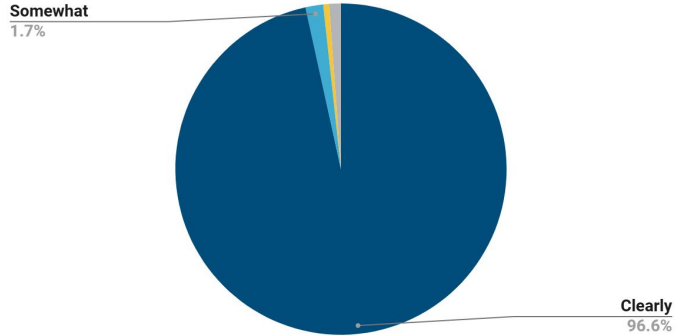
The purpose of this tool is to serve as a check of indicators for HQIM initial implementation. This is NOT an appraisal tool. This tool is designed to be utilized by instructional teams to identify patterns and trends across grade levels(s), content area(s), and campus(es) to guide systemic support that will improve implementation at a systems level and to assist with pin-pointing strengths to be celebrated.

For each look-for, observers should mark "Not Yet," "Somewhat," or "Clearly." Observers can mark "N/A" when the context of classroom or campus setting did not allow for the look-for to be observed (ie: Fire Drill, Small Group Instruction, Standardized Testing, etc.). Space is provided for note taking.

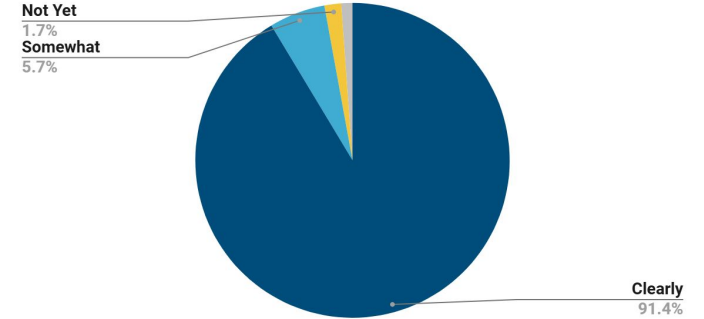
Classroom Instruction Look-Fors					
Focus Area	Look-Fors	Classroom #1	Classroom #2	Classroom #3	Classroom #4
HQIM Usage	The HQIM is being used for daily Tier 1 instruction for all students.	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A
	The materials used with students are solely from the HQIM. (no submit, supplier, other man approval)	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A
	Pacing is within 5-10 days of the district's HQIM scope sequence)	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A
Teacher Practice	All materials are organized and readily available for the lesson.	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A
	The teacher delivers the lesson in a way that demonstrates understanding of the flow and purpose of the lesson.	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A
	The teacher delivers the lesson as intended with fluency, without "reading from a script".	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A	Not Yet, Somewhat, Clearly, N/A

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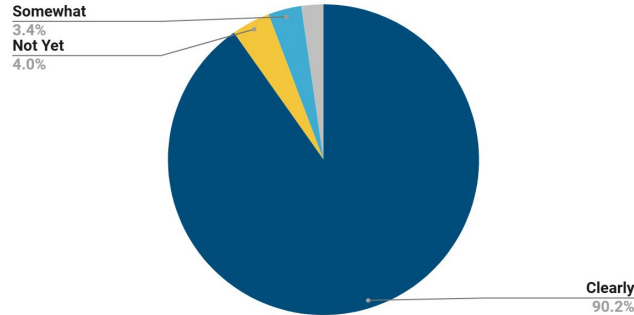
The HQIM is being used for daily Tier 1 instruction for all students.



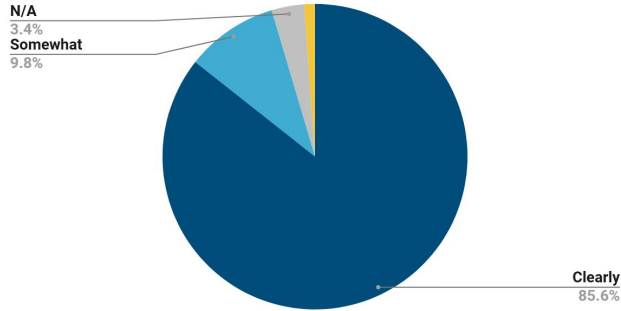
The materials used with students are solely from the HQIM. No substituting or supplementing with other materials not approved for use.



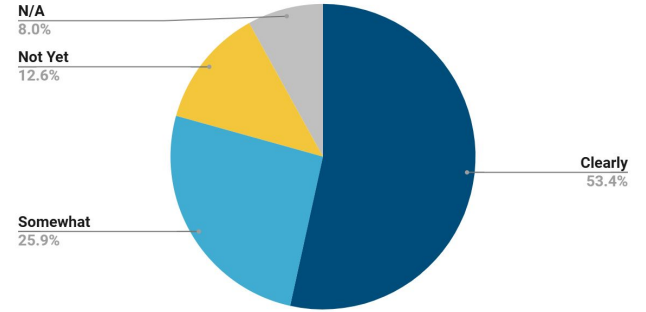
Pacing is on track (within 5 instructional days of the district-provided HQIM scope & sequence).



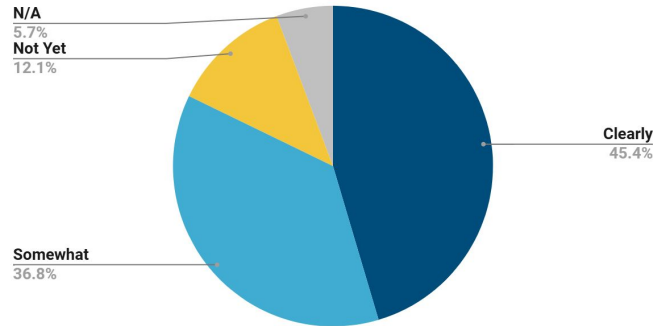
All materials are organized and readily available for the lesson.



The teacher delivers the lesson as intended with fluency, without "reading from a script".

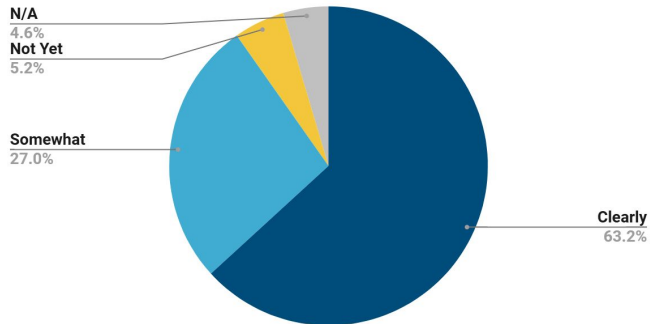


The teacher delivers the lesson in a way that demonstrates understanding of the flow and purpose of the lesson.

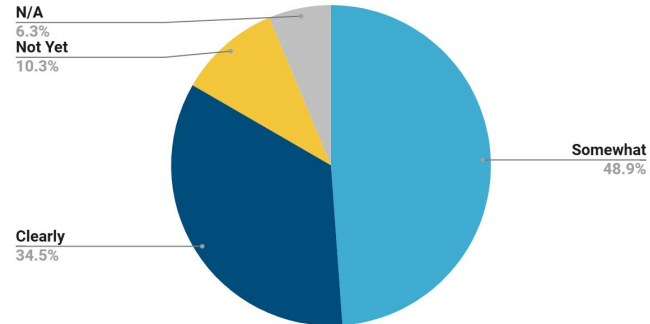


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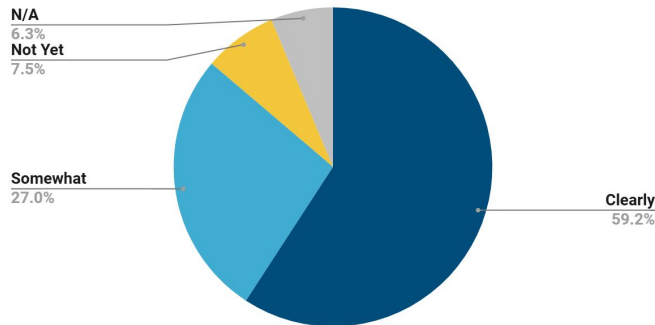
All students are answering the questions and/or working the problems/tasks from the curriculum.



All students are given the opportunity to talk, write, practice, and productively grapple with grade-level content through the HQIM.



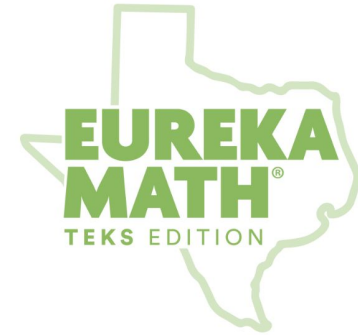
Students demonstrate increasing familiarity with product-specific routines and strategies.





HQIM Learning Walks - Fall 2024

- **HQIM Usage**
- **Teacher Practice**
- **Student Engagement**



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ExhibitIV-C

***We empower
today to
excel tomorrow.***





IGNITE
IRVING ISD

