

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES  
5:00 PM

Irving ISD Board Room  
2621 West Airport Freeway  
Irving, TX 75062  
Monday, April 14, 2025

**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. Receive Presentation of Monthly Campus Data Spotlight (A. Gomez/  
S. Hernandez) 3
  - B. Receive Updates on 6-8 Math Curriculum/Materials for the 2025-  
2026 School Year (L. Castillo/ J. Claxton) 4
  - C. Discuss Items on the April 14, 2025 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 Detection Audit Report Findings

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**

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

## **RECEIVE PRESENTATION ON CAMPUS SPOTLIGHT**

**Submitted by:** Ahna Gomez, Chief of Schools, and Samuel Hernandez, Principal of Irving High

**Summary:** A presentation will be provided to the Board highlighting high school CCMR and TSI data. A review of the school-day TSIA administration will be given, including student outcomes and recommendations moving forward. The Board will also receive information on the difference between CCMR and TSI and how the district can earn CCMR Outcome Bonus funds.

**TOPIC:** Receive Updates on 6-8 Math Curriculum/Materials for the 2025-2026 School Year

**SUBMITTED BY:** Dr. Lisa Castillo, Chief Learning Officer

**SUMMARY:** Lisa Castillo, Judy Boone, and Jana Claxton will present updates on the curriculum and instructional materials for 6-8 Mathematics for the 2025-2026 school year.

The presentation will include an overview of the proposed Math 6-8 curriculums, stakeholder feedback, and instructional alignment.

**SEE ATTACHMENT**



# Middle School Mathematics Curriculum/Materials 2025-2026 School Year

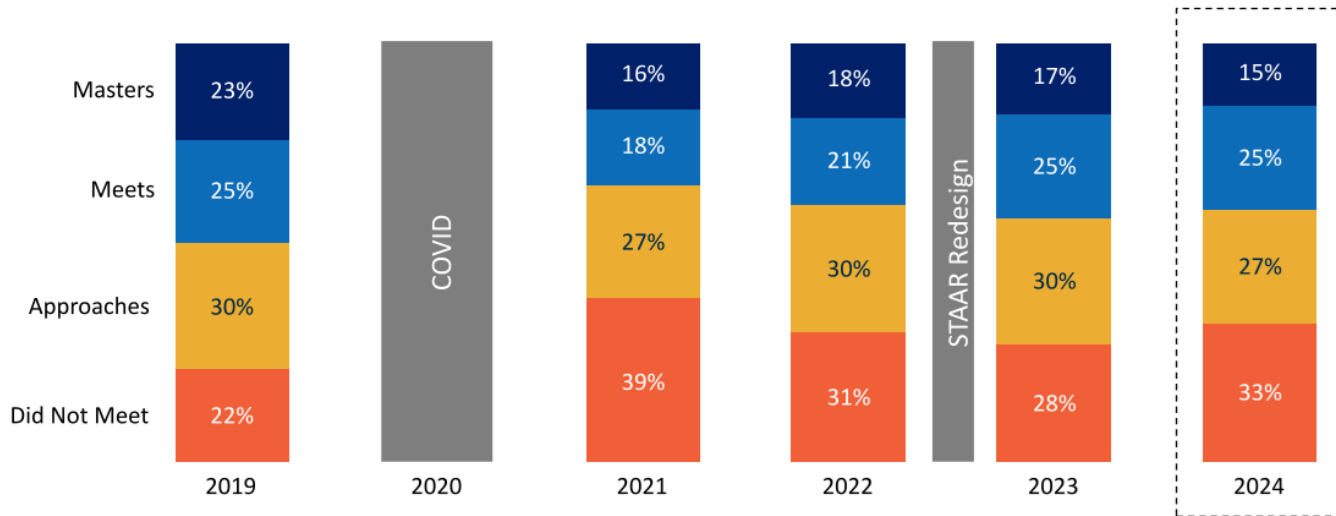


# Purpose

- Explore the context driving the consideration of a potential shift to Bluebonnet Learning Secondary Mathematics
- Build an understanding of the key features, resources, and tools provided by Bluebonnet Learning Secondary Math

# Math performance in Texas has not recovered to pre-COVID levels

% of Students by Performance Level (Math Grades 3-8)



Source: State of Texas Assessments of Academic Readiness (STAAR)



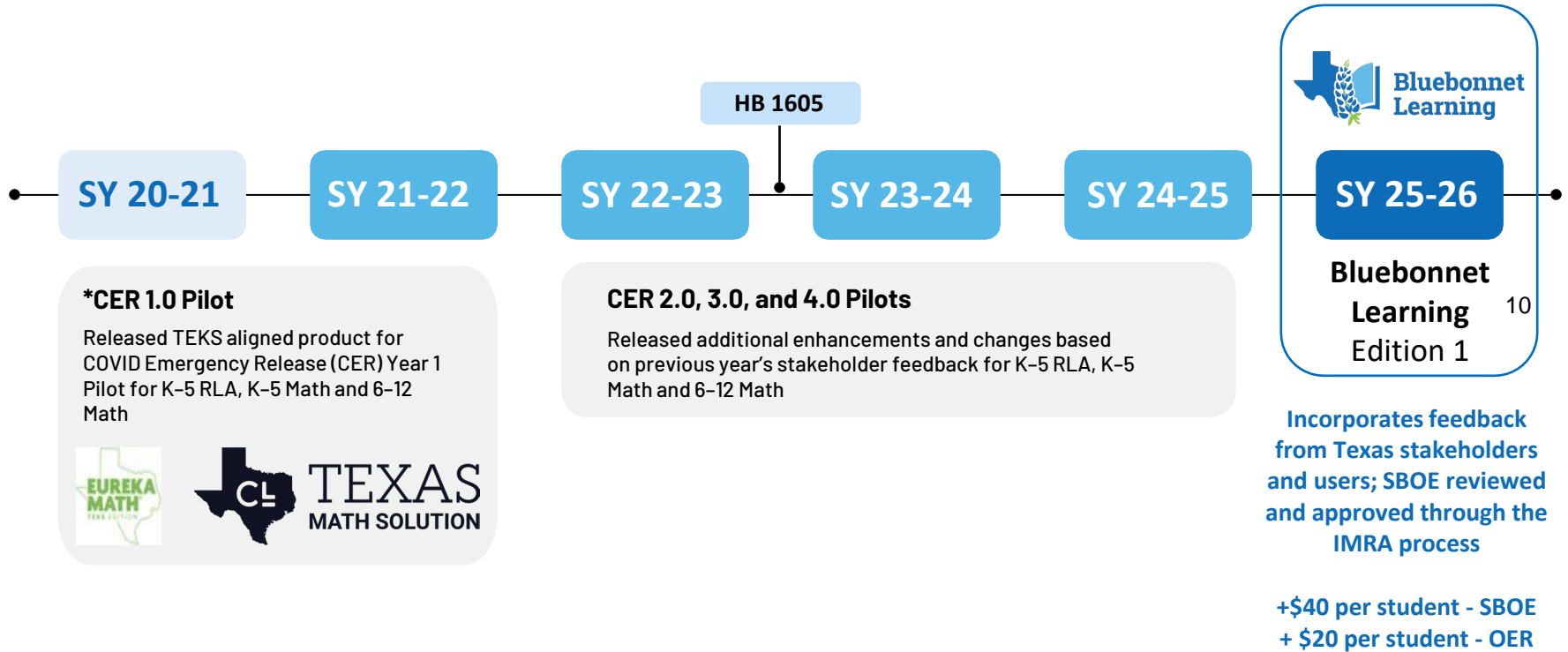
# Bluebonnet Secondary Math Proposal for 25-26 Math HQIM

- Math 6
- Math 6H Accelerated (Carnegie Learning Texas Math Solution)
- Math 7
- Math 7H Accelerated (Carnegie Learning Texas Math Solution)<sup>8</sup>
- Math 8

Biennium	24-25 Biennium				26-27 Biennium			
Calendar Year	2024		2025		2026		2027	
School Year	2024		2025		2026		2027	
Semester	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	
<b>Reading Language Arts (RLA)</b>	IMRA Reviews RLA K-5, Phonics K-3 (May-Aug. 2024)	IMRA IM Approval RLA K-5, Phonics K-3 (Nov. 2024)	Commissioner's Recommendations for Vocab/Book List RLA K-12 (Apr. 2025)	IMRA Implementation RLA K-5, Phonics K-3 (Aug. 2025)	TEKS Adoption/ Proclamation Issued Vocab/Book List RLA K-12 (Apr. 2026)	IMRA Rubric Approval RLA K-12 (Apr. 2027)		
<b>RLA Supplemental</b>				IMRA Rubric Approval RLA Supplemental (June 2025)	IMRA Reviews RLA Supplemental (May-Aug. 2026)	IMRA IM Approval RLA Supplemental (Nov. 2026)		
<b>Math</b>	IMRA Reviews Math K-12 (May-Aug. 2024)	IMRA IM Approval Math K-12 (Nov. 2024)			IMRA Implementation Math K-12 (Aug. 2025)			
<b>Advanced Math Grades 6-7</b>	TEKS Reorganization Math 6-7 Advanced (Jun. 2024)			TEKS Adoption IMRA Proclamation Math 6-7 Advanced (Apr. 2025)	IMRA Reviews Math 6-7 Advanced (May-Aug. 2026)	IMRA IM Approval Math 6-7 Advanced (Nov. 2026)		
<b>Math Supplemental</b>			IMRA Rubric Approval Math Supplemental (Nov. 2024)	IMRA Reviews Math Supplemental (May-Aug. 2025)	IMRA IM Approval Math Supplemental (Nov. 2025)	IMRA Implementation Math Supplemental (Aug. 2026)		

# SBOE IMRA Texas Essential Knowledge and Skills (TEKS) Timeline

# Evolution of TEA's Instructional Materials



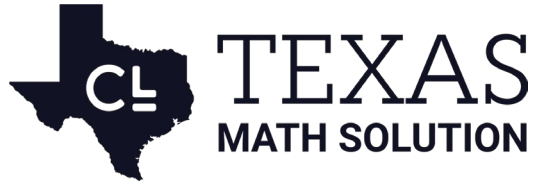
\*COVID Emergency Release (CER) Materials

\*Open Education Resource (OER) Materials



**Bluebonnet  
Learning**  
K-5 Math

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**Bluebonnet  
Learning**  
Secondary Mathematics



# Bluebonnet Learning Math improvements, based on user feedback, focus on



Greater **customization** for Texas users



Enhanced teacher **implementation** supports

12

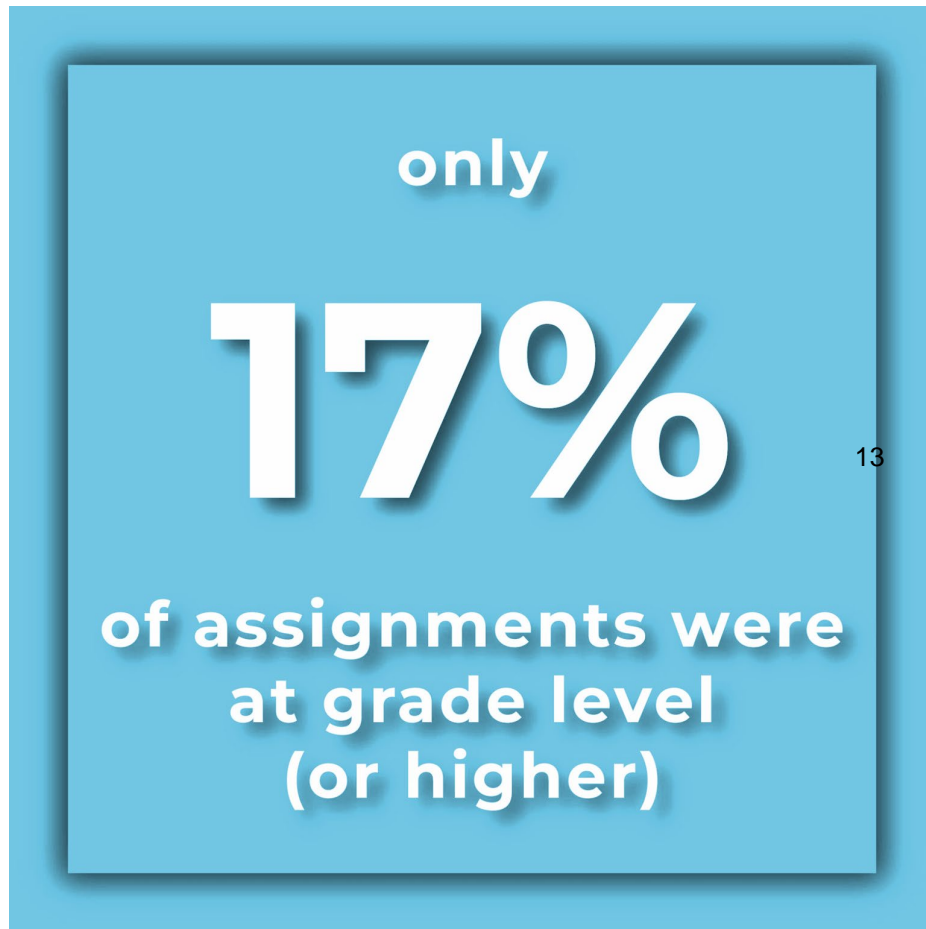


Revisions based on **pilot user** and **stakeholder** feedback



Revisions to align to new **IMRA rubrics**

**A national study  
examined  
student  
classroom work  
to see if it was  
on grade level  
and found. . .**





# Bluebonnet Learning

Secondary Mathematics

**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**

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**HQIM supports teachers by shifting from designing instructional materials...**

*Teachers use planning time to source or create instructional materials for lessons.*

**...to internalizing instructional materials**

*Teachers use planning time to internalize high-quality instructional materials and spend time deepening their understanding of lessons and deciding how best to teach the content.*



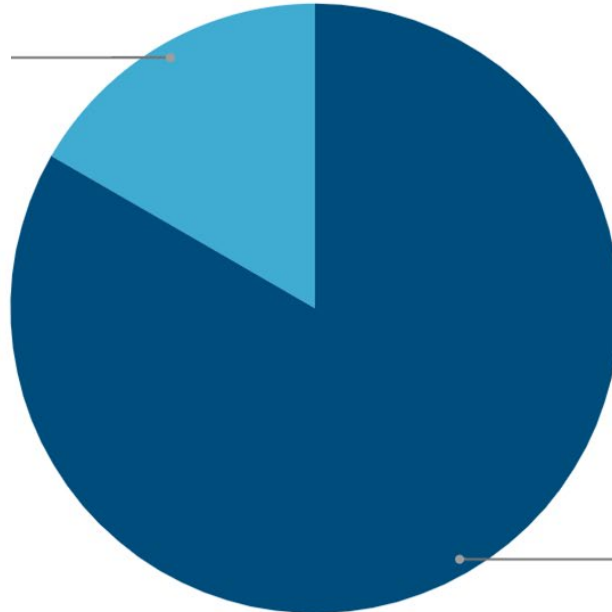
# **IISD Stakeholder Feedback**



# Principal Feedback

Where do you currently stand on moving forward with the implementation of Bluebonnet Learning Secondary Math / Carnegie Texas Solution?

I have some minor concerns, but I am IN.  
**16.7%**



I am 100% IN  
**83.3%**

## Response Options:

I am 100% IN

I have some minor concerns, but I am IN

I have major concerns that would need to be discussed prior to my commitment

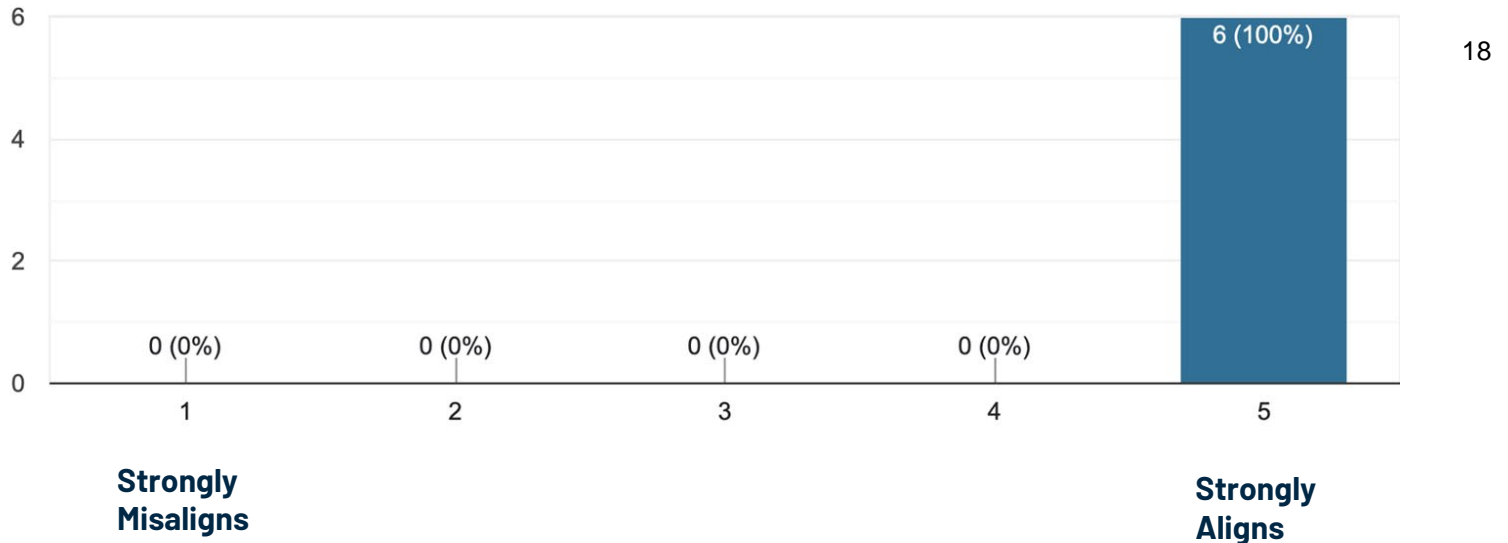
I am 100% opposed

17



# Principal Feedback

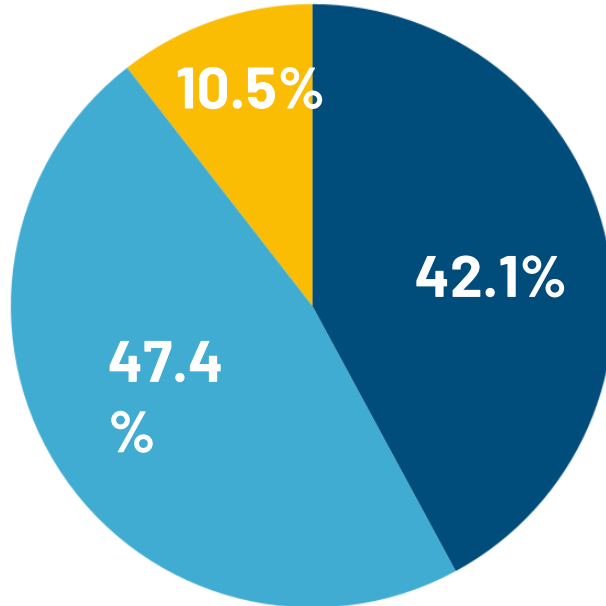
To what extent do you believe the proposed math curriculum aligns with the math instructional needs of your campus?





# Teacher Leader Feedback

## Where do you currently stand on Bluebonnet Learning Secondary Math / Carnegie Texas Solution?



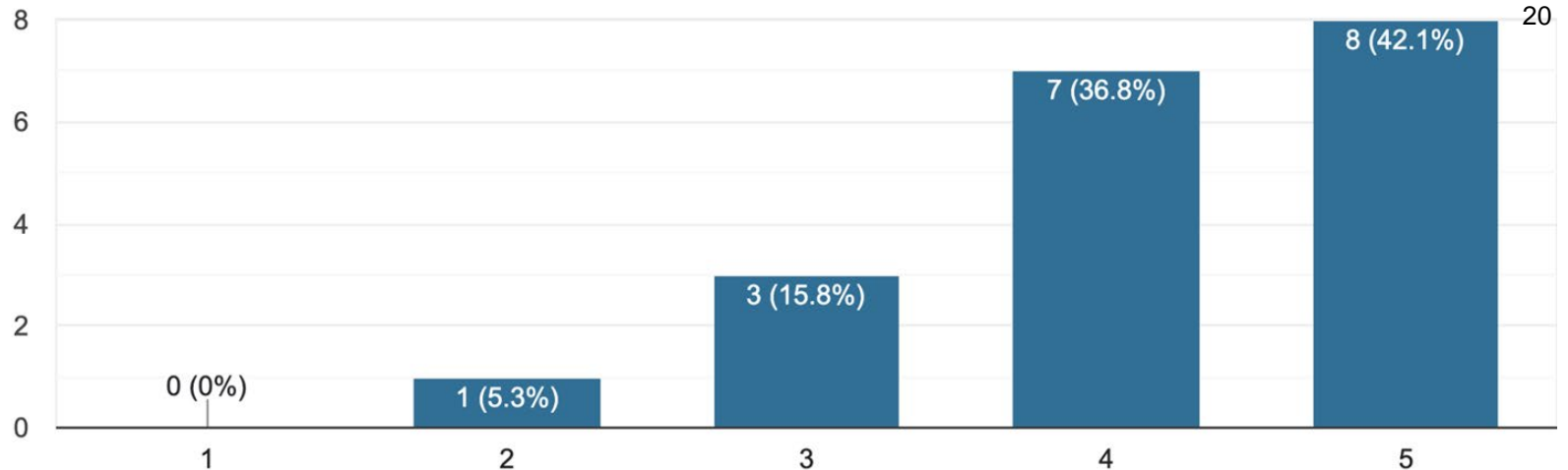
- I am excited and feel great about using Bluebonnet Learning.
- I have some minor concerns, but I am excited and feel great about using Bluebonnet Learning.
- I have major concerns and would prefer not using Bluebonnet Learning.



# Teacher Leader Feedback

To what extent do you believe the proposed math curriculum aligns with the math instructional needs of your students?

19 responses





# Deep Dive



# Bluebonnet Learning

Secondary Mathematics

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# Instructional Design

## Learning Together

**Facilitate active learning to build mathematical understanding and confidence in sharing ideas, listening to one another, and learning together.**

**Student Edition Book**

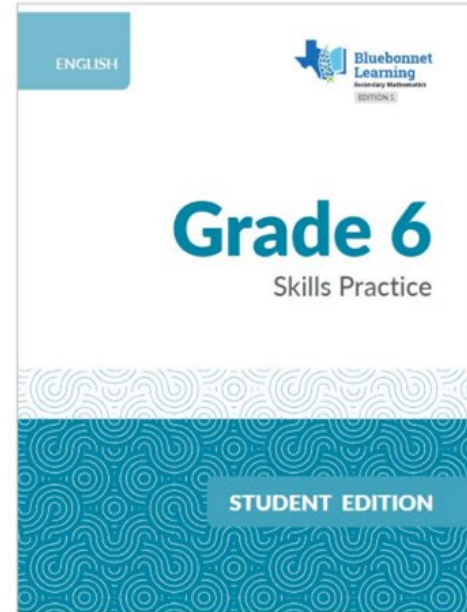
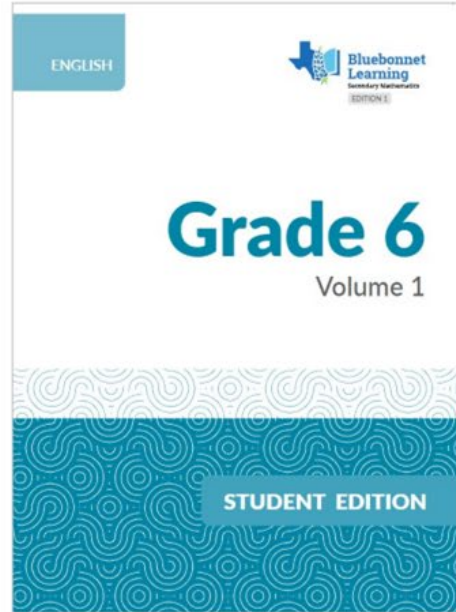
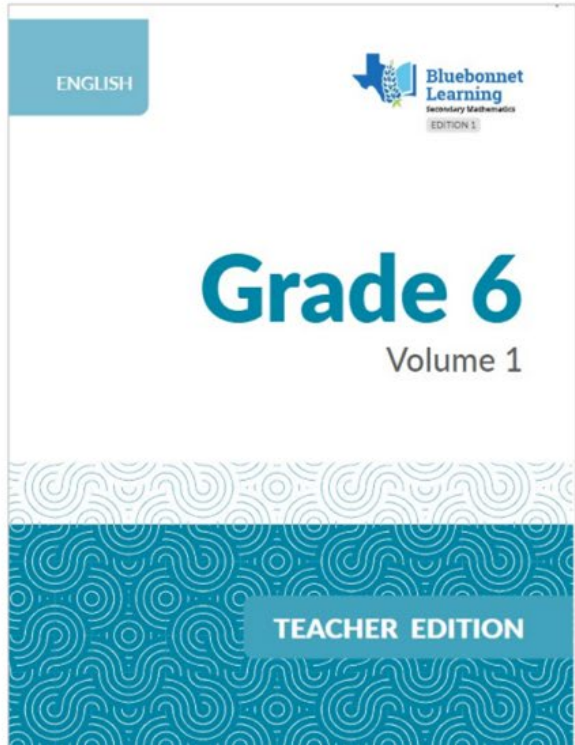
## Learning Individually

**Targeted instruction to meet the needs of each student. Can use the Skills Practice book to engage with problems aligned to each lesson's essential ideas.**

**Skills Practice Book**



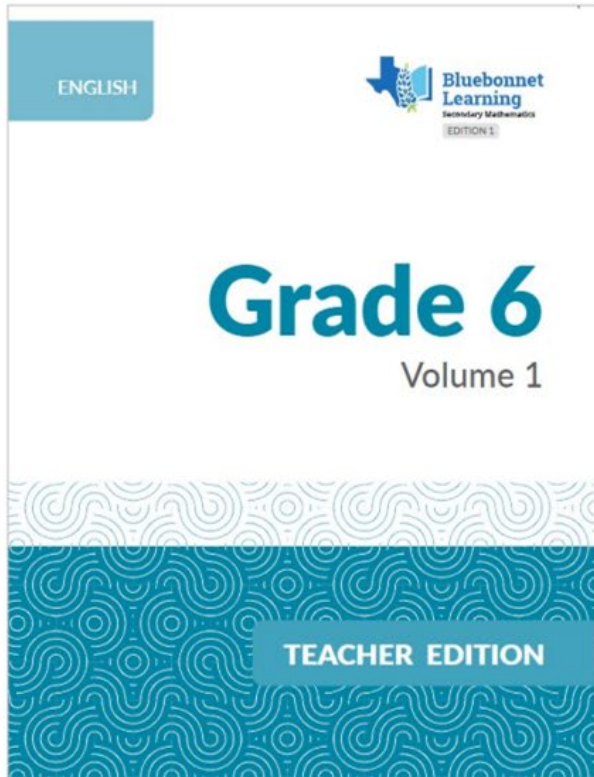
# Consumable Materials



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# Teacher Edition



**TOPIC 1 OVERVIEW**

### Factors and Multiples

*How are the key concepts of Factors and Multiples integrated? Students begin the topic with an introductory lesson on problem solving. They will use this asset throughout the course when solving problems. Students then extend their knowledge of area and numbers to represent and decompose area that represent rational expressions. They decompose numbers into factors and apply the distributive property to compare products efficiently. Students use the distributive property to express the sum of two numbers as a product of two factors. They then use their knowledge of factors to determine the greatest common factors and least common multiples.*

Students continue to engage in reasoning as they create and use graphical models to represent and compare fractions as well as to determine equivalent fractions. They begin moving from concrete models to abstract thinking when they represent area diagrams to number lines to represent and compare fractions. Students reason about the relative size of a fraction by comparing it to a benchmark fraction and identifying the relationship between the numerator and denominator. Students then consider how to decompose area models that represent fraction multiplication. They relate multiplication and division before investigating strategies for dividing fractions, learning multiple division strategies and using visual models to assess students' reasoning and conceptual understanding as they increase fluency with dividing fractions.

**Math Representation:**  
The model shows  $2 \frac{1}{2}$ .  
The division expression asks, "How many  $\frac{3}{4}$  are in  $2 \frac{1}{2}$ ?"

Although algorithms for fractions in this topic, students may not utilize this tool. Fluency requires time to develop fluency with fractions open.

**1 Writing Equivalent Expressions Using the Distributive Property**

**LESSON OVERVIEW**

Students divide area models in different ways to see that the sum of the area of the smaller regions equals the area of the whole model. They then rewrite the product of two factors as a factor times the sum of two or more terms, leading to the formulation of the distributive property.

**MATERIALS**  
None

**GRADE 6 TEKS**

**Mathematical Practices Standards**

**1** The student uses mathematical processes to explore and understand mathematical relationships.

**2** The student uses mathematical processes to explore and understand mathematical relationships.

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**100** The student uses mathematical processes to explore and understand mathematical relationships.

**ESSENTIAL IDEAS**

- The area of a rectangle is the product of its length and width.
- You can illustrate the distributive property using an area model of a rectangle with side lengths  $a$  and  $b + c$ .
- The distributive property states that for any numbers  $a$ ,  $b$ , and  $c$ ,  $a(b + c) = ab + ac$ .
- You can rewrite equivalent expressions using properties.

**MODULE 1, TOPIC 1 PACING GUIDE** 165-Day Pacing

**1 DAY PACING - 45-MINUTE SESSION**

Day 1	Day 2	Day 3	Day 4	Day 5
LESSON 1 Introduction to the Problem Solving, Reasoning, and Communication Standards	LESSON 2 Writing Equivalent Expressions Using the Distributive Property	LESSON 3 Simplifying Expressions	LESSON 4 Simplifying Expressions	LESSON 5 Simplifying Expressions
ACTIVITY 1 TAKE THE TEST	ACTIVITY 2 TAKE THE TEST	ACTIVITY 3 TAKE THE TEST	ACTIVITY 4 TAKE THE TEST	ACTIVITY 5 TAKE THE TEST
LESSON 6 Factoring a Binomial	LESSON 7 Factoring a Binomial	LESSON 8 Factoring a Binomial	LESSON 9 Factoring a Binomial	LESSON 10 Factoring a Binomial
ACTIVITY 6 TAKE THE TEST	ACTIVITY 7 TAKE THE TEST	ACTIVITY 8 TAKE THE TEST	ACTIVITY 9 TAKE THE TEST	ACTIVITY 10 TAKE THE TEST
LESSON 11 Factoring a Binomial	LESSON 12 Factoring a Binomial	LESSON 13 Factoring a Binomial	LESSON 14 Factoring a Binomial	LESSON 15 Factoring a Binomial
ACTIVITY 11 TAKE THE TEST	ACTIVITY 12 TAKE THE TEST	ACTIVITY 13 TAKE THE TEST	ACTIVITY 14 TAKE THE TEST	ACTIVITY 15 TAKE THE TEST
LESSON 16 Factoring a Binomial	LESSON 17 Factoring a Binomial	LESSON 18 Factoring a Binomial	LESSON 19 Factoring a Binomial	LESSON 20 Factoring a Binomial
ACTIVITY 16 TAKE THE TEST	ACTIVITY 17 TAKE THE TEST	ACTIVITY 18 TAKE THE TEST	ACTIVITY 19 TAKE THE TEST	ACTIVITY 20 TAKE THE TEST

**Pacing Guide**

**Lesson 1 Assignment**

**Write**  
Write an equivalent expression for the given expression using the distributive property. Show your work.

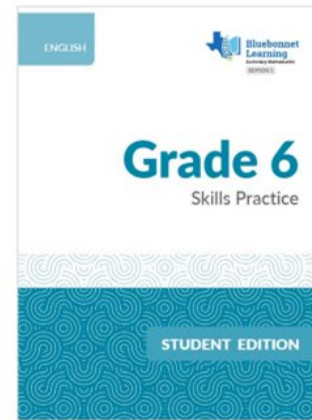
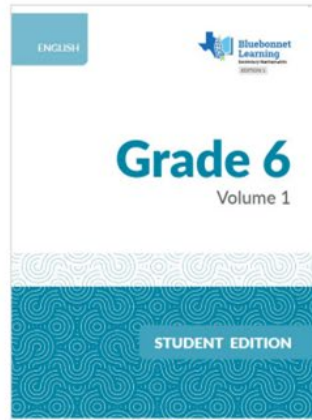
**Practice**  
Use the distributive property to write an equivalent expression for the given expression. Show your work.

**Student Responses**

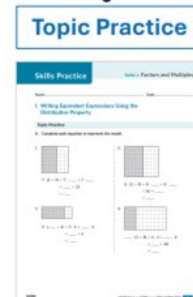
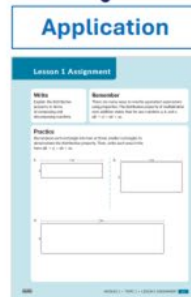
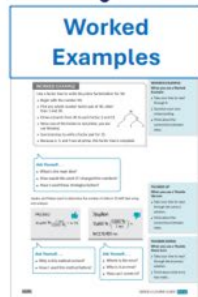
Length of side =  $2x + 3$



# Student Edition



25



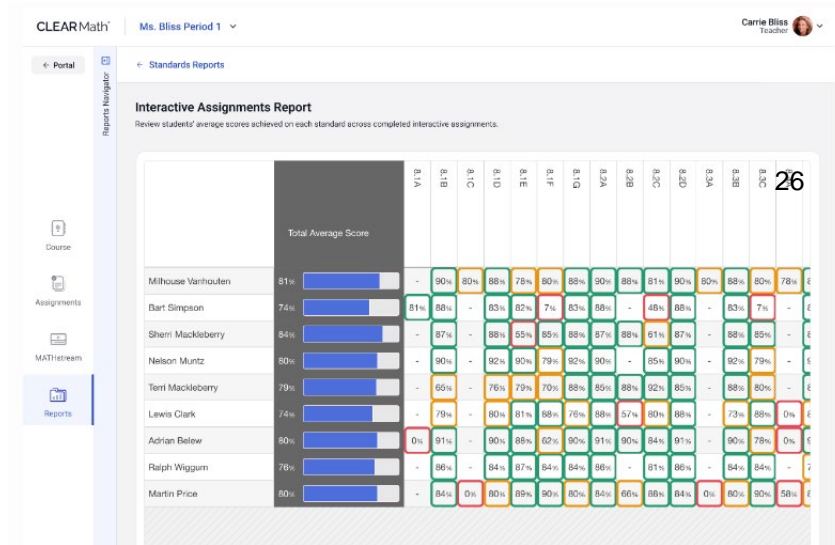
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# Carnegie/Bluebonnet Digital Component

## Clear Learning Center

- Aligned to Bluebonnet and Texas Carnegie
- Editable Google Slides for teachers
- Autograded Skills Practice
- Autograded Exit Tickets
- Data Tracking



# Bluebonnet Learning Resources & Materials Access

April 14, 2025



[TEA Bluebonnet Website](#)

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[TEA Bluebonnet FAQ](#)

Exhibit IV-B



# Next Steps

- **Additional Feedback**
- **Implementation Needs**
- **Implementation Planning**

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# IGNITE

IRVING ISD

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