

# November 2025 Curriculum Update

Laura Jones

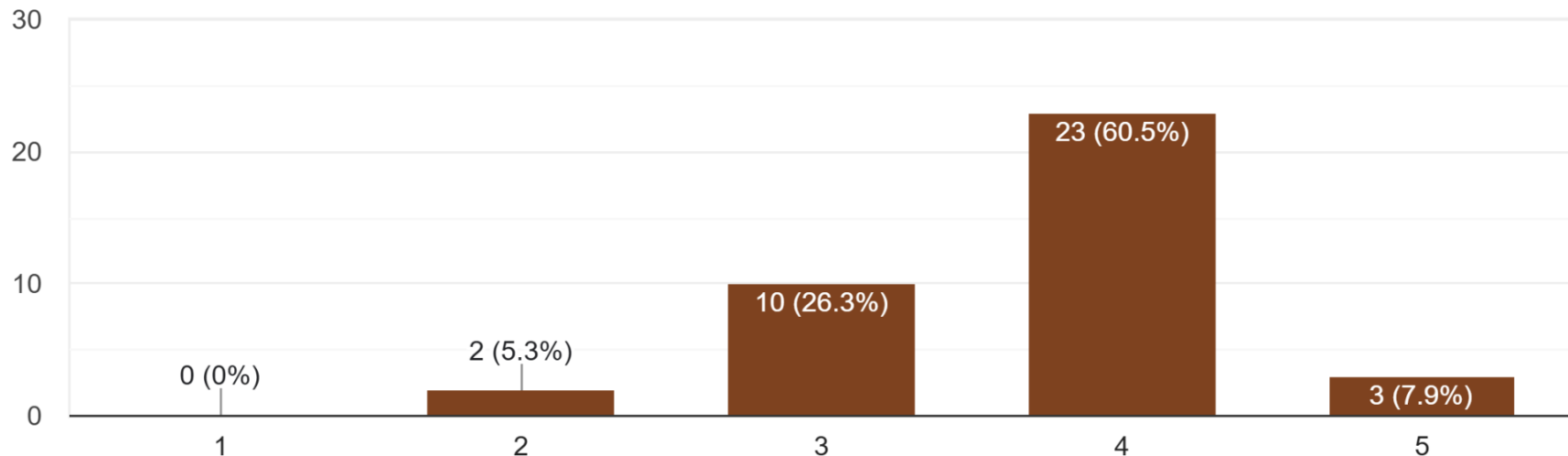
Assistant Superintendent of Curriculum, Instruction & Leadership

December 8, 2025



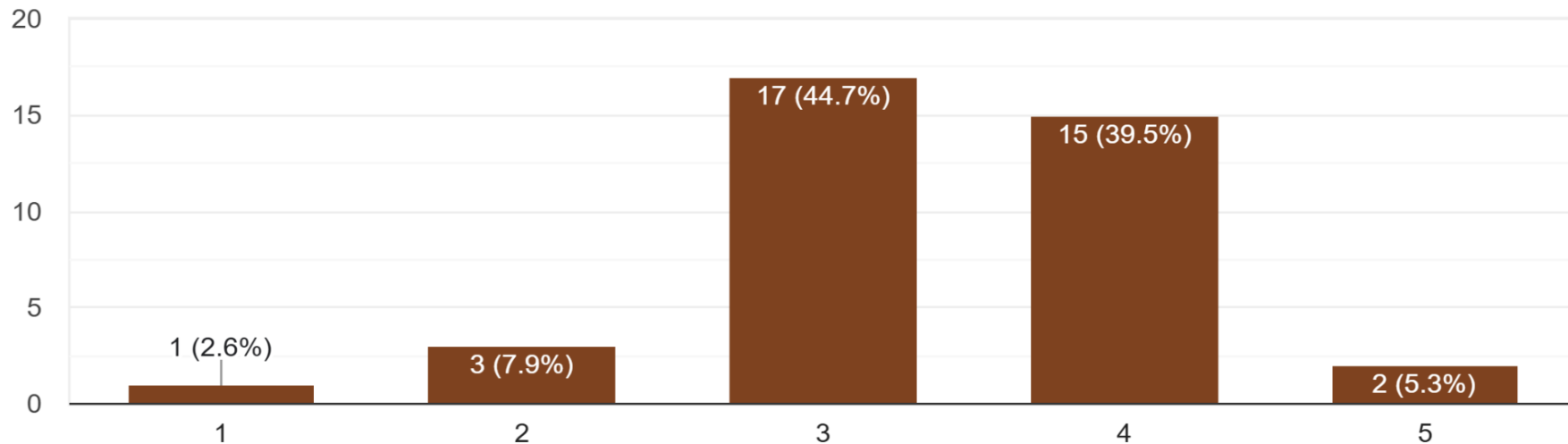
On a scale of 1–5, how comfortable do you feel implementing Bluebonnet Math in your classroom or supporting others in implementation? (1 = Not at all comfortable | 5 = Very comfortable)

38 responses



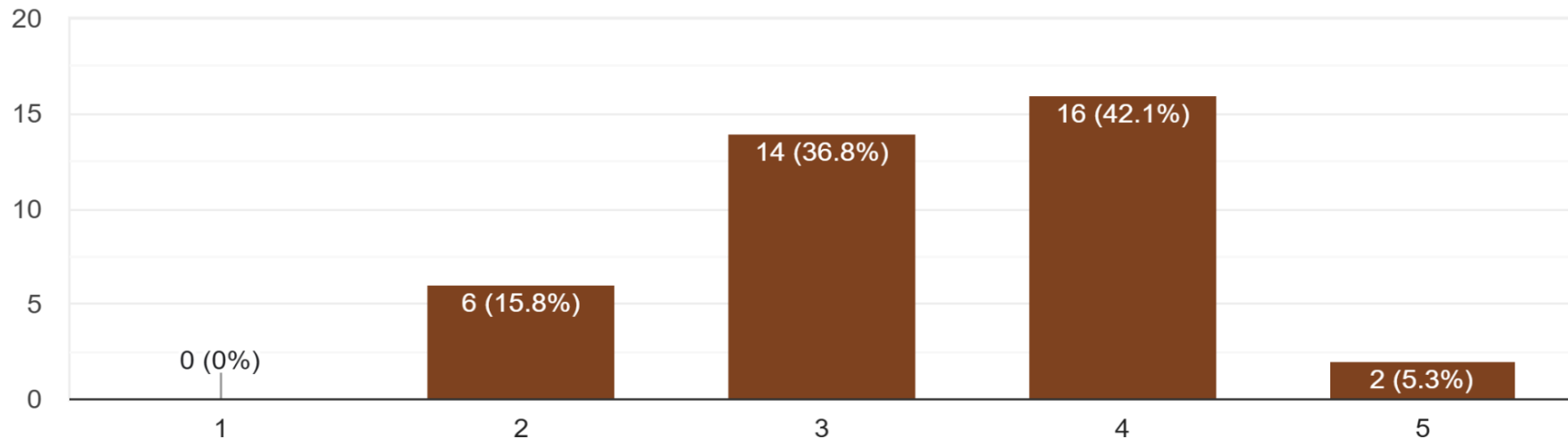
On a scale of 1–5, how satisfied are you with Bluebonnet Math overall? (1 = Very dissatisfied | 5 = Very satisfied)

38 responses



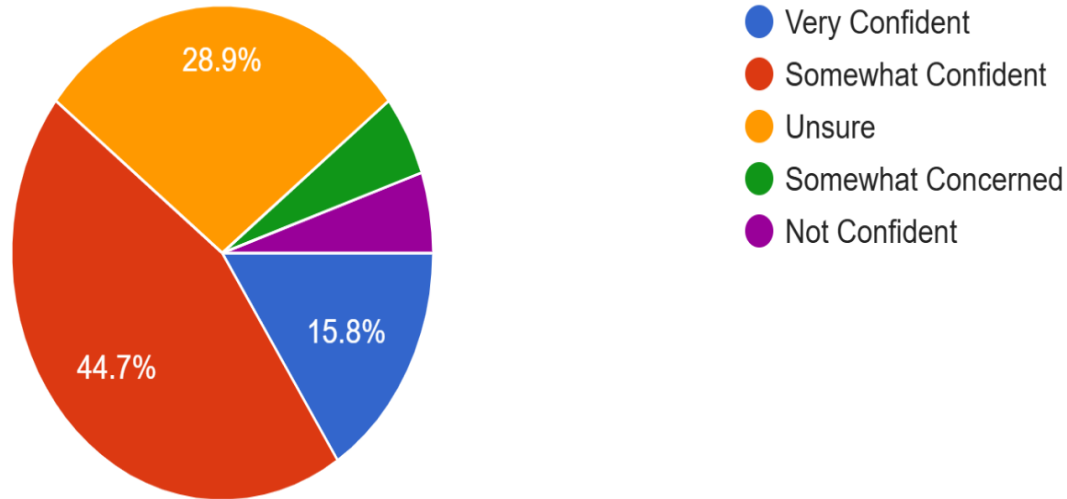
On a scale of 1–5, how effective do you believe Bluebonnet Math is for improving student understanding and achievement? (1 = Not effective | 5 = Highly effective)

38 responses



How confident are you that Bluebonnet Math supports positive student outcomes in your grade level(s)?

38 responses



What do you see as the **strengths** of the Bluebonnet Math curriculum?

38 responses

The fluency practice is a strength. I believe the scaffold of the fluency is beneficial for students.

The curriculum provides a clear, day-by-day roadmap for teachers, which is very helpful for new educators.

Variety of ways to practice a skill; the script for the teacher to use as an example of how to communicate instruction

How level questioning and on grade level lessons



A strength that I see in the Bluebonnet Math curriculum is the Application Problem's each day. It reinforces standards that were previously taught.

The curriculum is closely aligned to the TEKS ensuring that instruction is standards-based and vertically aligned across grade levels. Lessons emphasize both procedural fluency and conceptual understanding, helping students not just learn how to solve problems but also why mathematical processes work. The curriculum includes built-in supports such as reteach materials, scaffolds, and enrichment opportunities, making it easier for teachers to differentiate instruction based on student needs. Frequent formative assessments and aligned quizzes allow teachers to monitor progress and adjust instruction effectively, ensuring students stay on track toward mastery.

The rigor of the questions as well as the pacing seems to be the biggest strengths of the bluebonnet math curriculum.

Pacing helps teachers stay on track.



What do you see as the **challenges or weaknesses** of the program or our implementation so far?

38 responses

The problem set can be challenging with the variety of ways problems are set up. They are discovered through the concept development but students still struggle.

A disconnect between what was expected and what is being delivered can lead to disappointment and failure to meet project goals.

Pacing and intervention needs

A challenge that I see is the amount of content that needs to be covered in 60 minutes. Students are often discouraged when they do not complete the work.

The pacing guide is rigorous and can feel rushed, especially when reteaching or interventions are needed. Teachers often struggle to balance the need to stay on pace with ensuring deep understanding for all students. The digital and print materials can feel fragmented or overwhelming. Teachers sometimes spend more time finding and organizing resources than delivering instruction effectively.



## Skill gaps

Our teachers and students need more time to do the lessons.

A challenge is that students have not had it in previous years so there are gaps in what we are teaching.

It moves very fast, and student have gaps because of prior curriculum

Fast moving curriculum...not enough time to spiral



# What LIFT Supports

## **Curriculum Adoption Support**

Conduct needs assessments and prepare for SBOE-approved HQIM or Bluebonnet Learning adoption.

## **Professional Learning and Skill-Building**

Build instructional capacity through research-based training and coaching for leaders and teachers.

## **Observation and Feedback Systems**

Design and refine feedback cycles that elevate classroom practice and instructional leadership.

## **Implementation Training and PLCs**

Establish sustainable systems for lesson internalization, data-driven collaboration, and student-focused improvement.















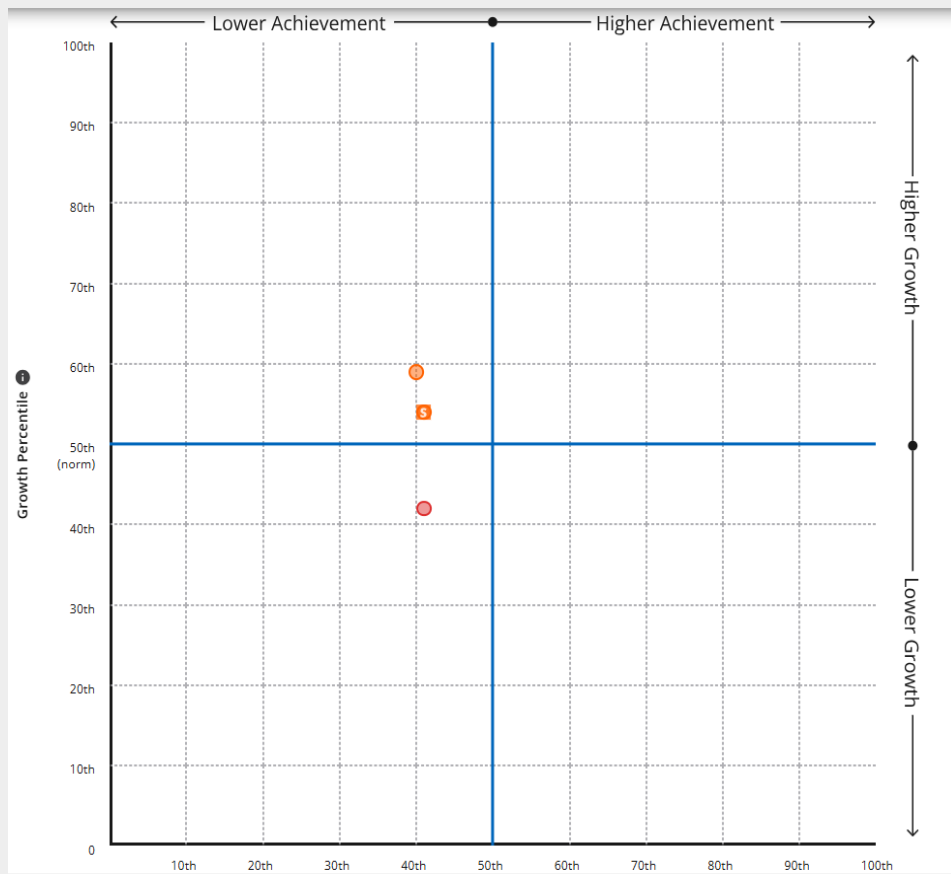




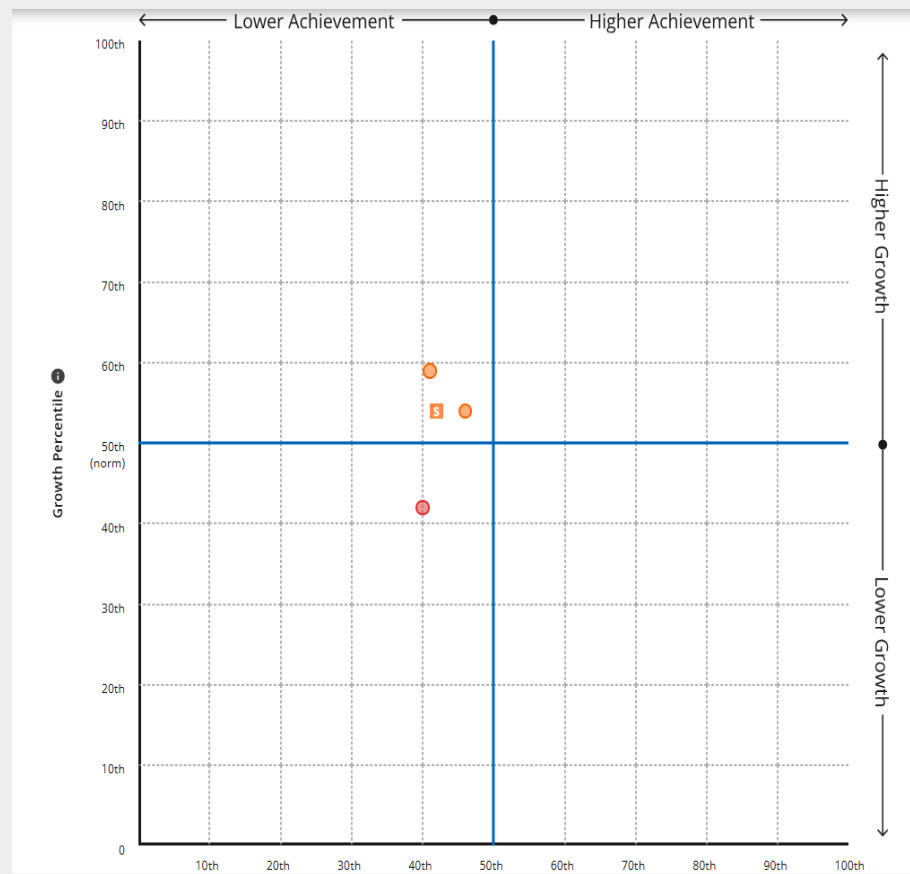


Questions?





Fall



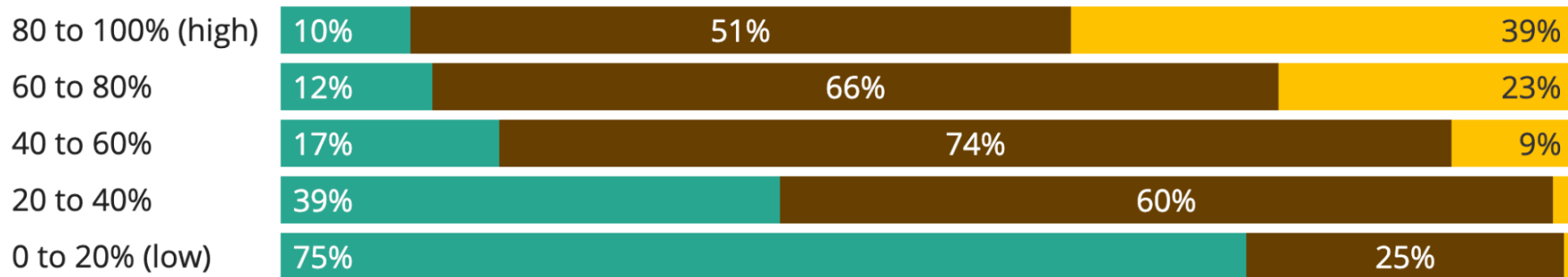
Winter



## Economically disadvantaged students are more likely to perform worse on state accountability measures

Campuses with higher proportions of economically disadvantaged students are less likely to receive As and more likely to receive lower grades on TEA's accountability system. This chart breaks down campuses by their portion of economically disadvantaged students and compares the percentage of their students who received A, B or C and lower grades.

■ A ■ B or C ■ D or F



## Westwood ISD Literacy Scoreboard - District Summary

Week Beginning:

2/3/2025

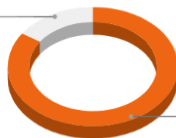
(Double Click the date field to select the begin date for the week you want to view.)

Email  
Summary

### Walkthroughs

Missing

15.6%



Made

84.4%

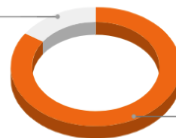
Possible: 96

Made: 81

### Coaching Conversations

Missing

15.6%



Had

84.4%

Missing: 15

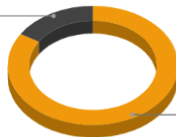
Made: 81

Not Made: 0

### i-Ready

Incomplete

16.2%



Complete

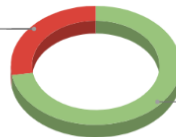
83.8%

Students with Minutes Completed: 726 / 866

### Literacy Lookfors

Missed

27.7%

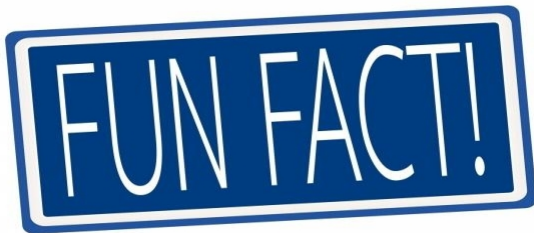


Observed

72.3%

Total Missed: 101

Total Observed: 264



This school year, over 2,600 observations happened and 98% included a coaching conversation!