

LEA Deliverable: La Vega ISD Framework Rollout Plan



Part I: Current State Analysis

			Current State		
Data Source List the data source(s) your team analyz					ırrent State
Data	K	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12
Classroom walkthroughs/forms	Conducted at the district level. CLI data	~Teachers are internalizing and utilizing Eureka with fidelity. ~Productive struggle is evident. ~Teachers are successfully guiding students through the struggle.	Walk-thru forms Lesson Exemplars/ Internalization Exit Tickets	6-8 Carnegie.	Action research centered on student dialogue and mastery learning occurring in Alg 2 MTRT sections. Student Engagement Level Forms for all math teachers weekly
V DMAC	Summative Assessments are given and stored in the DMAC	Summative Assessments are given and stored in the DMAC platform. This is used with the Solution Tree PLC Cycle. The data is used to guide instruction.	Summative Assessments are given and stored in the DMAC platform. This is used with the Solution Tree PLC Cycle. The data is used to guide instruction.	Summative Assessments are given and stored in the DMAC platform. This is used with the Solution Tree PLC Cycle. The data is used to guide instruction.	Most Recent Unit CSA 31% DNM, 69% APP, 43% MEETS 26% Masters





Teacher with Growth Tracker	N/A	■ 3rd Grade Gr	12-4 HPM Acc	N/A	🖬 Alg I Growth Track
✓ IReady	N/A	N/A	■ I-Ready Diag ■ La Vega Math	La Vega La Vega	N/A
Zearn	N/A	La Vega ISD	La Vega ISD	📧 La Vega	N/A
Cambium Fall Interim Assessment DNM = Did not meet APP = Approaches or Above MEETS = Meets or Above MASTERS Administered first week of November	N/A	Grade 3 Predicted: 67% DNM, 33% APP, 17% MEETS 7% Masters Average Scale Score Campus 1265 ESC 1316	Grade 4 Predicted: 67% DNM, 33% APP, 16% MEETS 8% Masters Average Scale Score Campus 1364 ESC 1410 Grade 5 Predicted: 46% DNM, 54% APP, 32% MEETS 14% Masters Average Scale Score Campus 1486 ESC 1526 Grade 6 Predicted: 48% DNM, 52% APP, 30% MEETS 16% Masters Average Scale Score Campus 1486 ESC 1526	Grade 7 Predicted: 52% DNM, 48% APP, 33% MEETS 12% Masters Average Scale Score Campus 1666 ESC 1687 Grade 8 Predicted: 53% DNM, 47% APP, 40% MEETS 19% Masters Average Scale Score Campus 1718 ESC 1755	ALG 1 Predicted: 50% DNM, 50% APP, 29% MEETS 19% Masters Average Scale Score Campus 3500 ESC 3632
✓ Mathia	N/A	N/A	Mathia Usage	Mathia Usage	N/A





Part II: Conduct a Gap Analysis

What are we currently doing that supports/is aligned with our Instructional Framework?

- Teachers and students are using Eureka (3-5) and Carnegie (6-8) to engage in daily classroom instruction, practice, and application of math skills
- Teachers have continued training in curriculums and RBIS
- Admin is providing feedback from classroom walks
- Data PLCs and TXLS time is provided for teachers to internalize and analyze data individually and collaboratively
- Coaching and training from Region 12 (on-site and at the ESC)
- Our staff has been trained in the Math RBIS and are incorporating what they have learned into the classroom.
- Admin and teachers are using an Eureka pacing guide
- We are using Mathia (blended learning)
- Elementary is using Zearn
- Using manipulatives- ordered more
- Using iReady- diagnostic and personalized instruction
- Students are persevering in problem-solving in multiple ways, productive struggle, and using academic vocabulary
- Admin, MCLs, and teachers are analyzing student data
- Teachers are implementing with fidelity in so trying to provide opportunities for productive struggle, wait time, and encouraging independent thinking while monitoring student mathematics performance
- Newsletter and email correspondence is sent home, communicating classroom strategies and encouraging attendance

What are the specific gaps that exist between our current state and desired state?	What are the highest leverage moves we might consider addressing these gaps? Consider: Curriculum and Instructional Materials, Professional Learning, Coaching Tools, etc.
Continued Mindset around the productive struggle	A change of mindset, continued support, and letting teachers know it is okay for students to struggle. We want to see that.
Teachers need to trust the alignment and depth of the new curriculum fully	Teachers are coming along and seeing results. (The how and why is beginning to make sense)
Pacing within the lesson and across the year	Readjusting the pacing calendar because of special days
Clear expectations for the usage of HQIM and other resources	Continue being proactive and supportive and supporting current grades for next year with the new HQIM.
Lack of accountability with the HQIM program and fidelity	Using curriculums but also still relying on how strategies are taught or have been taught
Support for diverse learners, including special education	Work in progress regarding special education. Changed





and at-risk populations	the model to tier 1 instruction and added a resource time. IEPs are done during resource time.
New/alt-cert teachers support with their understanding and instruction of the content	Supported by MCLs and district training is provided
Foundational Skills are lacking	A work in progress and accelerating instruction instead of remediation
Lack of student discourse	Additional training for veteran teachers
Teachers do not want students to struggle productively during an observation	A change of mindset, continued support, and letting teachers know it is okay for students to struggle. We want to see that.
Primary and Elementary wanting to start HQIM	The leadership team has been through RBIS and looks forward to vertical alignment with the district.

Recommendations that Require Approval					
Recommendation What specific action does the Leadership Team recommend?	Final Approval Who must sign off on and approve this recommendation?	Owner Who is responsible for presenting this recommendation?	Next Steps What next steps will the owner take to support this recommendation in being approved?		
Apply for K-2 Bluebonnet and Alg 1 Will work with Bluebonnet Math with all grade levels.	Assistant Superintendent for Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction	As a district committee, we have applied for various grants to assist with funding. If this does not occur, we plan to use IMRA or other federal funds.		
Instructional materials purchases/adoptions	Director of Special Programs and Assistant Superintendent for Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction	Review curriculum adoptions with principals at monthly meetings to ensure purchased/adopted materials are being implemented and that changes aren't needed.		





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Develop PD Plan	Assistant Superintendent for Curriculum and Instruction and directors	Assistant Superintendent for Curriculum and Instruction	Schedule a meeting for April/May to discuss PD needs; Survey teachers to gather feedback on needs/wants related to curriculum implementation.
Sign up teachers for PD at Region 12	Assistant Superintendent for Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction	Search for relevant training on Region 12's website
Schedule coaching with product advisors	Assistant Superintendent for Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction	Schedule dates with product advisors and plan out expectations.
District protocol for walk-thru	Assistant Superintendent for Curriculum and Instruction	Assistant Superintendent for Curriculum and Instruction	Review the current template and adjust it as needed. Classroom observers should use the district-approved template
✓ Data analysis	Director of School Improvement and Accountability	Director of School Improvement and Accountability	Document the existing processes for analyzing assessment data and align expectations for data analysis.

Action Plan					
What What is the big action the district will take?	Who Who is responsible for leading this? Who else should support?	Goal Start Date	Goal End Date	Next Steps What next steps will the owner and support(s) take to move this work forward?	
Continue TXLS	Assistant Superintendent for Curriculum and Instruction	August 2025	June 2026	Schedule a preferred date with Beth Brabham	
Continue coaching support	Assistant Superintendent for Curriculum and Instruction	August 2025	June 2026	Schedule dates for support with Region 12 specialists	
Revisit the master schedule to determine the potential time for additional tier II supports	Director of School Improvement and Accountability/Assistant Superintendent for Curriculum and Instruction	March 2025	May 2025	Review current master schedules in the spring to discuss any potential scheduling changes that need to occur for the 25-26	





				school year for Tier II.
Update schedules to reflect needed periods for new curriculum adoptions and instructional shifts.	Director of School Improvement and Accountability/Assistant Superintendent for Curriculum and Instruction	March 2025	May 2025	Review current master schedules in the spring to discuss any potential scheduling changes that need to occur for the 25-26 school year for instructional minutes.
Continue to provide RBIS training as part of new teacher onboarding to all teachers.	Director of School Improvement and Accountability/Assistant Superintendent for Curriculum and Instruction	March 2025	July 2025	Schedule dates for support with Region 12 specialists
Mandate and monitor the use of common curriculum-embedded assessments.	Director of School Improvement and Accountability/Assistant Superintendent for Curriculum and Instruction	May 2025	May 2026	Work with the district CIA team.
Train staff on the framework (living document)	Director of School Improvement and Accountability/Assistant Superintendent for Curriculum and Instruction	March 2025	August 2025	Work with the district CIA team.
Training staff on student discourse	Director of School Improvement and Accountability/Assistant Superintendent for Curriculum and Instruction	Novemb er 2024	June 2025	Schedule dates for support with Region 12 specialists

