



Curriculum, Instruction and Assessment

November, 2025

Professional Learning/ Curriculum and Instruction

Kindergarten through Fourth Grade teachers have collaborated with one another to effectively increase achievement. A vertical team made up of 3rd -8th grade teachers have met to discuss vertical alignment and to be prepared for standards that are tested at later grade levels. Stephanie Henderson has planned each nine weeks with teams across the district to ensure understanding of the standards and best practices in order to meet the mandates and rigor of the reading standards. Danieli Parker has been meeting with teams of teachers to ensure math planning is at the rigor of the math standards. Region 7 has been used to help us collaborate with English 1 and English 2 teachers since this was an area of lower achievement last year.

Small group instruction was targeted as a high priority last year and we have continued to support teachers with this instructional practice. They are given opportunities to plan together and request modeling. Intervention teachers are working with classroom teachers to ensure strong Tier 1 instruction is occurring in our classrooms to help reduce the need for Tier 2 and Tier 3 instruction. Intervention teachers meet to collaborate (both reading and math) regularly to disaggregate common assessment data and ways to support teachers and students. They frequently plan and model for other teachers.

District and campus administrators are collaborating with teachers at planning meetings to assist teachers in understanding standards and appropriate alignment to instruction and assessments.

Conscious Discipline training was piloted with a group of teachers and administrators last year. Due to the success we saw with this training, we have continued to provide training for additional cohorts of teachers. We will provide training for other groups of teachers in January. It equips teachers to integrate social-emotional learning, discipline and self-regulation so they spend less time policing behaviors and more time teaching. It utilizes everyday events to cultivate emotional intelligence through self-regulation.

Fueling Brains has been implemented this school year in Pre-K. Teachers have been working strategically to implement the executive functioning curriculum to assist students with learning how to “normalize” in a school setting so that all students can learn.

Assessment & Accountability

Our students are preparing to take Reading Language Arts District Assessments in grades 2-6, 5th and 8th grade Science, 8th grade Social Studies, and Math District Assessments in grades 3-8. Students who need to take STAAR EOC retests will test the week of December 9-12, 2025.