

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, December 15, 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. Discuss 2026-2028 Teacher/Student School Calendars (A. Gomez) 3
 - B. Present From Vision to Action (School Leadership Updates) (A. Gomez) 16
 - C. Discuss Items on the December 15, 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 - District Vulnerability Assessment

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**

TOPIC

Discuss 2026-2028 Teacher/Student School Calendars

PRESENTED BY

AHNA GOMEZ

BACKGROUND

I am presenting the proposed 2026–2027 and 2027–2028 Student and Teacher Calendars for Board review. These calendars were developed with input from campus leaders, district departments, and operational teams to ensure alignment with instructional priorities, state requirements, assessment timelines, and community needs.

Both proposed calendars include key components such as teacher professional development days, student holidays, grading periods, early release days, and alignment with required instructional minutes. Developing two consecutive years at once allows the District to plan more effectively for staffing, budgeting, curriculum pacing, and long-term instructional initiatives.

Link to presentation: https://docs.google.com/presentation/d/1Alz6lUSv9bcfXxtSXm8Y4JKBu0EH_MF7DrkRT6YdeQ0/edit?slide=id.g229496275e0_0_21#slide=id.g229496275e0_0_21

ADDITIONAL AGENDA ATTACHMENTS

Option B 2026-2028-School-Calendars (1).pdf 1.41MB

Proposed Draft of the Calendars.pdf 1.6MB

AGENDA SHEET

MEETING DATE

Monday, December 15, 2025

TOPIC

2026-2028 Teacher/Student School Calendars

\$1,000

EXTRA YARD
TEACH



IRVING

INDEPENDENT SCHOOL DISTRICT

Review Proposed Draft of the 2026-2027 & 2027-2028 Student and Teacher Calendars

26-27 & 27-28 Draft Calendar Highlights

- Presented to various district departments for comments and considerations
- 175 - Student Days
- 187 - Teacher Days
- School year starts on Aug 11th (Tuesday) in 2026 and Aug 10th (Tuesday) in 2027
- Students have an opportunity to vote during the school day
- A fall break is still in place
- Required professional learning days earlier in the year
- Spring Break will align with Dallas College for both years
- 78,030 Minutes of instruction which is over the 75600 minutes required by the state
- Will go out for public comment from Dec 17-Jan 9 and submitted for approval for the Jan 20th board meeting

7

STUDENT CALENDAR | CALENDARIO PARA ESTUDIANTES

Holiday
Día Festivo

Begin/End Grading Period
Inicio/Fin período de calificaciones

Teacher Workday/Student Holiday
Día normal maestros/Día festivo para estudiantes

District Offices Closed
Las oficinas del distrito estarán cerradas

Early Dismissal
Salida temprana

12:30 PM - Early Childhood Schools (excludes PreK3)
Escuelas de la primera infancia (excluye Pre-Kinder 3)

12:15PM - Elementary Schools (PreK4- 5th Grade)
Escuelas primarias (Pre-Kinder 4 - 5.º grado)

12:45PM - Middle Schools (6th- 9th Grade)
Escuelas secundarias (6.º a 8.º grado)

1PM - Cardwell Career Preparatory
Centro de Preparación de Carreras Cardwell

1:15 PM - Singley Academy, Irving, MacArthur, Nimitz HS
Academia Singley, Preparatorias Irving, MacArthur y Nimitz

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/Comienzo de clases

August 11

School Ends/Fin de clases

May 27

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

August 3-10

Labor Day / Día del Trabajo

September 7

Fall Break / Vacaciones de Otoño

October 9-12

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

October 13

Holiday /Día festivo

November 2

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

November 3

Thanksgiving Break / Vacaciones de Acción de Gracias

November 23-27

Early Dismissal / Salida temprana

December 17-18

End of Semester / Fin del semestre

December 18

Christmas Break / Vacaciones de Navidad

December 21 - January 1

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

January 4-5

Second Semester Starts / Inicio del segundo semestre

January 6

MLK Jr. Day / Día de Martin Luther King Jr.

January 18

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

February 12

Presidents Day / Día de los Presidentes

February 15

Spring Break / Vacaciones de Primavera

March 15-19

Good Friday / el Viernes Santo

March 26

Early Dismissal / Salida temprana

May 26-27

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

May 28

Memorial Day / Día de los Caídos

May 31

JULY | JULIO 2026

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OCTOBER | OCTUBRE 2026

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APRIL | ABRIL 2027

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FEBRUARY | FEBRERO 2027

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MAY | MAYO 2027

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SEPTEMBER | SEPTIEMBRE 2026

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DECEMBER | DICIEMBRE 2026

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MARCH | MARZO 2027

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JUNE | JUNIO 2027

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Holiday
Día Festivo

Begin/End Grading Period
Inicio/Fin periodo de calificaciones

Teacher Workday/Student Holiday
Día normal maestros/Día festivo para estudiantes

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1:15 PM - Singley Academy, Irving, MacArthur, Nimitz HS
Academia Singley, Preparatorias Irving, MacArthur y Nimitz

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/Comienzo de clases

School Ends/Fin de clases

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

Labor Day / Día del Trabajo

Fall Break / Vacaciones de otoño

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

Holiday / Día festivo

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

Thanksgiving Break / Vacaciones de Acción de Gracias

Early Dismissal / Salida Temprana

End of Semester / Fin del Semestre

Christmas Break / Vacaciones de Navidad

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

Second Semester Starts / Inicio del Segundo Semestre

MLK Jr. Day / Día de Martin Luther King Jr.

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

Presidents Day / Día de los Presidentes

Spring Break / Vacaciones de primavera

Good Friday / el Viernes Santo

Early Dismissal / Salida Temprana

Teacher Workday/Student Holiday / Día normal maestros/Día festivo para estudiantes

Memorial Day / Día de los Caídos

August 10

May 25

August 2-9

September 6

October 8-11

October 12

November 1

November 2

November 22-26

December 16-17

December 17

December 20-31

January 3-4

January 5

January 17

February 11

February 21

March 13-17

April 14

May 24-25

May 26

May 29

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SEPTEMBER SEPTIEMBRE 2027						
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DECEMBER DICIEMBRE 2027						
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JUNE JUNIO 2028						
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EXCELLENCE **in**
ACTION





2026 - 2027

TEACHER CALENDAR | CALENDARIO PARA MAESTROS

[] Begin/End Grading Period
Inicio/ Fin periodo de calificaciones

■ Campus Preparation Day / Student Holiday
Día de preparación de la escuela/ Día festivo para estudiantes

□ District Offices Closed
Las oficinas del distrito estarán cerradas

■ Required Professional Learning / Student Holiday
Capacitación profesional obligatoria/ Día festivo para estudiantes

■ Holiday
Día Festivo

□ Early Dismissal
Salida temprano

12:30 PM - Early Childhood Schools (excludes PreK3)
Escuelas de la primera infancia (excluye Pre-Kinder 3)

12:15PM - Elementary Schools (PreK4- 5th Grade)
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12:45PM - Middle Schools (6th- 8th Grade)
Escuelas secundarias (6.º a 8.º grado)

1PM - Cardwell Career Preparatory / Student Holiday
Centro de Preparación de Carreras Cardwell

1:15 PM - Singley Academy, Irving, MacArthur, Nimitz HS
Academia Singley, Preparatorias Irving, MacArthur y Nimitz

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/Comienzo de clases

August 11

School Ends/Fin de clases

May 27

Required Professional Learning / *Capacitación profesional obligatoria*

August 3-7

Campus Preparation Day / *Día de preparación de la escuela*

August 10

Labor Day / *Día del Trabajo*

September 7

Fall Break / *Vacaciones de Otoño*

October 9-12

Required Professional Learning / *Capacitación profesional obligatoria*

October 13

Holiday / *Día festivo*

November 2

Required Professional Learning / *Capacitación profesional obligatoria*

November 3

Thanksgiving Break / *Vacaciones de Acción de Gracias*

November 23-27

Early Dismissal / *Salida temprana*

December 17-18

End of Semester / *Fin del semestre*

December 18

Christmas Break / *Vacaciones de Navidad*

December 21-January 1

Campus Preparation Day / *Día de preparación de la escuela*

January 4

Required Professional Learning / *Capacitación profesional obligatoria*

January 5

Second Semester Starts / *Inicio del segundo semestre*

January 6

MLK Jr. Day / *Día de Martin Luther King Jr.*

January 18

Required Professional Learning / *Capacitación profesional obligatoria*

February 12

Presidents Day / *Día de los Presidentes*

February 15

Spring Break / *Vacaciones de Primavera*

March 15-19

Good Friday / *el Viernes Santo*

March 26

Early Dismissal / *Salida temprana*

May 26-27

Campus Preparation Day / *Día de preparación de la escuela*

May 28

Memorial Day / *Día de los Caídos*

May 31

JULY JULIO 2026						
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OCTOBER OCTUBRE 2026						
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NOVEMBER NOVIEMBRE 2026						
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JANUARY ENERO 2027						
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FEBRUARY FEBRERO 2027						
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APRIL ABRIL 2027						
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JUNE JUNIO 2027						
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2026 - 2027

STUDENT CALENDAR | CALENDARIO PARA ESTUDIANTES

- **Holiday**
Día Festivo
- [] **Begin/End Grading Period**
Inicio/Fin periodo de calificaciones
- **Teacher Workday/Student Holiday**
Día normal maestros/Día festivo para estudiantes
- **District Offices Closed**
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- **Early Dismissal**
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- 1PM** - Cardwell Career Preparatory
Centro de Preparación de Carreras Cardwell
- 1:15 PM** - Singley Academy, Irving, MacArthur, Nimitz HS
Academia Singley, Preparatorias Irving, MacArthur y Nimitz

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/Comienzo de clases	August 11
School Ends/Fin de clases	May 27
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	August 3-10
Labor Day / <i>Día del Trabajo</i>	September 7
Fall Break / <i>Vacaciones de Otoño</i>	October 9-12
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	October 13
Holiday / <i>Día festivo</i>	November 2
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	November 3
Thanksgiving Break / <i>Vacaciones de Acción de Gracias</i>	November 23-27
Early Dismissal / <i>Salida temprana</i>	December 17-18
End of Semester / <i>Fin del semestre</i>	December 18
Christmas Break / <i>Vacaciones de Navidad</i>	December 21 - January 1
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	January 4-5
Second Semester Starts / <i>Inicio del segundo semestre</i>	January 6
MLK Jr. Day / <i>Día de Martin Luther King Jr.</i>	January 18
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	February 12
Presidents Day / <i>Día de los Presidentes</i>	February 15
Spring Break / <i>Vacaciones de Primavera</i>	March 15-19
Good Friday / <i>el Viernes Santo</i>	March 26
Early Dismissal / <i>Salida temprana</i>	May 26-27
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	May 28
Memorial Day / <i>Día de los Caídos</i>	May 31

JULY JULIO 2026						
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SEPTEMBER SEPTIEMBRE 2026						
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OCTOBER OCTUBRE 2026						
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2027 - 2028

TEACHER CALENDAR | CALENDARIO PARA MAESTROS

[] Begin/End Grading Period
Inicio/ Fin periodo de calificaciones

■ Campus Preparation Day / Student Holiday
Día de preparación de la escuela/ Día festivo para estudiantes

□ District Offices Closed
Las oficinas del distrito estarán cerradas

■ Required Professional Learning / Student Holiday
Capacitación profesional obligatoria / Día festivo para estudiantes

■ Holiday
Día Festivo

□ Early Dismissal
Salida temprano

12:30 PM - Early Childhood Schools (excludes PreK3)
Escuelas de la primera infancia (excluye Pre-Kinder 3)

12:15PM - Elementary Schools (PreK4- 5th Grade)
Escuelas primarias (Pre-Kinder 4 - 5.º grado)

12:45PM - Middle Schools (6th- 8th Grade)
Escuelas secundarias (6.º a 8.º grado)

1PM - Cardwell Career Preparatory
Centro de Preparación de Carreras Cardwell

1:15 PM - Singley Academy, Irving, MacArthur, Nimitz HS
Academia Singley, Preparatorias Irving, MacArthur y Nimitz

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/Comienzo de clases

School Ends/Fin de clases

Required Professional Learning / *Capacitación profesional obligatoria*

Campus Preparation Day / *Día de preparación de la escuela*

Labor Day / *Día del Trabajo*

Fall Break / *Vacaciones de otoño*

Required Professional Learning / *Capacitación profesional obligatoria*

Holiday / *Día festivo*

Required Professional Learning / *Capacitación profesional obligatoria*

Thanksgiving Break / *Vacaciones de Acción de Gracias*

Early Dismissal / *Salida Temprana*

End of Semester / *Fin del Semestre*

Christmas Break / *Vacaciones de Navidad*

Campus Preparation Day / *Día de preparación de la escuela*

Required Professional Learning / *Capacitación profesional obligatoria*

Second Semester Starts / *Inicio del Segundo Semestre*

MLK Jr. Day / *Día de Martin Luther King Jr.*

Required Professional Learning / *Capacitación profesional obligatoria*

Presidents Day / *Día de los Presidentes*

Spring Break / *Vacaciones de primavera*

Good Friday / *el Viernes Santo*

Early Dismissal / *Salida Temprana*

Campus Preparation Day / *Día de preparación de la escuela*

Memorial Day / *Día de los Caídos*

August 10

May 25

August 2-6

August 9

September 6

October 8-11

October 12

November 1

November 2

November 22-26

December 16-17

December 17

December 20-31

January 3

January 4

January 5

January 17

February 11

February 21

March 13-17

April 14

May 24-25

May 26

May 29

JULY | JULIO 2027

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MAY | MAYO 2028

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2027 - 2028

STUDENT CALENDAR | CALENDARIO PARA ESTUDIANTES

- **Holiday**
Día Festivo
- [] **Begin/End Grading Period**
Inicio/Fin periodo de calificaciones
- **Teacher Workday/Student Holiday**
Día normal maestros/Día festivo para estudiantes
- **District Offices Closed**
Las oficinas del distrito estarán cerradas

- **Early Dismissal**
Salida temprano
12:30 PM - Early Childhood Schools (excludes PreK3)
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Academia Singley, Preparatorias Irving, MacArthur y Nimitz

IMPORTANT DATES | FECHAS IMPORTANTES

School Starts/Comienzo de clases	August 10
School Ends/Fin de clases	May 25
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	August 2-9
Labor Day / <i>Día del Trabajo</i>	September 6
Fall Break / <i>Vacaciones de otoño</i>	October 8-11
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	October 12
Holiday / <i>Día festivo</i>	November 1
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	November 2
Thanksgiving Break / <i>Vacaciones de Acción de Gracias</i>	November 22-26
Early Dismissal / <i>Salida Temprana</i>	December 16-17
End of Semester / <i>Fin del Semestre</i>	December 17
Christmas Break / <i>Vacaciones de Navidad</i>	December 20-31
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	January 3-4
Second Semester Starts / <i>Inicio del Segundo Semestre</i>	January 5
MLK Jr. Day / <i>Día de Martin Luther King Jr.</i>	January 17
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	February 11
Presidents Day / <i>Día de los Presidentes</i>	February 21
Spring Break / <i>Vacaciones de primavera</i>	March 13-17
Good Friday / <i>el Viernes Santo</i>	April 14
Early Dismissal / <i>Salida Temprana</i>	May 24-25
Teacher Workday/Student Holiday / <i>Día normal maestros/Día festivo para estudiantes</i>	May 26
Memorial Day / <i>Día de los Caídos</i>	May 29

JULY JULIO 2027						
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TOPIC

Present From Vision To Action (School Leadership Updates)

PRESENTED BY

AHNA GOMEZ

BACKGROUND

School Leadership will provide an update on campus instructional priorities, current campus supports, and key initiatives underway across the district. This presentation is intended to inform the Board of ongoing efforts to strengthen instruction, support campuses, and improve student outcomes.

Link: https://docs.google.com/presentation/d/1zfPoxoqOEvHP4rOnkgzoqs8pVVvtMdokutCG_shNNj4/edit?usp=sharing

ADDITIONAL AGENDA ATTACHMENTS

School Leadership Board Presentation - December 2025.pdf

5.02MB

AGENDA SHEET

MEETING DATE

Monday, December 15, 2025

TOPIC

From Vision To Action (School Leadership Updates)

\$1,000

EXTRA YARD
TEACH

18

IRVING

INDEPENDENT SCHOOL DISTRICT



School Leadership Updates

December 15, 2025

Instructional Leadership Priorities

24-25 Instructional Leadership Priorities

Priority 1

Lesson Alignment/Formative Assessment & High Quality Instructional Materials

Priority 2

Data Driven Instruction & Intervention/Extension

Priority 3

Observation and Feedback

Irving ISD Instructional Leadership Priorities		
ESF Key Practices: Which ESF Key Practices align to Irving ISD Instructional Priorities?	District/Campus Systems, Structures, Non-negotiables: What systems, structures, and non-negotiables need to be in place in order for the success criteria to be mastered?	
Instructional Leadership Priority 1: Lesson Alignment/Formative Assessment & HQIM		
ESF Key Practices	District Commitments	Campus Systems, Structures, Non-Negotiables
<p>Campus Instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility. (Lever 1)</p> <p>Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations (Lever 4)</p> <p>When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons. (Lever 4)</p> <p>When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality. (Lever 4)</p> <p>Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices. (Lever 5)</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated to school instructional leadership. District policies support the effective use of standards-aligned, high quality instructional materials and assessments. The district provides access to interim assessments aligned to the standards and the expected level of rigor. (District Common Assessments) When instructional materials are adopted, the district provides the campus with standards aligned, high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. When instructional materials are developed, the district provides tools and resources to support the development of unit and daily lesson plans, aligned assessments, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation. The district ensures campuses have an assessment calendar aligned to the scope and sequence. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of 	<p>Success Criteria</p> <ul style="list-style-type: none"> Lead team members use agendas and tracking tools for their instructional priorities including observation/feedback cycles, PLCs, and data meetings. Instructional materials, including yearly scope and sequences, unit plans, and lesson plans, fully cover the TEKS and ELPS. Instructional materials connect within and across grade levels, resulting in a strategic progression of learning so that new understandings are built on previous foundations. Instructional materials include implementation supports for teachers to maintain high expectations, increase engagement, and address the needs of all learners, including special populations. Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed. Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data. Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons. Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate. Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices. <p>Non-Negotiables</p> <ul style="list-style-type: none"> The Admin team will ensure that teachers

25-26 Instructional Leadership Priorities

Priority 1

High Quality Instruction

Priority 2

Data Driven Instruction & Intervention/Extension

Priority 3

Observation and Feedback

Irving ISD Instructional Leadership Priorities		
ESF Key Practices: Which ESF Key Practices align to Irving ISD Instructional Priorities?	District/Campus Systems, Structures, Non-negotiables: What systems, structures, and non-negotiables need to be in place in order for the success criteria to be mastered?	
Instructional Leadership Priority 1: High-Quality Instruction		
ESF Key Practices	District Commitments	Campus Commitments
<p>Campus Instructional leaders use consistent written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. (Lever 1)</p> <p>Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations (Lever 4)</p> <p>When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons. (Lever 4)</p> <p>When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality. (Lever 4)</p> <p>Campus instructional leaders provide training and support so that teachers consistently implement research-based best practices for delivering rigorous instruction in any content. (Lever 5)</p>	<ul style="list-style-type: none"> When available and recommended, adopt standards-aligned, high-quality instructional materials that include complete unit and lesson plans, assessments, and integrated student support for teachers to maintain high expectations and increased engagement to meet the needs of all students. The district provides high-quality instructional materials, resources, and protocols needed for effective implementation by curriculum and content. When instructional materials are developed, the district provides tools and resources to support the development of daily lesson plans, aligned assessments, and integrated supports for teachers to maintain high expectations and increased engagement to meet the needs of all students, and all necessary materials for implementation. Instructional materials, including yearly scope and sequences, unit plans, and lesson plans, fully cover the TEKS and ELPS. Instructional materials connect within and across grade levels, resulting in a strategic progression of learning so that new understandings are built on previous foundations. The district ensures campuses have an assessment calendar aligned to the scope and sequence. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of high-quality instructional materials, alignment, and use. 	<p>Monitoring & Feedback</p> <ul style="list-style-type: none"> Campus leaders regularly monitor the usage and implementation of adopted materials as designed. Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data. <p>Support for Instructional Planning</p> <ul style="list-style-type: none"> Campus leaders provide the time, support, and resources for teachers to engage in regular internalization and analysis of student work and assessments. This results in teachers understanding the lesson outcomes and activities. <p>Curriculum Implementation & Alignment</p> <ul style="list-style-type: none"> The administrative team will ensure that teachers implement the curriculum and follow the district's scope and sequence. The instructional leadership team will monitor lesson plans for standards alignment, engagement, and rigor, OR ensure teachers are annotating and internalizing the district curriculum. <p>Lesson Requirements</p> <ul style="list-style-type: none"> For each day's lesson, teachers must ensure that the TEK, objective, and Demonstration of Learning (TOD) are posted on the classroom whiteboard and clearly referenced by teachers throughout the lesson. <p>Collaborative Planning Structures</p> <ul style="list-style-type: none"> Teacher collaboration time will be reflected on the campus master schedule. Written protocols and agendas are utilized for all collaborative team times. Know/Show Charts are created, customized, and/or utilized for all campus-identified Essential Standards. Instructional Planning Calendars are created by collaborative teams every six weeks.



High Quality Instruction



Data Driven Instruction & Intervention/Extension



Observation & Feedback

Instructional Leadership Priorities

High Quality Instruction



- Cadence for Professional Learning Teams
- Monitoring lesson plans for standards alignment, engagement, and rigor
 - Internalization and Customization
 - TEKS Alignment
 - Engagement Strategies

24

K-12 Instructional Strategies Playbook

The Instructional Strategies Playbook highlights five research-based practices we want students to experience in every classroom. These strategies give us a common language and tools that support engagement, deeper learning, and success for all students. Use this playbook as a guide to plan lessons and choose strategies that best fit your students' needs. These strategies can easily be paired and work together seamlessly.



Think-Pair-Share

Students think about a question individually, discuss with a partner, then share with the class, ensuring everyone has time to process and contribute thoughtfully.



Chunking

Teacher breaks complex information, skills, sections, or tasks into smaller, more manageable "chunks" or steps so students can learn and process them more effectively allowing the teacher to check for understanding.



Sentence Stems

Students use sentence starters as scaffolds to express ideas more clearly, completely, and with academic language in speech and writing.



Stop and Jot

Stop and Jot is a thinking and reading strategy where students pause during a lesson, text, or activity and briefly write down their thoughts, reactions, or answers.



Active Monitoring

Teachers strategically circulate during discussions and independent work to check understanding, give targeted immediate feedback, and address misconceptions in real time.

Data Driven Instruction & Intervention/Extension



- Leading structured data meetings
 - Protocols Used and Outcomes from Data Meetings
 - Frequent Progress Monitoring
 - Utilization of Formative Assessments
- Intervention Planning and Monitoring
 - Follow-up from Data Meetings
 - Intentionally Planning for Tier 2 and Tier 3 Interventions

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Data Analysis Meeting Agenda

Pre Work	Post Work
Leader: <ul style="list-style-type: none"> - Identify and communicate the assessment of focus - Determine and communicate focus TEKS and sample questions to review based on analysis of assessment data report - Create exemplar of assessment questions - Review open-ended response/written response scores - Analyze student data to identify level of mastery 	Leader: <ul style="list-style-type: none"> - Observe reteach delivery and provide in-the-moment feedback - Pull student work samples from reteach delivery to identify the impact of reteach - Hold follow-up meeting with teacher(s) to review student work samples
Teacher: <ul style="list-style-type: none"> - Complete teacher exemplar of assessment - Pull 3 High, 3 Medium, and 3 Low student samples - Review the assessment data report and determine which TEKS are highest and lowest - Analyze student mastery data and create preliminary student groups - Evaluate student work and grade written responses prior to the meeting 	Teacher: <ul style="list-style-type: none"> - Finalize reteach script and/or materials prior to delivery - Define the small groups and activities for each small group (<i>if data demonstrates small group need</i>) - Collect student work samples from reteach and from the independent small group stations

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District Data Analysis Protocol

Data Analysis Meeting Agenda		
Date:		
Topic	Time	Details & Outcomes
Prework Review	1 mins	<ul style="list-style-type: none"> - Check for prework (teacher exemplar, student assessment samples)
Success & Celebrations	3 mins	<ul style="list-style-type: none"> - Identify celebrations within data - Determine key actions leading to data successes
Identify the Gaps	13 mins	<ul style="list-style-type: none"> - Identify standard/question(s) of focus - Determine knowledge/skills needed for mastery - Review teacher/leader exemplar - Analyze student work alongside know/show to ID student gaps
Determine Conceptual Misunderstandings	5 mins	<ul style="list-style-type: none"> - Determine conceptual misunderstanding leading to student gaps - Identify the highest leverage next step for reteach

Observation and Feedback



- **Effective Coaching and Debrief Practices**
 - Closing the Feedback Loop
 - Debrief Conversations Resulting in High Leverage, Observable Goals and Action Steps
 - Revisit Prior Goals & Providing Feedback on Progress
 - Connecting the Focus, Goals, and Action Steps Around Student Outcomes
- **Real-Time Coaching**
 - Providing In-The-Moment Feedback to Teachers

Real-Time Coaching

WHAT: Real-time coaching is a strategy to provide in-the-moment feedback to a teacher that strengthens the quality of that lesson and future lessons.

WHY: Giving in-the-moment feedback helps teachers understand and implement an instructional strategy that will enhance the quality of learning for all students. Giving feedback immediately accelerates teachers' growth and development.

Observation Calibration

3 Types of Calibration Walks

- Campus Calibration Walks
- Intercampus Calibration Walks
- Supervisor Calibration Walks





Leadership Support

01	September	<ul style="list-style-type: none"> • High Quality Instruction & TEKS Aligned Planning • Strengthening Coaching Systems
02	October	<ul style="list-style-type: none"> • Strengthening Internalization and Engagement • Observation and Feedback
03	November	<ul style="list-style-type: none"> • Formative Assessment & Campus Based Assessment Systems • Strengthening Coaching Systems <ul style="list-style-type: none"> ◦ Planning for Tier 2/3 Interventions
04	January	<ul style="list-style-type: none"> • Data Driven Instruction and Progress Monitoring • Monitoring and Strengthening Coaching
05	February	<ul style="list-style-type: none"> • Intervention Planning and Time Management • Strengthening Lesson Internalization <ul style="list-style-type: none"> ◦ Responding to Trends
06	March	<ul style="list-style-type: none"> • Planning for Impact • Monitoring Student Success

Leadership Mentors

This year, we have established first and second year principal and assistant principal mentors to support leadership development. These mentors provide guidance, share best practices, and help emerging leaders reflect on their instructional leadership skills, strengthening their ability to monitor classroom instruction, support teacher growth, and drive student success.

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Elementary Supports

High Quality Instructional Materials Support



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Instructional Support Partners

- Focus on Implementation of Elementary Bluebonnet Curriculum
- Tiered Supports for Campuses - Up to 2 visits a week for Reading and 1 visit every two weeks for Math
- Monthly Leadership Professional Development

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Campus Supports

- Lesson Internalization
- Customization of Lessons
- Lesson Execution - Real Time Coaching
- Classroom Observations & Feedback
- Data Analysis
- Student Intervention Supports



Secondary Supports

HIGH IMPACT BIG ROCKS



**Big Rock
Prioritization &
Implementation**



**Student Culture
(*whole-school
and classroom*)**



**Data-Driven
Instruction**



Classroom Rigor



**Observation &
Feedback**



**Additional
instructional
systems**

Campus Leader Actions & Support

Action: Protect daily math instructional time, lead PLTs, monitor fidelity, align Tier II/III interventions.

Support: District provides training on internalization protocols, instructional pacing calendars, and coaching for walkthroughs.

Action: Ensure access to materials, manipulatives, and digital resources.

Support: Supply lesson kits, manipulatives, and digital platforms.

Teacher Actions & Support

Action: Internalize lessons, deliver instruction with fidelity, use exit tickets/DOLs, provide targeted interventions.

Support: Ongoing PLT coaching, lesson exemplars, and data analysis guidance from campus and district leaders. ⁴¹

Action: Engage in PLTs and plan reteach/extension cycles.

Support: Access to structured instructional strategies, modeling support, and collaboration time.

Interventions

Middle School

- All eight middle schools now operate under a unified RTI structure.
- Each campus provides a minimum 30-minute RTI block, 4–5 days per week, ensuring equitable access to Tier II and Tier III interventions for all students.
- Focus areas include strong Tier I instruction, structured Tier II/III intervention systems, and consistent data-driven planning.

High School

- The ABC schedule creates built-in time for real-time interventions tied to essential standards.
- Teachers provide Tier 2 support twice a week and use coaching and walkthrough feedback to adjust instruction.
- The system strengthens accountability, reduces transitions, and saves money by eliminating Enriching Students.

Accountability and Progress Monitoring

Principal Measures of Excellence

COMPONENT MEASURES

COMPONENT	MEASURE	EARLY CHILDHOOD	ELEMENTARY	MIDDLE	HIGH
T-PESS	T-PESS (All Domains)	20	20	20	20
Student Outcomes	STAAR	0	15	20	15
	NWEA MAP Math (K-10)	0	5	5	5
	NWEA MAP Reading (3-10)	0	5	5	5
	Circle	30	5	0	0
	TSI	0	0	0	5
Instructional Leadership Priorities	High Quality Instruction	15	15	15	15
	Observation and Feedback	10	10	10	10
Operational Effectiveness	Attendance	10	10	10	10
	Family Engagement	5	5	5	5
	Teacher Effectiveness	5	5	5	5
	Culture and Climate	5	5	5	5

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LIT Walks

- Common framework for LIT Walks aligned to T-TESS, RISE, and district priorities.
- Shared vision of high-quality instruction and learning environments.
- Clear indicators to guide feedback, coaching, and professional learning.
- Focus on equity, access, engagement, and student growth.

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LIT Walks Benefits

The evidence collected during LIT Walks offer targeted, actionable feedback for campus administrators, and inform district decisions.⁴⁶ Conducting these walks strengthens instructional coherence across the district and promotes continuous improvement.

District Common Assessments

For 25-26 school year, three-week assessments will be administered consistently throughout the year. The District Common Assessments are short, targeted assessments focused on priority standards.

Rationale:

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- Administration of frequent formative assessments aligns with MTSS/RTI frameworks for continuous improvement
- Builds a culture of accountability and growth mindset
- Teachers are able to identify learning gaps early, differentiate instruction, and plan for targeted intervention and extension
- Students benefit from timely data and consistent feedback to guide their learning

Campus Progress Reviews

All principals conduct campus progress update presentations throughout the year that are designed to:

Center on Student Success: Create a focused space for principals to highlight what is working for students and where additional support is needed.

Ensure Alignment: Connect campus priorities with district goals so everyone is moving in the same direction.

Provide Support, Not Surveillance: Give principals direct access to district leaders and departments to remove barriers and secure resources.

Promote Collaboration: Encourage a culture of shared problem-solving.

Strengthen Accountability with Partnership: Establish a rhythm of transparent reporting and feedback that builds collective responsibility for results.

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In short: We are doing this to make sure every campus has the right plan, the right support, and the right resources in place so that every student can succeed.

\$1,000

**EXTRA YARD
TEACHERS**

“Focus on doing the right things instead of a bunch of things.”

-Mike Krieger

EXCELLENCE  **ACTION**

