

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
5:00 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Tuesday, January 21, 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 Updates of the Irving ISD Transitional Early Exit Bilingual Program for Grades PK-5 (L. Castillo/ E. Gonzalez) 3
 - B. Receive Updates of the Adoption and Purchase of the State Board of Education Approved K-5 RLA and Math Instructional Materials (L. Castillo/ J. Pilgrim) 19
 - C. Discuss Items on the January 21, 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, Propbsed 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 (A. Smith/ K. Dodge)

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: Receive Updates of the Irving ISD Transitional Early Exit Bilingual Program for Grades PK-5

SUBMITTED BY: Dr. Lisa Castillo, Chief Learning Officer

SUMMARY: Irving ISD currently implements a One-Way Dual Language Bilingual program to serve our emergent bilingual students. To better meet the needs of our students and staff, Irving ISD will be adopting a Transitional Early Exit Bilingual program. Irving ISD Transitional bilingual/early exit is a bilingual program model in which students identified as emergent bilingual students are served in both English and the students' primary language and are prepared to meet reclassification criteria to be successful in English instruction with no second language acquisition supports not earlier than two or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of early-exit transitional bilingual education is for program participants to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language and English using content-based language instruction methods.

SEE ATTACHMENT



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Updates of Irving ISD Transitional Early Exit Bilingual Program for Grades PK -5

Bilingual, ESL, and Language Services

2024 -2025 Bilingual Programing Updates

- **Current Program Description**
 - Dual Language One-Way
 - Dual Language Two-Way

- **2024-2025 Task Force** 6
 - Identified Needs
 - Feedback
 - Proposed Shifts

- **Transitional Early/Exit Model**
 - Goals
 - Sample Instructional Schedule





2024 -2025 Dual Language Programs

Bilingual One-Way Model

- Emergent Bilinguals who speak Spanish
- PreK-5
- Fluent in both English and Spanish by end of 5th grade
- Requires Bilingual Certification or Bilingual and ESL teachers working together

Bilingual Two-Way Model

- Emergent Bilinguals who speak Spanish and Non-Emergent Bilinguals who speak English
- K-12
- All participants develop fluency in both languages
- Requires Bilingual Certification or Bilingual and ESL teachers working together

Dual Language-One Way

Dual Language Framework	K 80/20	1 70/30	2 60/40	3 50/50	4 50/50	5 50/50
Spanish Language Arts (SLAR)	100 minutes	100 minutes	100 minutes	120 min	90 min	90 min
English Language Development/ELAR	20 minutes	20 minutes	20 minutes	120 min	90 min	90 min
RLA Small Group RH (Tier 2 & 3)	55 minutes	55 minutes	55 minutes	55 minutes	40 minutes	40 minutes
Math or RLA RH					30 minutes	30 minutes
Science	50 minutes	50 minutes	50 minutes	50 minutes	55 minutes	55 minutes
Social Studies					30 minutes	30 minutes
Math	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Math Small Group RH (Tier 2 & 3)	50 minutes	50 minutes	50 minutes	50 minutes	30 minutes	30 minutes

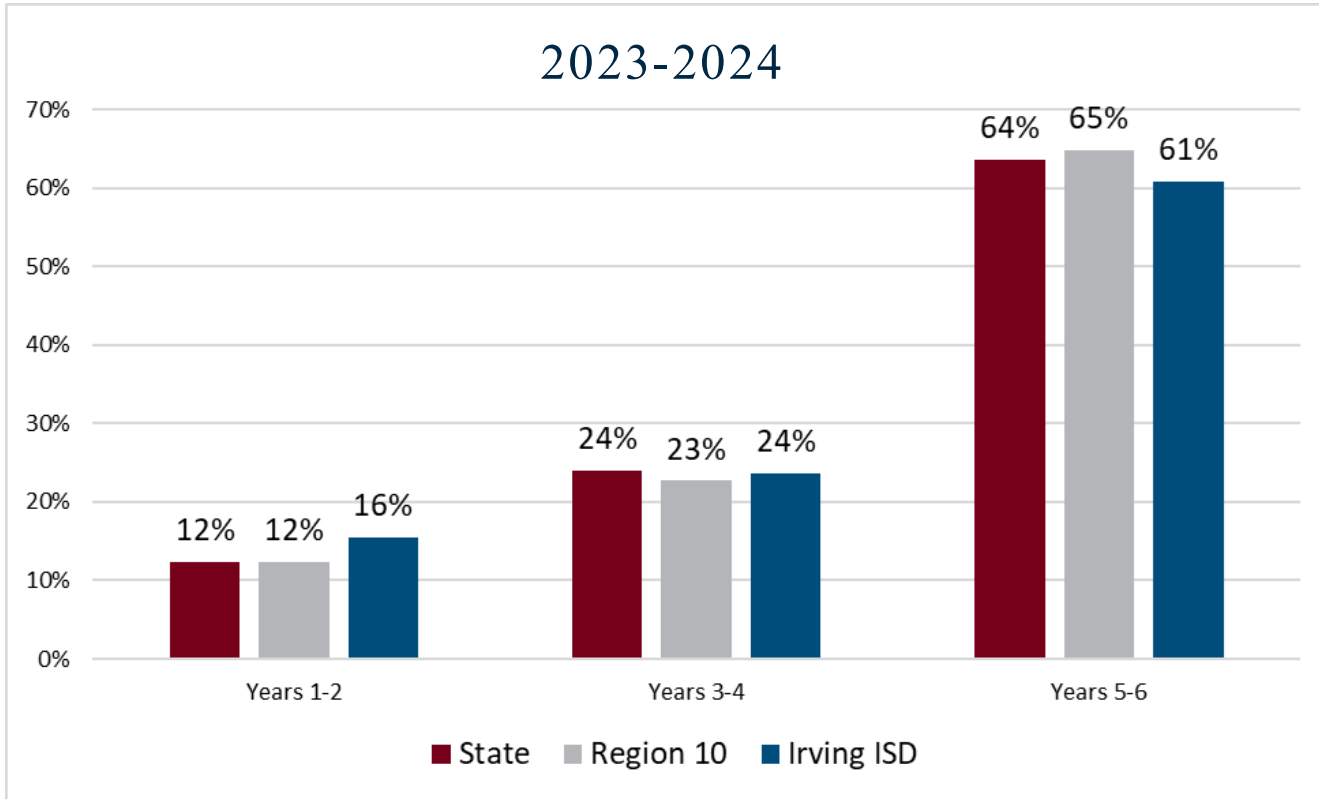


Dual Language-Two Way

Dual Language Framework	K 50/50		1 50/50		2 50/50		3 50/50		4 50/50		5 50/50	
	A Week	B Week	A Week	B Week	A Week	B Week	A Week	B Week	A Week	B Week	A Week	B Week
Spanish Language Arts (SLAR)	120 min		120 min		120 min		120 min		90 min		90 min	
English Language Arts (ELAR)		120 min		120 min		120 min		120 min		90 min		90 min
Small Group RLA	55 min		55 min		55 min		55 min		40 min		40 min	
Math Small Group/1416 Block									30 min		30 min	
Science	50 min	50 min	50 min	50 min	50 min	50 min	50 min	50 min	55 min	55 min	55 min	55 min
Social Studies									30 min	30 min	30 min	30 min
Math	60 min	60 min	60 min	60 min	60 min	60 min	60 min	60 min	60 min	60 min	60 min	60 min
Math Small Group	50 min		50 min		50 min		50 min		30 min		30 min	



Years in Schools





BIL/ESL Task Force Feedback

The Irving ISD Bilingual/ ESL Task Force, comprised of 35 members including elementary administrators, certified bilingual teachers, and central office personnel who:

- Analyzed student and teacher data
- Explored barriers and opportunities
- Provided feedback to enhance student success

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- Increase number of fully certified Bilingual Teachers in PK-3
- Increase English language acquisition by 6th grade
- Close academic growth and achievement gaps within Emergent Bilingual student population and peers



Staffing



Language of Assessment



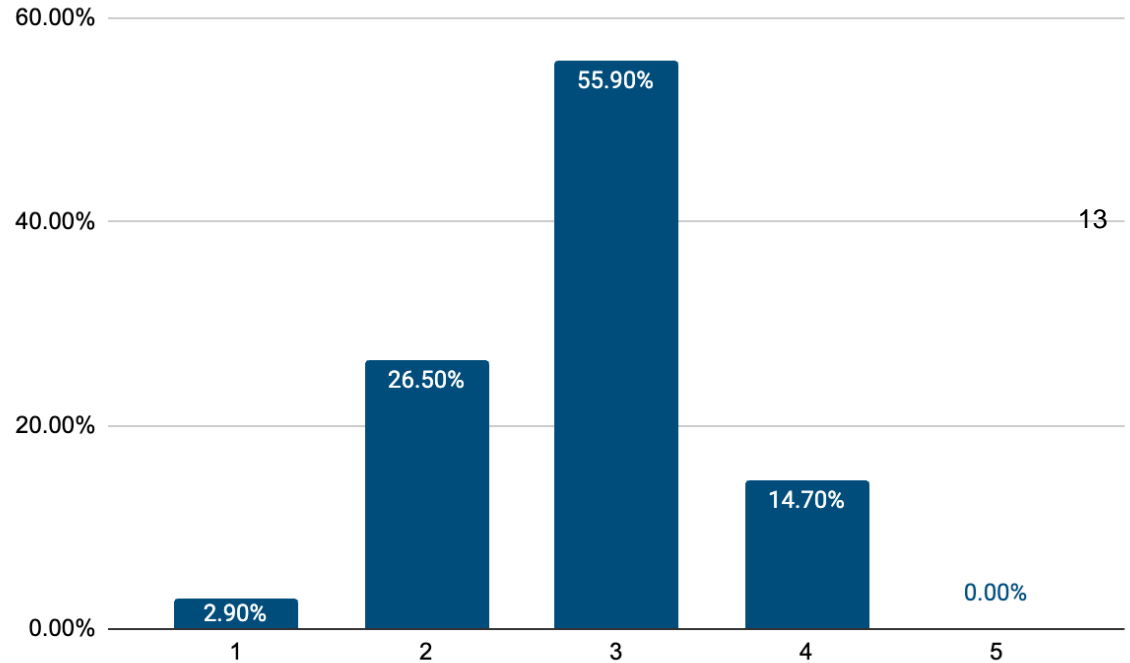
Dual Language Programing



Administrator and Teacher Task Force Feedback

How would you rate our current Irving ISD One - Way Dual Language Bilingual Program?

- 1- Strongly Disagree
- 2- Disagree
- 3- Neutral
- 4- Agree
- 5- Strongly Agree





2025 -2026 Proposed Shifts

Based on feedback and current challenges we are proposing to make adjustments to the current model to begin in the 2025 2026 School Year.

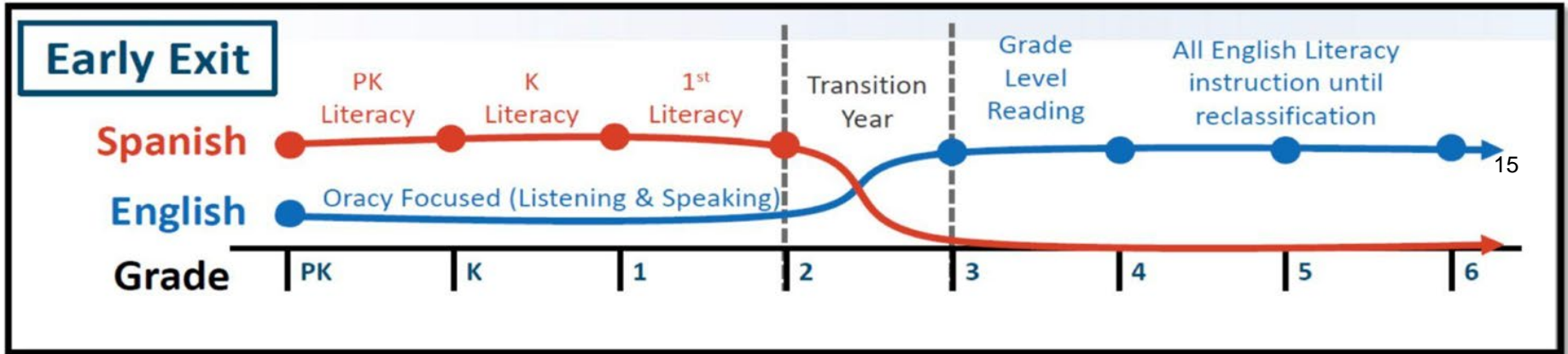
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- Dual Language One-Way Program updated to a Transitional Early Exit Model

**Dual Language TwoWay Program will not be adjusted.*



Transitional Early Exit Model





Goals of Transitional Early Exit Model

To ensure that:

- A strong linguistic foundation is fostered
- Students will be prepared for academic success and biliteracy as they advance through elementary
- Grades PK-3 develop full proficiency in both Spanish and English
- Grades 4-5 students leverage primary language as a resource
- By 5th Grade Students acquire full English proficiency

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Transitional Bilingual Early Exit Model	K 70/30	1 70/30	2 70/30	3 70/30		4 90/10	5 90/10
Spanish Language Arts (SLAR)	120 minutes	120 minutes	120 minutes	120 min.			
English Language Development Skills	30 minutes	30 minutes	30 minutes	120 min.		90 minutes	90 minutes
SLAR/RLA Small Group Rtl (Tier 2 & 3)	45 minutes	45 minutes	45 minutes	45-55 minutes		30-40 minutes	30-40 minutes
Math	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Math Small Group Rtl (Tier 2 & 3)	40 minutes	40 minutes	40 minutes	45-55 minutes		30 minutes	30 minutes
Science/Social Studies K-2	40-50 minutes	40-50 minutes	40-50 minutes	40-50 min. Science	40-50 min. S.S.		
Science						45-55 minutes	45-55 minutes
Social Studies						30 minutes	30 minutes



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TOPIC: Receive Updates of the Adoption and Purchase of the State Board of Education Approved K-5 RLA and Math Instructional Materials

SUBMITTED BY: Dr. Lisa Castillo, Chief Learning Officer

SUMMARY: The Instructional Materials Review and Approval (IMRA) process, established under House Bill 1605, centralizes the State Board of Education's (SBOE) authority over the review and approval of instructional materials. IMRA ensures quality, suitability, and alignment to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). Included on the approved materials list are the Texas Bluebonnet Learning English Reading Language Arts and English Math Instructional Materials.

SEE ATTACHMENT

To: Jerome Pilgrim, Director of Purchasing
From: Judy Boone, Director of Digital & Learning Resources
Date: January 6, 2025
Subject: Texas Bluebonnet Learning RLA and Math Materials

Mr. Pilgrim,

The Instructional Materials Review and Approval (IMRA) process, established under House Bill 1605, centralizes the State Board of Education's (SBOE) authority over the review and approval of instructional materials. IMRA ensures materials align with Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), meet quality and suitability criteria, and comply with specifications. During the 2024 IMRA Cycle, SBOE reviewed K–12 English Language Arts, Reading, and Mathematics materials, incorporating public review and feedback. Following approval, SBOE provided the materials list in December 2024 to ensure transparency and compliance with state education requirements.

Depending on actual enrollment, we estimate that we will pay no more than \$2,900,000 for Texas Bluebonnet Learning Reading Language Arts and Math Instructional Materials for Irving Independent School District students in grades K-5 for a one-year purchase. This amount covers all print, digital, and consumable materials for a (1) year period and teacher materials for the endurance of the adoption. The purchases will be funded by the Open Education Resource (OER) in-kind print per-student entitlement, and the SBOE-approved instructional materials per student entitlement, all issued by the Texas Education Agency (TEA).

Judy Boone
Director of Digital & Learning Resources
Irving Independent School District
jboone01@irvingisd.net | 972-600-4820

RECOMMENDATION FOR BOARD APPROVAL

From: Jerome Pilgrim, Director of Purchasing

To: Board of Trustees
Magda Hernandez, Superintendent of Schools

Date: January 13, 2025

Subject: Recommendation: Consider Approval of the Adoption and Purchase of the State Board of Education Approved K-5 RLA and Math Instructional Materials

Purchasing concurs with the recommendation from Judy Boone, Director of Digital & Learning Resources, and Dr. Lisa Castillo, Chief Learning Officer, to Adopt and Purchase Texas Bluebonnet Learning RLA and Math Materials.

TEC §31.103(d) re: Procurement of SBOE-approved instructional materials
A school district is not required to use a method provided by Section 44.031(a) to purchase instructional materials that have been reviewed by the agency under Section 31.023 and included on the list of approved instructional materials maintained by the State Board of Education under Section 31.022.

All purchases will be made through Vendors and Providers approved through the State Board of Education's (SBOE).

TO THE BEST OF MY KNOWLEDGE, THE RECOMMENDED VENDOR PROVIDES THE BEST VALUE FOR THE DESCRIBED SERVICES. I FURTHER CERTIFY THE ADMINISTRATION HAS COMPLETED THE PROCUREMENT PROCEDURES REQUIRED BY APPLICABLE STATE AND FEDERAL STATUTES AND REGULATIONS, BOARD POLICY CH(LOCAL).

JEROME PILGRIM
DIRECTOR OF PURCHASING



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**Updates of Adoption and Purchase of State Board of
Education Approved K -5 RLA and Math Instructional Materials
Curriculum and Instruction**

HQIM (High -quality instructional materials) provide the “what” while maintaining the instructional flexibility of teachers to address the “how”

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.

High -Quality Instructional Materials

Ensure full coverage of the TEKS

Align to evidence-based best practices in the relevant content areas

Support all learners

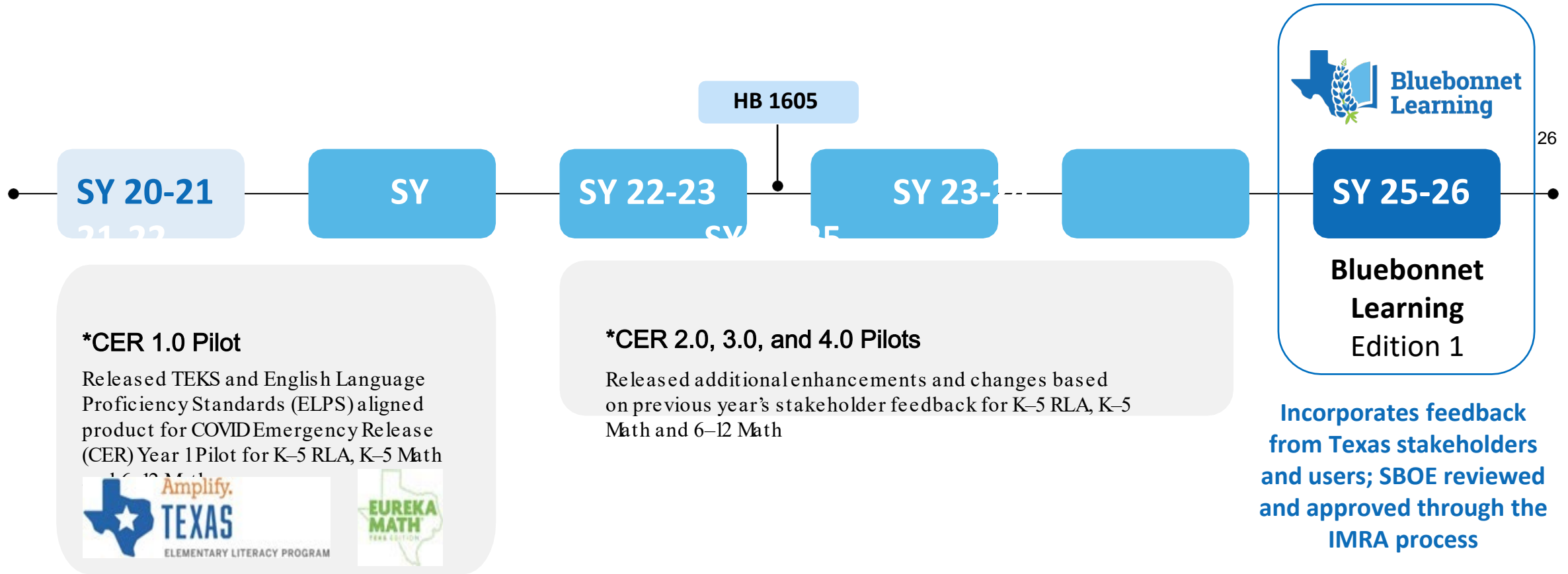
Enable frequent progress monitoring through embedded and aligned assessments

Feature implementation supports





Evolution of TEA's Instructional Materials



*COVID Emergency Relief (CER) Materials

*Open Educational Resources (OER) Materials

January 21, 2025



Stakeholder reviews informed continuous improvement from CER to Texas OER, Bluebonnet Learning



**Texas
Educators**

A small group of Texas educators and education service center (ESC) content specialists review materials and give input to inform the initial development and continuous improvement processes prior to materials being released.



Pilot Users

Once released, materials are piloted, and input is collected from pilot teachers, instructional coaches and campus and district leaders. Their input informs the continuous improvement process.



LEAs

The OER team conducts site visits at LEAs using the product and meets with interested LEAs to collect additional user input to inform continuous improvement.



During the development of Bluebonnet Learning, additional stakeholder reviews were conducted



Parents and Families

TEA conducted parent and caregiver focus groups, leveraging their feedback as part of the continuous improvement process.

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Subject Matter Experts

TEA enlisted subject matter experts (SMEs) from across the state to review and provide feedback on the Edition 1 content.



Advisory Board

TEA enlisted additional Texas-based content experts to inform product revisions.



Bluebonnet Learning products OER maintain the same instructional approach as their CER counterparts

- Same instructional design
- Same programmatic resources and components
- Same unit- and lesson-level structures
- Same rigor level
- Same opportunities for students to practice



Bluebonnet Learning improvements for Math and Reading Language Arts (RLA) focus on...



Greater **customization** for Texas users



Enhanced teacher **implementation** supports



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



Revisions to align to new **IMRA rubrics**



In **RLA**, new units and topics covering a wider knowledge map

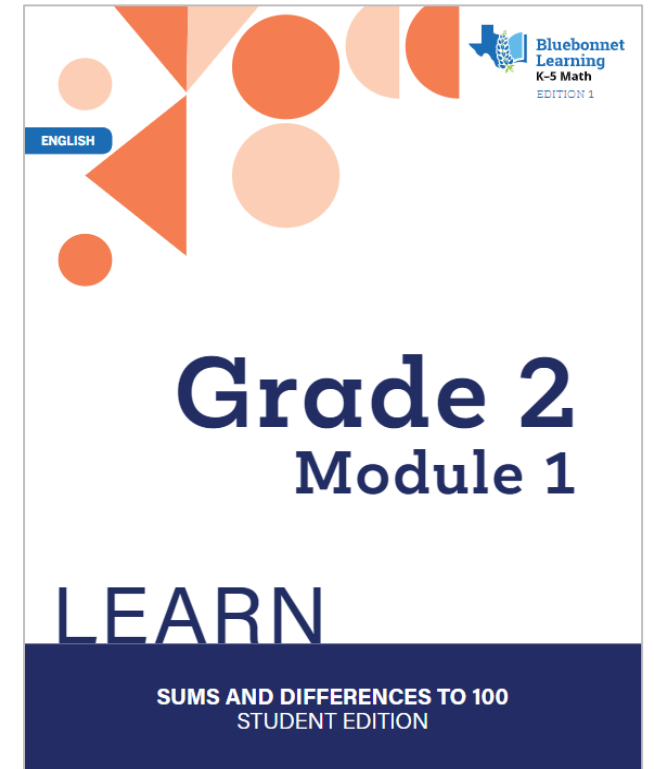
Bluebonnet Math



Bluebonnet Learning

K-5 Math

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Nearly Identical Design- Layout & Formatting

Eureka CER Version

- Topics Overview - Standards
- Pacing Overview, Notes and Guidance
- Lesson Structure
 - Application Problem
 - Concept Development
 - Student Debrief
 - Exit Ticket
 - Student Pages Embedded

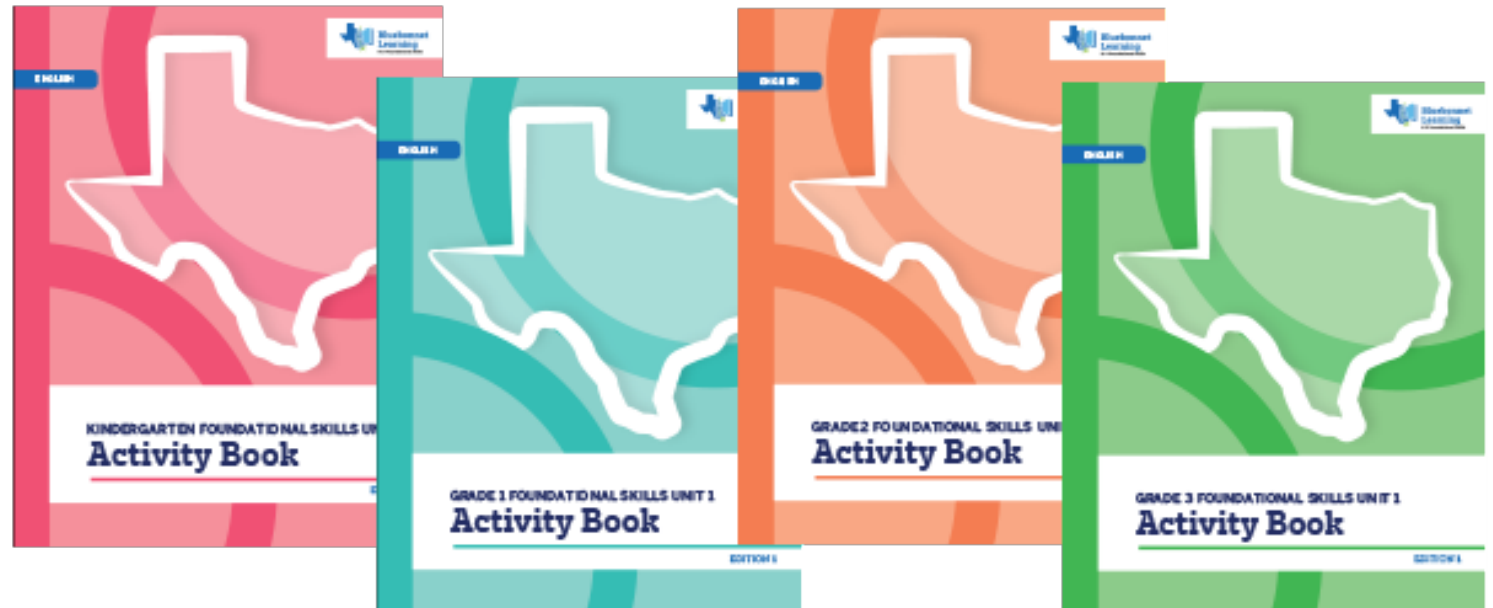
Bluebonnet Version

- Topics Overview - Standards
- Pacing Overview, Notes and Guidance
- Lesson Structure
 - Application Problem
 - Concept Development
 - Student Debrief
 - Exit Ticket
 - Student Pages Embedded

Bluebonnet RLA



Bluebonnet Learning™





Design & Formatting Similarities

Amplify CER Version Teacher Guide

- Detailed Table of Contents
 - Lesson Overview with Lesson Components and Time Stamps
 - Pausing Points
 - Review, Assessment and Culminating Activity Pacing
- Unit/Domain Overview
 - Introduction
 - Unit/Domain Support Docs List
 - Core Vocabulary List
 - Content Objectives
 - Writing Overview

Bluebonnet Version Teacher Guide

- Detailed Table of Contents
 - Lesson Overview with Lesson Components and Time Stamps
 - Pausing Points
 - Review, Assessment and Culminating Activity Pacing
- Unit/Domain Overview
 - Introduction
 - Unit/Domain Support Docs List
 - Core Vocabulary List
 - Content Objectives
 - Writing Overview

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Knowledge Map with Levels of Revision

Bluebonnet Learning Edition 1 K–5 RLA

	Minimal revisions to unit (24)
	One or more text changes within unit (32)
	New unit for Edition 1 (6)



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
1	Nursery Rhymes & Fables	Sharing Stories	Fairy Tales and Tall Tales	<i>The Wind in the Willows</i>	Personal Narratives	Personal Narratives	1
2	The Five Senses	The Human Body	The Ancient Greek Civilization	Animal Classification	Eureka!	The Renaissance	2
3	Fairy Tales and Folktales	Early American Civilization	Stories of the Ancient Greeks	The Human Body	<i>Letters from Heaven</i>	Early American Civilizations	3
4	Plants	Astronomy	The War of 1812	Ancient Rome	The Middle Ages	<i>Don Quixote</i>	4
5	Farms	This Planet Rocks	Cycles of Nature	Exploring Sight and Sound	American Revolution	Poetry	5
6	Colonial & Native Americans	Animals and Habitats	Insects	Astronomy	<i>Treasure Island</i>	<i>Midsummer Nights Dream</i>	6
7	Serving Our Neighbors	Fairy Tales	The US Civil War	Native American Cultures	Poetry	World War II	7
8	Kings and Queens	American Independence	The Human Body	Early Explorations of N America	Geology	Chemical Matter	8
9	Seasons and Weather	Frontier Explorers	Land of Opportunity	Colonial America	Energy	Juneteenth and Beyond	9
10	America: Our Great Country	Adventure Stories	Fighting for a Cause	All That Jazz	Novel: <i>Number the Stars</i>	Novel: <i>Lion, Witch, and Wardrobe</i>	10
11	Exploring Art	N/A	Flight Story of Aviation	N/A	N/A	N/A	11



Adjustments at the Local Level





District Customizations

District -level lesson, text, or resource adjustments:

- Remove or Adjust Lessons
 - Text or resource substitutions
 - Increase diversity among content and/or authorship of stories

Feedback and Stakeholder Informational Sessions

- Irving ISD Staff
- Community

Guiding Principles

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- Maintain educational integrity, academic rigor, and TEKS alignment
- Support student learning and preserve developmental appropriateness
- Respect parental perspectives
- Minimize classroom disruption

Curriculum Adjustment Strategies

- Proactive content review
- Informed by stakeholder feedback
- Contextual framing of topics addressed in religious source material
- Educator awareness and understanding



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