



# BELLVILLE INDEPENDENT SCHOOL DISTRICT

## Meeting of the BISD Board of Trustees

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April 24, 2025

<b>Subject:</b>	BISD OER Transition Plan for Bluebonnet Learning Instructional Materials
<b>Presenter:</b>	Natalie Jones, Chief Academic Officer
<b>Board Policy:</b>	
<b>BISD Goal:</b>	1. Develop and attain local standards for high levels of integrated learning and performance. [LEARNING]

<b>Summary:</b>	<p>For a school system to qualify for the State-Developed OER Entitlement for additional instructional materials procurement funding, the school district's Board of Trustees must adopt an OER Transition Plan (<a href="#">TEC, §31.0751</a>, <a href="#">TEC, §67.1315</a>). A transition plan is required when:</p> <ul style="list-style-type: none"><li>• initially adopting SBOE-approved Bluebonnet Learning instructional materials for any grade level or subject/course district-wide; or</li><li>• expanding implementation of high-quality instructional materials (HQIM) or SBOE-approved Bluebonnet Learning instructional materials to additional campuses and/or grade levels.</li></ul>
<b>Attachments:</b>	BISD Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials
<b>Recommendation:</b>	The recommendation is for the Board to consider action to approve the BISD Open Education Resources Transition Plan for Bluebonnet Learning Instructional Materials for the 2025-26 school year.

**BELLVILLE BRAHMAS**  
LEARNERS TODAY. LEADERS TOMORROW.



# Bellville ISD

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## Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials

# Action 1: Setting Implementation Goals

## 1A: Implementation Framework

Review the **Implementation Framework** and the **Fidelity of Implementation (FOI) Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

Describe the phase of Bluebonnet Learning Implementation (initial or deeper) for the start of the upcoming school year:

After reviewing historical and current data, leadership in Bellville ISD identified instructional areas in need of improvement as well as the need to solidify and strengthen tier 1 instruction across all grade levels, subjects, and campuses specifically targeting the areas of reading language arts and math. Over the past five years we have participated in several initiatives to build instructional systems of support and capacity such as RSSP, Strong Foundations Planning, and Texas Strategic Leadership and providing instructional coaches in the RLA and math areas. Throughout this process, the overarching need of providing access to and training teachers with using high quality instructional materials became a priority.

After training our teachers and leaders in the RLA and Math RBIS, piloting the existing OER math product in a few grade levels, and allowing all teachers and leaders to review and provide feedback on instructional materials provided through the IMRA Proclamation 2024, the team selected to adopt the Bluebonnet Learning instructional materials.

Bellville ISD will implement the Bluebonnet Learning materials in K-5 RLA and K-Algebra 1 for Math in the upcoming school year in the initial implementation phase.

## 1B: Implementation Goals

Based on the Implementation phase and local context, develop a specific goal for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes. Identify the continuous improvement process that will be followed and develop a progress monitoring timeline.

Bluebonnet Learning Implementation Goal: 85% of classroom teachers will implement the materials with integrity by the end of the first semester.	
Measure(s)	Classroom walkthroughs using the Bluebonnet Learning observation form (ICs and Admin Instructional Leaders)
Frequency	Minimum monthly walkthroughs of each classroom
Progress Monitoring	Quarterly data review and reflection at campus leadership and district principal meetings



Stakeholder Investment Goal: 75% of teachers and leaders report high confidence in utilizing Bluebonnet Learning instructional materials by the end of the school year.	
Measure(s)	Stakeholder surveys to teachers, instructional coaches, and school leaders
Frequency	3 times (Beginning of October, January, and May)
Progress Monitoring	The Teaching & Learning team will gather and interpret the data through reports for campus and district leadership teams. The leadership teams will review, analyze, and plan next steps of support for adaptive change management and continued investment in the materials.

Teacher Practice Goal: 90% of teachers use unit and/or lesson internalization protocols at least once per week during collaborative planning time.	
Measure(s)	ECT meeting observations
Frequency	School leaders and/or instructional coaches will observe ECTs weekly; district leaders will observe ECTs monthly
Progress Monitoring	Monthly data review and reflection at campus leadership team meetings and district principal meetings

Student Outcomes Goal: 100% of students will engage with grade level content through the use of Bluebonnet Learning instructional materials and build familiarity with embedded routines and strategies.	
Measure(s)	Classroom walkthroughs using the Bluebonnet Learning observation form
Frequency	Minimum monthly walkthroughs per classroom
Progress Monitoring	Quarterly data review and reflection at campus leadership and district principal meetings

## Action 2: Creating the Conditions for Success

### 2A: Materials Access

Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

#### Materials Access Planning

Order Bluebonnet Learning Instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.	
Task Owner/Manager	Natalie Jones (gather information) and Shawna Svinky (submit in EMAT)
Timeline	April/May 2025
Key Actions/Steps	<ul style="list-style-type: none"><li>Gather quantities needed for each campus and create a district order to submit for purchase at the April board meeting</li><li>Submit order through EMAT once open in May</li></ul>

Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.	
Task Owner/Manager	Natalie Jones (gather information) and Shawna Svinky (submit in EMAT)
Timeline	April/May 2025
Key Actions/Steps	<ul style="list-style-type: none"><li>Gather quantities needed for each campus and create a district order to submit for purchase at the April board meeting</li><li>Submit order through EMAT once open in May</li></ul>

Determine the process for receiving and distributing materials to campuses and classrooms.	
Task Owner/Manager	Natalie Jones, Emily Barrera, Shawna Svinky, Campus Librarians
Timeline	May-August 2025
Key Actions/Steps	<ul style="list-style-type: none"><li>Once materials are received they need to be barcoded for purchase through IMRA funds and distributed to campuses</li><li>Campus principals will ensure delivery to all teachers on their campus</li></ul>

Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.	
Task Owner/Manager	Natalie Jones, Emily Barrera
Timeline	May-August 2025
Key Actions/Steps	<ul style="list-style-type: none"><li>The Teaching &amp; Learning Department will communicate with campus</li></ul>



	<p>principals on the status of the Bluebonnet Learning Instructional materials delivery and distribution</p> <ul style="list-style-type: none"> <li>• Campus principals will communicate the process for the distribution of materials to staff, students and any other relevant stakeholders on their campuses</li> </ul>
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Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.	
Task Owner/Manager	Natalie Jones, Emily Barrera, Campus Principals
Timeline	April-August 2025
Key Actions/Steps	<ul style="list-style-type: none"> <li>• Consult with campuses to ensure all teachers and instructional campuses have access to instructional materials</li> <li>• Order all print materials needed</li> <li>• Ensure campuses keep the inventory of instructional materials and inform the Teaching &amp; Learning department of additional needs based on enrollment increases</li> </ul>

Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.	
Task Owner/Manager	Natalie Jones, Emily Barrera, Campus Principals
Timeline	April-August 2025
Key Actions/Steps	<ul style="list-style-type: none"> <li>• Ensure teachers and campus leaders have digital access to materials prior to print materials being delivered</li> <li>• Plan summer professional learning opportunities to train staff in advance of the school year (how to access and navigate Bluebonnet Learning materials, scope and sequence documents, protocols, and assessment tools)</li> <li>• Develop a plan to train staff in August if they are not able to attend summer training and if new hires onboard after the school year begins</li> </ul>

If applicable, determine the process and timeline for digital access and related technology support resources.	
Task Owner/Manager	Teaching & Learning Department, Technology Department
Timeline	April-August 2025
Key Actions/Steps	<ul style="list-style-type: none"> <li>• Develop training and/or one pagers on how to access digital versions of Bluebonnet Learning instructional materials</li> <li>• Communicate resources and train staff</li> </ul>

## 2B: Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning; and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

**Master Schedule(s):** Describe expectations and guidelines for the development of a master schedule that meets the requirements outlined in Bluebonnet Learning instructional materials. Include resources/links, as necessary, of master schedules that reflect instructional minute allocations for daily instruction.

Each elementary campus will develop master schedules that allocate the recommended instructional minutes for the Bluebonnet Learning instructional materials, specifically:

- Bluebonnet Learning RLA Grades K-2 a minimum of 120 minutes daily (60 foundational skills and 60 RLA)
- Bluebonnet Learning RLA Grade 3 a minimum of 120 minutes daily (integrated foundational skills and RLA)
- Bluebonnet Learning RLA Grades 4 and 5 a minimum of 90 minutes daily (integrated foundational skills and RLA)
- Bluebonnet Learning Math Grades K-5 a minimum of 60 minutes daily

Secondary math classes are on a block schedule. The Teaching & Learning Department has already contacted the secondary math specialist at ESC6 to help guide our pacing and instructional guidance to ensure successful implementation.

**Instructional Calendar(s):** Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader. Include resources/links, as necessary, of instructional calendars that reflect instructional minute allocations for teacher planning and preparation, including opportunities for collaboration.

## 2C: Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity. (Note: Action items 3A-C and 5A-B complement and support this action item 2C.)

Use of Bluebonnet Instructional Materials	
Expectations	Bluebonnet Learning instructional materials are expected to be used daily during tier 1 instruction for all students to ensure grade level instruction without substituting or supplementing with other materials not approved for use.
Plan for Communication	The expectations will be communicated during onboarding training for all stakeholders. As the year progresses, any recommendations for modifications and/or integration of any additional resources will be made through formal request to the Teaching & Learning Department. A team of representative



	stakeholders will review requests for supplemental materials and communicate updates.
Timeline	Recommendations for modifications and/or the addition of supplemental materials can be submitted at any time. Recommendations and updates regarding the approval of materials will be made quarterly (September, December, March, and June).

Internalization Protocol and Process	
Expectations	Teachers are expected to use collaborative ECT time and long-range planning time for internalization. Bluebonnet Learning protocols will be used. Teachers will prepare for lessons by annotating lesson plans. Administrators and instructional coaches will be a part of this process and look for evidence of follow through during learning walks and/or lesson observations. Teachers will be expected to complete pre-work for ECTs which includes completing the student work in upcoming lessons.
Plan for Communication	Requirements for protocol use will be communicated to stakeholders as a part of onboarding and orientation training.
Timeline	Onboarding and orientation training will be scheduled throughout the summer and August. The Teaching & Learning Department will repeat the training for any new hires that onboard after this time.

Student Work Analysis Protocols and Process	
Expectations	Teachers, instructional coaches, and leaders will analyze student work using the Bluebonnet Learning protocol during ECTs at least twice per nine weeks beginning in the second nine weeks. (October)
Plan for Communication	Expectations for protocol use will be communicated to stakeholders as part of the orientation and onboarding training. Instructional coaches and school leaders will model the use of the student work analysis protocol during professional learning in early October.
Timeline	Onboarding and orientation training will be scheduled throughout the summer and August. The Teaching & Learning Department will repeat the training for any new hires that onboard after this time.

Curriculum-embedded Assessment Expectations	
Expectations	Teachers will consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementation, all teachers will administer all assessments as designed unless the Teaching & Learning Department has approved otherwise. Modifications and/or accommodations may be made to meet individual student needs based on IEP or a student's

	educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning assessments. Students in grades 3 and up will take all Bluebonnet Learning assessments through Eduphoria online.
Plan for Communication	Expectations for embedded assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
Timeline	Onboarding and orientation training will be scheduled throughout the summer and August. The Teaching & Learning Department will repeat the training for any new hires that onboard after this time.

## 2D: Professional Learning Plan

Develop a professional learning plan for teachers, instructional coaches, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

Training on research-based instructional strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.	
When will this happen?	Our RLA and Math teachers have been trained in the RBIS. Ongoing initial training for any new hires and refresher training for existing employees as well as administrators will be conducted throughout the summer and school year.
Who will lead/participate?	Our ESC6 service center and/or Teaching & Learning Department will plan and deliver training.
What materials or resources are needed?	ESC6 and resources from our TNTF partners from RBIS training during Strong Foundations Planning.  BISD Literacy and Math Frameworks

Bluebonnet Learning instructional onboarding and orientation.	
When will this happen?	The Teaching & Learning Department will partner with ESC6 to provide onboarding and orientation (including an introduction to the design principles of the materials) May-August.
Who will lead/participate?	ESC6 in partnership with the Teaching & Learning Department will lead the sessions with all applicable instructional staff and leaders attending the training.
What materials or resources are needed?	ESC6 training materials and resources

Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.
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When will this happen?	The first professional learning experience around understanding the design principles of the Bluebonnet Instructional materials will happen in May-August with specific work time to prepare to deliver instruction in the first two units. Ongoing, job-embedded professional learning will continue throughout the year in ECTs, instructional coaching and feedback sessions, common planning, and other professional learning sessions provided.
Who will lead/participate?	ESC6 partnering with the Teaching & Learning Department
What materials or resources are needed?	ESC6 training materials and resources from the Teaching & Learning Department

Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

When will this happen?	Teachers are expected to use collaborative ECT time and long-range planning time for internalization. Bluebonnet Learning protocols will be used. Teachers will prepare for lessons by annotating lesson plans. Administrators and instructional coaches will be a part of this process and look for evidence of follow through during learning walks and/or lesson observations. Teachers will be expected to complete pre-work for ECTs which includes completing the student work in upcoming lessons.
Who will lead/participate?	Instructional coaches, campus and/or district administrators and lead teachers will facilitate internalization protocols and expectations of the pre-work necessary. All teachers will attend ECTs and/or planning sessions.
What materials or resources are needed?	Bluebonnet Learning instructional resources, protocols, and walkthrough forms

Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

When will this happen?	During ECTS beginning in October, collaborative teams (teachers, instructional coaches, and leaders) will engage in student work analysis at least twice a nine weeks.
Who will lead/participate?	Instructional coaches, leaders, and all teachers will participate.
What materials or resources are needed?	Bluebonnet Learning materials and the student work analysis protocol



Regular observation and feedback cycles with an instructional coach or school leader.	
When will this happen?	Based on our locally developed Instructional Observation and Feedback system, campus leaders will observe classroom instruction (with feedback) 1-3 times per nine weeks. Additionally, Teaching and Learner department leaders and instructional coaches will conduct learning observations weekly using the Bluebonnet Observation tool.
Who will lead/participate?	District and campus administrators and instructional coaches will conduct the observations and learning walks.
What materials or resources are needed?	Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher's guide).

Additional ongoing, job-embedded, curriculum-based professional learning opportunities.	
When will this happen?	Teachers will receive on-going, job-embedded, curriculum-based professional learning during weekly lesson internalization sessions, tri-weekly student work analysis sessions, observation and feedback cycles, and additional support from Teaching and Learning admin and instructional coaches. Additionally, principals will provide long-range planning once a nine weeks for a deeper dive into the curriculum materials.
Who will lead/participate?	Instructional coaches and campus admin will facilitate the majority of the ongoing support. The Teaching and Learning department will serve as resources and support for the coaches and campus admin.
What materials or resources are needed?	School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (provided prior to the start of the school year), protocols, and observation tools.

## 2E: Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified, as outlined in TEC 26.006.

What is our purpose for implementing Bluebonnet Learning?	
Message	After reviewing historical and current data, leadership in Bellville ISD identified instructional areas in need of improvement as well as the need to solidify and strengthen tier 1 instruction across all grade levels, subjects, and campuses specifically targeting the areas of reading language arts and math. Over the past five years we have participated in several initiatives to build instructional systems of support and capacity such as RSSP, Strong Foundations Planning,



	<p>and Texas Strategic Leadership and providing instructional coaches in the RLA and math areas. Throughout this process, the overarching need of providing access to and training teachers with using high quality instructional materials became a priority.</p> <p>After training our teachers and leaders in the RLA and Math RBIS, piloting the existing OER math product in a few grade levels, and allowing all teachers and leaders to review and provide feedback on instructional materials provided through the IMRA Proclamation 2024, the team selected to adopt the Bluebonnet Learning instructional materials.</p> <p>Bellville ISD will implement the Bluebonnet Learning materials in K-5 RLA and K-Algebra 1 for Math in the upcoming school year in the initial implementation phase.</p>
Audience	All district instructional and leadership staff, all K-5 RLA staff and K-Algebra1 math staff, and all school board members.
Timeline	February 2025-August 2025

What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC 26.006?	
Message	The Teaching & Learning Department will present a plan of adjustments to the RLA curriculum that fits our local context at the July school board meeting. The adjustments will be communicated to all stakeholders and reflected in the scope & sequence and on our website.
Audience	School board, Administrators, Teachers, BISD Parents/Community
Timeline	Review of materials and potential adjustments April-July; July board meeting

Which adaptive strategies will we use to support positive change management?	
Message	<p>Communication, transparency, and follow through will be the most critical change management strategies. We began communicating the “why” behind our curriculum move in February, included teachers and campus leaders in the selection process, and have continuously provided them outlets to ask questions. In the next phase of the process, clear communication about expectations and follow-through will help aid in transparency for teachers.</p> <p>Additionally, we will focus on communicating clearly to all stake-holders (internal and external) and responding to feedback.</p>
Audience	Bellville ISD community

Timeline	On-going
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## Action 3: Leading Internalization and Professional Learning Communities

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### 3A: Analyzing PLC Practices

Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

While we have been working on lesson internalization this past school year, we need to refine our practices of the importance of teacher preparation and pre-work required prior to an ECT meeting in order to effectively collaborate and internalize best instructional practices and delivery for upcoming lessons.

Identify which Keys to Success are currently in place, which are not, and which ones need refining.

The Keys to Success currently in place are vision, protected time and frequency, and ownership. We need to improve our practice regarding the use of time and educative practices.

### 3B: Structures for Internalization and PLCs

Explain the vision for unit and lesson internalization.

Unit Internalization should occur 2-3 weeks in advance of teaching the unit. Teachers are expected to complete pre-work on upcoming lessons prior to weekly ECT meetings. During ECT meetings, teams will collaboratively internalize one lesson which includes annotating the lesson specifically to note background knowledge and/or scaffolds that need to be incorporated as well as teacher moves to maximize student engagement and mastery of grade-level expectations. Teams will also discuss any pertinent information surrounding the other lessons.

Name the roles and responsibilities of the school leaders, instructional coaches, and teachers to support the vision for internalization.

#### District and Campus Administrators

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress toward the vision for internalization.
- Align district and schoolwide systems and structures with the vision for internalization.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.
- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing team and/or 1:1 support and co-planning, when needed.
- Plan and lead collaborative planning time with teams of teachers, when needed.

#### Instructional Coaches

- Complete Bluebonnet Learning onboarding and orientations training to gain a deep understanding of the product and unit/lesson internalization protocols.



- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing team and/or 1:1 support and co-planning.
- Plan and lead collaborative planning time with teams of teachers.

#### Teachers

- Complete Bluebonnet Learning onboarding and orientations training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Regularly utilize the product-specific internalization protocols to prepare to teach units and lessons from Bluebonnet Learning.
- Participate in team or 1:1 internalization meetings and collaborative planning time led by an instructional coach or other instructional leaders.

Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

Revise our existing ECT Framework and Toolbox to align to Bluebonnet Learning best practices.

Name the technical conditions, systems, and structures that need to be in place to support the identified priorities and the vision.

The Teaching & Learning Department will revise the ECT toolbox and roll out to campus leaders at our Admin Academy as well as our instructional coaches and teacher leaders in May 2025.

### 3C: Supporting All Learners

#### Guidelines for Bluebonnet Learning Embedded Supports

Teachers will identify which embedded supports will need to be used with each class while internalizing lessons. These supports will be annotated in the teacher guide.

#### Guidelines for Engagement Strategies

Teachers will identify which engagement strategies will need to be used with each class while internalizing lessons. These strategies will be annotated in the teacher guide. Additional strategies, such as small group instruction may be reflected.

#### Guidelines for Instructional Flexibility

Teachers have the flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet a student's IEP or other education plan.

## Action 4: Establishing Observation and Feedback Practices

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### 4A: Observation Expectations

Clearly define the purpose of observations.

The purpose of observations of Bluebonnet Learning lessons is to identify implementation of the curriculum with integrity in order to have the greatest impact on student achievement.

Name the observation expectations and responsibilities for school leaders.

As campus and district level leaders begin to see areas of concern in particular, they will work with instructional coaches to review observation and feedback data, and use the process to provide teachers with targeted support.

Name the observation expectations and responsibilities of instructional coaches.

The bulk of the observation and feedback cycle responsibilities will fall on the instructional coaches. They will provide on-going observation and feedback support throughout the year.

Explain which observation tool(s) will be used.

The provided Bluebonnet Learning Observation Tool will be used for observations.

Decide on the coordination regarding the cadence, frequency, and scheduling of observations.

The instructional coaches will work with the Director of Teaching and Learning and the Assistant Superintendent of Academics to establish a cadence of observations. The Director of Teaching & Learning will create a Google form based on the Bluebonnet Learning Observation Tool in order to gather data.

Name the requirements for documentation and follow-up.

The observation data will be reviewed monthly by the Teaching and Learning team to include the Instructional Coaches and campus leadership teams. Action steps will be determined at the monthly data reviews.

## 4B: Observation and Feedback Cycles

School leader and instructional coach training and practice.

District/School leaders and instructional coaches will receive training on the use of the Bluebonnet Learning observation tool and have opportunities to practice using the tools.

Coaching Model

Bellville ISD has a previously established Instructional Coaching Handbook; a coaching model based on Diane Sweeny's Coaching Cycles. The handbook will be revised to align to Bluebonnet Learning's observation and feedback cycle best practices.

Feedback Cycle Process

As outlined in Action 2D, teachers will receive feedback 1-3 times per nine weeks as a base-line. Teachers who are identified as in need of more targeted coaching/support will receive more frequent feedback through the Coaching Cycles process.

Ongoing, Job-embedded Support



Teachers will receive ongoing, job-embedded support not only through the observation and feedback cycle process, but also through collaborative and/or 1:1 coaching support through ECTs. Teachers will also have the opportunity for model teaching and co-teaching from their instructional coach.

### Measuring Impact

As laid out in Bellville ISD's Instructional Coaching Handbook, district/school leaders and instructional coaches will be measuring teacher impact based on the data entered in the observation tool Google form, student results on curriculum-based assessments, and data kept by coaches using the Results-Based coaching tool from the Instructional Coaching Handbook.

## Action 5: Aligning Assessment Strategy

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### 5A: Analyzing Assessment Practices

Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

Bellville ISD has worked to implement a data culture over the past three years. Additionally, we have worked with teachers on creating and delivering assessments through the Eduphoria Aware platform. An area for improvement would be curriculum-based assessments written by the curriculum publishers. This component of the Bluebonnet Learning curriculums will go a long way furthering data-driven instruction through authentic assessments.

Identify which Keys to Success are currently in place, which are not, and which ones need refining.

Vision, protected time and frequency are two Keys to Success that are currently in place.

Ownership and use of time are two Keys to Success that are in place, but need refining.

### 5B: Structures for Assessment Practices

Identify a priority action for curriculum-embedded assessments based on the current state analysis conducted in Action 5A.

Our priority action will emphasize the importance of "beginning with the end in mind" during unit internalization.

Identify a priority action for student work analysis based on the current state analysis conducted in Action 5A.

Our priority action will be to introduce teachers to the systemic practice of student work analysis.

Plan the next steps that focus on high-impact changes to support effective assessment practices.

- District leadership will revise the Data Culture Framework and data protocols to align with the Keys to Success for Assessment.
- District and campus leaders will collaborate on steps to be taken if a team of teachers wants to revise a curriculum-based assessment.



- The Director of Teaching and Learning will update the scope and sequence available to the public to include the curriculum-based assessments.

Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

- District leadership will communicate curriculum-based assessment expectations to campus leadership during the leadership team in June, to instructional coaches in August, and to team leaders in May and August.
- All teachers and other instructional staff will receive training and information on the expectations for curriculum-based assessments during August.