



## **Big Spring ISD OER Transition Plan**

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# ACTION 1: Setting Implementation Goals

## 1A: Implementation Framework

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After identifying gaps in curriculum and instruction, a couple of years ago Big Spring ISD's Instructional Leadership Team chose to align materials through the adoption of Amplify Reading and Eureka Math. This past year, Texas developed Bluebonnet Learning by partnering with both products to more tightly align to state grade level standards and expectations in levels K-5. While Big Spring has seen the success of these products already, leadership proposed that having foundational materials that were more clearly aligned to the state's standards would support Tier 1 instruction even more effectively.

Instructional Leaders from each grade level (K-5) reviewed materials already in use for 2024-2025 (Eureka/Amplify) and compared them to Bluebonnet Learning instructional materials. The teams concluded that having Texas Standards aligned materials would be essential as we build capacity in our instructional teams on each campus.

## 1B: Setting Implementation Goals

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### **Goal Area:** Bluebonnet Learning Implementation

- Goal: 100 % of teachers implement materials consistently.
- Measure(s): Classroom Walkthroughs, PLC protocols
- Frequency: Instructional Leaders (P, AP, IC, District Admin) daily PLC meetings, Weekly Campus Walkthroughs of classrooms
- Progress Monitoring: Instructional Leaders weekly meetings, EPIC principal monthly meetings

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### **Goal Area:** Stakeholder Investment

- Goal: 90% of the teachers are confident in Bluebonnet Learning Materials by the end of the school year. (K-2 Math – 19 out of 21 teachers. K-5 Reading – 33/37 teachers)
- Measure(s): PLC Check-ins, PLC survey 2x ( Fall and Spring)
- Frequency: PLC Check-ins weekly, EPIC Meeting Monthly Check-ins, Data reviews each 6 weeks, surveys 2x one in fall, one in spring.
- Progress Monitoring: Campus Leadership Teams will review, analyze, and plan next steps to support adaptive change management and continued investment in Bluebonnet Learning instructional materials.

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### **Goal Area:** Teacher Practice

- Goal: 100 % of teachers will use unit / lesson internalization protocols reviewing key instructional takeaway and or rehearsing at least once a week during collaborative planning time.
  - Measure(s): PLC observations/monitoring by campus instructional leaders and district admin, using MIA/ Leaders guidelines reviewing annotations made and purposeful team discussions, using the Learning Walk Tool for classroom delivery.
  - Frequency: Campus instructional leaders will observe, monitor, and address weekly
  - Progress Monitoring: Data reviews and reflections at campus and district principal meetings.
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**Goal Area:** Student Outcomes

- Goal: 100% of students engage with grade-level content from Bluebonnet Learning and build capacity with embedded routines and strategies.
  - Measure(s): Classroom walkthroughs
  - Frequency: Minimum monthly walkthroughs for each classroom
  - Progress Monitoring: Quarterly campus data review and reflection with campus leadership meetings and at district principal meetings.
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## ACTION 2: Creating the Conditions for Success

### 2A. Materials Access Planning

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Order Bluebonnet Learning instructional print materials by grade level and campus.

- **Task owner/manager:** Director of Curriculum, Elementary Curriculum Coordinator, and Campus principals
  - **Timeline:** May 2025
  - **Key Actions/Steps:**
    - The curriculum representatives and principals will create a campus order for Bluebonnet Learning instructional materials.
    - The Curriculum Director will submit orders through EMAT.
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Order or secure any related manipulatives needed

- **Task owner/manager:** Elementary Curriculum Coordinator and Instructional Coaches
  - **Timeline:** April- May 2025
  - **Key Actions/Steps:**
    - The Elementary Curriculum Coordinator and Instructional Coaches will review the Bluebonnet Learning instructional materials guides and materials lists to any related manipulatives that need to be ordered by subject area and grade level.
    - The Elementary Coordinator will communicate this information, and an order will be placed in EMAT for required materials.
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Process for receiving and distributing materials to campuses and classrooms

- **Task owner/manager:** Warehouse, Curriculum Department and building principal
- **Timeline:** May–September 2025
- **Key Actions/Steps:**
  - The warehouse will receive and inventory all Bluebonnet Learning instructional materials upon delivery.
  - They will coordinate with curriculum to meet at the warehouse to count and label items for delivery to campus
  - Campus principals will receive materials from the warehouse and ensure that delivered materials match the campus order form
  - Campus principals will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and

students.

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### Communicating Distribution Process

- **Task owner/manager:** Director of Curriculum/Campus principals
- **Timeline:** May-September 2025
- **Key Actions/Steps:**
  - The Director of Curriculum will communicate with campus principals regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
  - Campus principals will communicate the process for the distribution of materials to staff and students to all relevant stakeholders.

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### Ensuring Access

- **Task owner/manager:** Campus principals
- **Timeline:** May 2025-May 2026
- **Key Actions/Steps:**
  - Campus principals will ensure that all teachers (including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff) have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
  - Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
  - Campus principals have developed a plan to maintain an inventory of teaching materials and a process for securing additional materials based on increased teacher allotments and/or student population increases.

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### Technology Access

- **Task owner/manager:** Technology Director
- **Timeline:** April–September 2025
- **Key Actions/Steps:**
  - The Technology Director, along with support from the Elementary Curriculum Coordinator, will develop access and resources for staff to navigate digital versions of Bluebonnet Learning instructional materials.

## 2B. Schedules and Calendars

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### Master Schedule(s):

Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all additional instructional programming requirements are met as described in Big Spring ISD administrative regulations.

- Bluebonnet Learning RLA Grades K–2, minimum of 120 minutes daily (60 minutes for foundational skills and 60 minutes for RLA)

- Bluebonnet Learning RLA Grade 3-4, minimum of 120 minutes daily (plus an optional 30 minutes of foundational skills)
  - Bluebonnet Learning RLA Grades 5, minimum of 90 minutes daily
  - Bluebonnet Learning Math Grade K–2, minimum of 60 minutes daily
  - Each campus will develop an instructional calendar reflecting time for lesson internalization and student work analysis of at least 135 minutes per week during grade level/subject PLCs.
  - Additionally, teachers in grade levels K-5 have common conference periods and at least one professional development planning day built into the calendar per 6 weeks.
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## 2C. Aligned Expectations

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### Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained on the district website.
  - **Plan for Communication:** Expectations for materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during back-to-school in-service and will be able to make any recommendations for modifications and/or integration of any additional materials.
  - **Timeline:** Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time.
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### Internalization Protocol

- **Expectations:** Teachers prioritize internalization during PLC time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will be reviewed by their administrator during the PLC process.
  - **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
  - **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will continue during the school year for new hires.
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### Student Work Analysis

- **Expectations:** Teachers, coaches, and leaders analyze student work consistently during PLC time.
- **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training. Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use.
- **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated during the year for new hires.

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## Curriculum-embedded Assessment expectations.

- **Expectations:** Teachers consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementation, all teachers will administer all Bluebonnet Learning assessment. Modifications and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration unit assessments that meet district expectations. PLCs are expected to analyze campus data and address campus instructional gaps every 6 weeks.
- **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 August.** The training will be repeated for new hires. Principals will report on the fidelity of the use of Bluebonnet Learning assessments at principal meetings.

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## 2D. Professional Learning Plan

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### Training for Research Based Instruction and High Quality Materials

- **When will this happen?** HQIM, RBIS and MIA trainings took place with various BSISD staff members during the 2024 and 2025 school years. Additional support will be offered through continuing the MIA process with Region 18 during the 2025-26 school year.
- **Who will lead/participate?** Our Education Service Center and Elementary Curriculum Coordinator will provide several options for receiving and continuing RBIS training.
- **What materials or resources are needed?** Our ESC coordinates the training sessions; the Elementary Curriculum Coordinator communicates with the ESC to organize the sessions and arrange any materials or resources needed.

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### Training Focused on Bluebonnet Expectations

- **When will this happen?** General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding and orientation training. Additional expectations and change management supports will be an ongoing district-level focus at principal meetings (led by the assistant superintendent and Elementary Curriculum Coordinator) and a campus-level focus at faculty/staff meetings (led by campus principals) including but not limited to meetings like EPIC, MIA, TOTAL, and IMPACT.
- **Who will lead/participate?** The assistant superintendent, Elementary Curriculum Coordinator, and campus principals will lead the development and delivery of these experiences. Attendees will include all instructional staff.
- **What materials or resources are needed?** The assistant superintendent and the Elementary Curriculum Coordinator will develop a protocol for recurring discussion of these topics at principal meetings.

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### Bluebonnet Learning instructional material onboarding and orientation.

- **When will this happen?** Big Spring ISD will partner with our Education Service Center to provide onboarding and orientation (including an introduction to the design principles of the

materials) for Bluebonnet Learning instructional materials in August and September. District curriculum and instruction program staff will coordinate with the service center to integrate local context, expectations, and change management practices into the onboarding and orientation experience.

- **Who will lead/participate?** Sessions will be led jointly by ESC partners and Big Spring ISD curriculum and instruction staff. All elementary instructional staff and leaders will attend the onboarding and orientation training.
  - **What materials or resources are needed?** The Elementary Curriculum Coordinator will communicate with the ESC to organize the sessions and arrange any materials or resources needed.
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### On-going Professional Learning

- **When will this happen?** The first professional learning experience around understanding the design principles of Bluebonnet Learning instructional materials will include an introduction to the design principles as part of the onboarding and orientation. Ongoing, job-embedded professional learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of instructional coach and school leader-facilitated internalizations and will occur weekly during common planning. Instructional coaches and school leaders will attend additional training from the ESC to support leading internalization and conducting observation and feedback cycles.
  - **Who will lead/participate?** Onboarding and orientation sessions will be led jointly by ESC partners and Big Spring ISD curriculum and instruction staff. All elementary instructional staff and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation sessions. All instructional coaches and elementary administrators will attend coaching training from the ESC.
  - **What materials or resources are needed?** The Elementary Curriculum Coordinator will communicate with the ESC to organize the sessions and arrange any materials or resources needed.
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### Unit and Lesson Internalization

- **When will this happen?** Teachers and instructional coaches/school leaders will engage in weekly facilitation of internalization of an upcoming unit or lesson. Additional internalization support sessions may occur at the teacher's discretion.
  - **Who will lead/participate?** Instructional coaches and school leaders will facilitate internalization practice at least once weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions with their grade level.
  - **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teaching teams/teachers.
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### Student Work Analysis

- **When will this happen?** Teachers and instructional coaches/school leaders will engage in student work analysis weekly at some point during PLCs.
- **Who will lead/participate?** Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated student work analysis sessions



either with their grade level, vertical team, or individually.

- **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teams/teachers.

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### Regular observation and feedback cycles

- **When will this happen?** School leaders will observe classroom instruction weekly with each teacher receiving a walkthrough/observation at least once every six weeks.
- **Who will lead/participate?** School leaders will conduct observations of K–5 RLA and math general education and specialized teachers.
- **What materials or resources are needed?** Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher’s guide), TIL Observation Feedback, T-Tess appraisal document

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### Job-embedded, curriculum-based professional learning opportunities.

- **When will this happen?** Teachers will receive ongoing, job-embedded, curriculum-based professional learning during the facilitated internalization sessions (weekly), facilitated student work analysis sessions, daily/weekly PLC observation and feedback sessions, and optional additional supports at the teacher’s discretion. Additionally, principals will prioritize campus-professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.
- **Who will lead/participate?** Instructional coaches and school leaders will facilitate ongoing support. The Curriculum and Instruction Department and elementary principal supervisors will serve as resources and support for the support provided at the campuses.
- **What materials or resources are needed?** School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (which will be provided prior to the start of the school year), protocols, and observation tools.

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## 2E. Adaptive Change and Communication

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### Purpose of Implementation

- **Message:** Access to grade-level materials matters. When students are given grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.
- **Audience:** All district instructional and leadership staff, all elementary instructional staff
- **Timeline:** Summer training sessions, back-to-school in-service events, and ongoing throughout the school year

## ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)

### 3A. Analyzing PLC Practices

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The district has had a PLC structure in place for the last 8 years and it is a time protected by campus leadership for teachers to meet and plan. Campus leadership regularly attends PLCs, and the meetings are guided by an agenda focused on the group's HQIM protocols. Campus leadership and instructional coaches play active roles in the focus of the meetings.

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#### PLC Keys for Success

- **Vision:** The vision for PLCs will continue to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.
  - **Protected Time and Frequency:** Common PLC time is protected and currently in place for a minimum of 3 days per week.
  - **Use of Time:** The use of an agenda focused on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time.
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### 3B. Structures for Internalization and PLCs

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#### Vision for unit and lesson internalization.

Internalization is the process of deeply studying a unit or lesson from Bluebonnet Learning instructional material to understand what students are expected to learn and how to teach it to achieve those outcomes.

Internalization supports implementation with fidelity. Teachers who deeply understand student expectations and the design of the Bluebonnet Learning instructional materials can teach units and lessons more effectively and make intentional instructional decisions that support engagement and learning for all students.

Internalization happens consistently and regularly before instruction occurs.

- Unit internalization happens at least 2–3 weeks before a new unit begins.
  - Lesson internalization happens for each daily lesson at least 1–2 days in advance.
1. Instructional coaches, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching units and lessons.
  2. All instructional staff attending collaborative sessions will complete any needed pre-work or post-work as agreed by the team or with the facilitator.
  3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.
  4. Teachers attend collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.

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

**Principals:**

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress towards the vision for internalization; reflecting and providing support as needed.
- Align schoolwide systems and structures with the vision for internalization.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.

**Instructional Coaches and Assistant Principals:**

- Complete Bluebonnet Learning onboarding and orientation 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 support and co-planning.
- Plan and lead collaborative planning time with teams of teachers.

**Teachers:**

- Complete Bluebonnet Learning onboarding and orientation 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 internalization meetings and collaborative planning time led by an instructional coach or other instructional leader.

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**PLC Priorities**

1. Define Big Spring ISD's Vision for PLCs in applicable grade levels to focus on Bluebonnet Learning best practices, design principles, and use of protocols.
2. Train instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.
3. Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.
4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCs.
5. Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

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**Required Technical Conditions and Structures**

**Time:** The master schedule includes protected, meeting time(s) for general education and specialized teachers to meet with instructional coaches or school leaders to meet for at least 45 minutes a minimum or 3 times weekly for internalization practices.

**Ownership:** Schools have identified instructional coaches and school leaders who will plan and facilitate

collaborative planning time and provide teachers feedback and support on their preparation.

**Protocols:** Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.

**Accountability:** There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials.

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### 3C. Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

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#### Guidelines for Bluebonnet Learning Embedded Supports

Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches and school leaders prior to the lesson's instructional delivery.

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#### Guidelines for Engagement Strategies

Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, including using flexible grouping and anchor documents and resources.

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#### Guidelines for Instructional Flexibility

Teachers have 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 the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of additional materials as described in Action 2C: Use of Bluebonnet Learning instructional materials.

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### ACTION 4: Establishing Observation and Feedback Practices

#### 4A. Observation Expectations

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Clearly define the purpose of observations.

At Big Spring ISD, district and school leaders use TIL and T-Tess tools to conduct classroom walkthroughs and observations to collect evidence of implementation and to measure attainment toward goals. School leaders and instructional coaches use observation tools to engage in cycles of observation and feedback

to support continuous growth and development of teaching and education practices. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught.

**Next Steps:**

- District leaders, school leaders, and instructional coaches have (and will continue to) receive training specific to the observation and feedback practices.
- District leaders, school leaders, and instructional coaches will engage in calibration activities for walkthrough and observation feedback cycles.

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## District Leader Roles and Responsibilities

- Have a high-level understanding of the observation tools that coaches, and school leaders will use to provide feedback to teachers.
- Support school leaders in analyzing and responding to data collected during observations and learning walks.

## School Leader Roles and Responsibilities

- Co-observe classroom instruction with coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.
- Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.

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## 4B. Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

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## Coaching Model

**Decision/Expectations:** Big Spring ISD school leaders and coaches will use the Action Step Guides in conjunction with the See It, Name It, Do It coaching model to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

**Next Steps:**

- The Elementary Curriculum Coordinator will integrate training on the Action Step Guides in the professional development sessions that leaders and instructional coaches will attend before the start of the school year.

## Feedback Cycle Process

**Decision/Expectations:** Teachers will receive feedback, in person, from their observer at least once each six weeks using either the Action Step Guide or the See It, Name It, Do It protocol to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Each observer will follow up to observe the action steps in play within ten school days. Feedback and action steps will be recorded on the district observation platform.

**Next Steps:** Principal supervisors and the Elementary Curriculum Coordinator will meet with campus leaders and instructional coaches to communicate expectations and processes.

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## Measuring Impact

**Decision/Expectations:** School leaders and instructional coaches will measure impact based on the data entered in the district observation platform specific to the action steps identified and the degree that teachers are implementing these actions successfully.

**Next Steps:**

- Principal supervisors will meet with leadership teams to review the progress monitoring aspects of the action steps provided to teachers during Bluebonnet Learning observation and feedback cycles.
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## ACTION 5: Aligning Assessment Strategies

### 5A. Analyzing Assessment Practices

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## Constantly Assess to Improve

- The Assessment Coordinator creates comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered across the district including STARR, End of Course, and college readiness related assessments.
  - Campuses follow a process of administering common unit assessments developed at the campus level for each grade level and course in the required curriculum.
  - Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.
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## Keys to Success

- A key to success is the practice of maintaining an assessment calendar. Big Spring ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments but will align them to the district expectations of spiraling in low SEs on upcoming assessments.
- Teachers and instructional staff have collaboratively developed common unit assessments and district benchmarks for many years and integrity of the use of these assessments is a strength of Big Spring ISD. Refinement will be needed to explicitly outline expectations for the use of

Bluebonnet Learning embedded assessments with clear guidelines for how and in what manner assessments may be adapted or changed.

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## 5B. Structures for Assessment Practices

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### Priorities for Curriculum-Embedded Assessments

- Update campus assessment calendars to reflect Bluebonnet Learning embedded assessments instead of previously used district benchmarks or campus created common unit assessments.
  - Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications.
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### Priorities for Student Work Analysis

- Facilitated student work analysis sessions will begin in PLCs in September. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.
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### Effective Assessment Practices

- District leadership will develop guidelines and samples for communicating expectations for the prioritization of Bluebonnet Learning embedded assessments and which assessments will no longer be administered.
  - Campus administrators and instructional coaches will update campus testing calendars to include Bluebonnet Learning unit assessments.
-